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THE ACTIVITIES AND CONTRIBUTIONS OF HENRY R. PATTENGILL TO EDUCATION IN MICHIGAN

By

JAMES GEOFFREY MOORE

A THESIS

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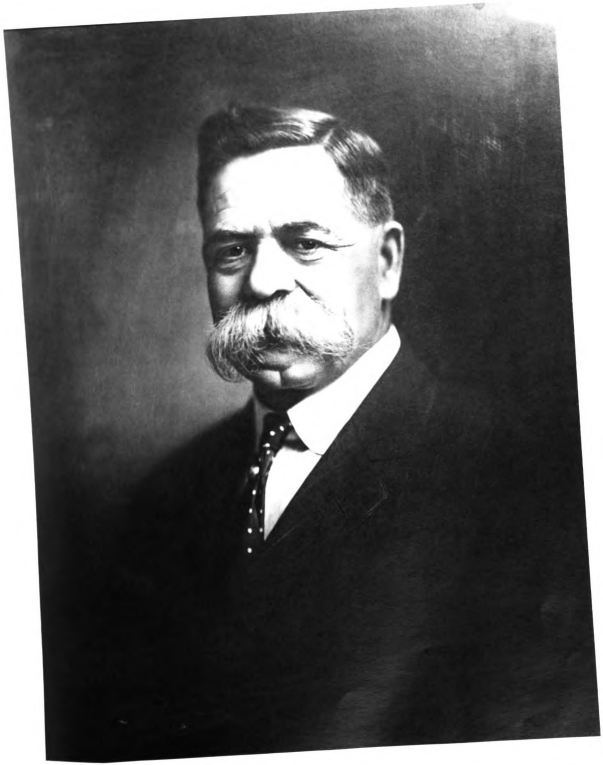
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Henry R. Pattengill
1852 - 1918

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James Geoffrey Moore

candidate for the degree of

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Outline of Studies:

Major Subject: History and Philosophy of Education

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Biographical Items:

Born, January 17, 1915, Ann Arbor, Michigan
Undergraduate Studies, Michigan State College, 1932-36,
A.B., Michigan State College, 1936.
Graduate Studies, University of Michigan, 1936-37, M.A.,
University of Michigan, 1937.
Northwestern University, 1940.
Michigan State College, 1946-51.

Experience: High School Teacher, Bad Axe, Michigan, 1937-39;
High School Teacher, Grand Haven, Michigan, 1939-41;
United States Air Force, 1941-46;
Director, Veterans Institute, Lansing, Michigan, 1946-47;
Instructor, Department of Effective Living, Michigan State College, 1947-51.

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CHAPTER I

INTRODUCTION

In order to determine the growth and development of society it is necessary to study the history of its institutions and of the men connected with them. In the study of history it is usually found that there is a close relationship between individuals and institutions. Since the educational activities of man have been institutionalized, one finds that the names of individuals are constantly brought to one's attention through their acts, speeches, and writings. This fact is as true in Michigan as it is elsewhere.

As one reviews public education in Michigan, the names of many individuals come into view. However, John D. Pierce, Henry R. Pattengill, Woodbridge N. Ferris, Walter H. French, and Ernest Burnham appear as some of the more prominent figures involved in the growth and development of primary and secondary education in Michigan.

Henry Romaine Pattengill came to the foreground as a possible leader in Michigan educational circles because of his

varied activities in this area. He was an educational journalist and publisher, a teacher and administrator, an institute worker, and a public speaker. In addition, he was a leader in the Michigan State Teachers' Association and was active in other educational organizations throughout the state. Because of these numerous activities and interests of Pattengill this study was made to determine the effect they may have had on education in Michigan.

It is the purpose of this study to present a biographical account of Pattengill's educational activities in Michigan. This study will deal with Pattengill's philosophy from his early teaching days until his death. In addition, the activities of the educator will be described and evaluated. The evaluation of these activities and his philosophy will be made in terms of the contribution and influence they may have had on education in Michigan.

Up to this time no biography of Pattengill has been written. The only literature regarding him consists of brief biographical sketches contained in county histories, educational encyclopedias, and accounts of his life written in newspapers at the time of his death.

In connection with this research, two types of sources were available. First, there were the primary sources consisting of family papers and letters, Pattengill's educational and current events papers, books, governmental documents and reports, legislative acts, minutes of the Michigan State Teachers' Association, and interviews with persons who either knew Pattengill personally or had heard him speak. Second, there were the secondary sources such as magazine articles, newspaper articles, educational encyclopedias, and county histories.

The majority of the sources for this research were found in the Pattengill Papers owned by Mrs. Margaret Foster, daughter of Henry R. Pattengill. Other source materials were found in the Michigan State Library, the Burton Collection of the Detroit City Library, the University of Michigan Library, the Michigan State College Library, the William L. Clements Library, the Library of Congress, and in newspaper files throughout the State of Michigan.

The organization of this study follows the chronology of Pattengill's life. His birth, early life, high school and college experiences are discussed in the second chapter. In the third chapter attention is given to Pattengill's experiences as

a teacher and administrator. In addition, the ideas he had concerning educational matters are developed and discussed in this chapter. After Pattengill left teaching, he was engaged in editing and publishing an educational journal. During this period he developed many of the ideas which he put into effect as Superintendent of Public Instruction. Moreover, it was during this time that he taught in college. This is the subject matter of chapter four.

For four years of his life Pattengill was Superintendent of Public Instruction for the State of Michigan. His philosophy and activities during his terms of office are described in the fifth chapter. Upon leaving office Pattengill once again devoted his time to his journalistic endeavors, though heavy demands were made upon him for numerous speaking engagements. Chapter six covers this phase of his life up to the time of his death. A general evaluation of Henry R. Pattengill is contained in the concluding chapter.

This study is limited by the type of source materials available concerning Henry Romaine Pattengill. First, the business records and much of the correspondence of Pattengill's enterprises were nearly all destroyed upon his death. Second,

the records of the Office of Public Instruction in Michigan were not permanently filed by the department. Third, the correspondence of many of the men with whom Pattengill communicated has not been kept or was destroyed by the families of these persons. Fourth, the destruction of the papers of the governors of Michigan in the State Office Building fire deprived the writer of official files.[1] Fifth, the school records of Ithaca were destroyed by one of the succeeding superintendents of schools there.

On the other hand, there were some materials which made the task easier. First, there were certain family papers and documents which had been collected and preserved by Pattengill's family. Second, in Ithaca there were individuals who had gone to school while Pattengill was teaching there. Third, in Pattengill's educational journal he included itineraries of his journeys which enabled the writer to follow his footsteps throughout the state and to read in the newspapers of the communities he visited the comments made about him and his speeches. A fourth factor which greatly assisted the writer is that in

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[1] February 8, 1951.

Pattengill's educational journal all of the editorials were written by him. This enabled the writer to be fairly certain that he was reading the ideas of Pattengill himself.

Henry R. Pattengill's main interest was in educational matters, but one would be ignoring facts if his other varied business interests and activities were not mentioned for the benefit of the reader. He was a stockholder in a mining company, a stockholder and director of a fruit plantation in Cuba, a stockholder and director of a resort on Little Traverse Bay in Michigan, and he owned his own publishing and printing establishment.

In addition to business activities, he was an ardent prohibitionist and was active in the Michigan Anti-Saloon League. Also, he was an active politician, having been a Republican and later an active member of the Progressive or Bull Moose Party. In 1914, he was a candidate for governor on the Progressive Party ticket, but was defeated. Educator, entrepreneur, capitalist, prohibitionist, and politician: Pattengill was all of these, but this study will be limited to his educational activities.

Pattengill's educational activities were not confined to the State of Michigan. He was in demand, during the later part of his life, in other states as leader for institutes or as a speaker at institutes. However, it is not the purpose of this study to deal with his activities outside of Michigan. The purpose is, rather, to describe, analyze, and evaluate Henry Romaine Pattengill's educational activities in Michigan.

CHAPTER II

EARLY YEARS 1852-1874

Birth and Early Residence

Henry Romaine Pattengill was born in Mt. Wilson, Otsego County, New York, on January 4, 1852. His father, Lemuel C. Pattengill, was a farmer and a Baptist minister, and his mother, Mary Gregory Pattengill, was the daughter of a Baptist minister. In the latter part of 1852, the family moved to Akron, Erie County, New York, and six years later moved to Wilson, Niagara County, New York.[1]

During his residence in Wilson, two events occurred which may have given direction to Pattengill's later interests. The first event, which may have been a turning point in his life, occurred when he was ten or twelve years old. It was an accident which left him crippled for life. Since the recovery from this accident covered a period of several months, the boy

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[1] Portrait and Biographical Album of Gratiot County, Michigan (Chicago, Chapman Brothers, 1884), pp. 467-8.

spent his time reading books and the Harper's Weekly.[2] Prior to the accident he had had the desire to become a sailor, but during his illness he decided to obtain an education. Thus, as soon as he was sufficiently recovered from the accident, he entered the Wilson Academy.[3]

The other event which occurred was the Civil War. In 1864-65, his father served as a chaplain in the Union Army, under the auspices of the Christian Commission, with his headquarters at Harper's Ferry.[4] Young Pattengill not only read about the war in Harper's Weekly, but received first-hand information about the war from his father's letters.[5] It may be that the beginning and foundation for Pattengill's feeling of patriotism dated from this period.

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[2] Statement written in 1933 by Mary I. Johnson and copied by Theodore G. Foster in 1934, in Pattengill Papers, Vol. VIII.

[3] Portrait and Biographical Album of Gratiot County, Michigan (Chicago, Chapman Brothers, 1884), pp. 467-8.

[4] Portrait and Biographical Album of Ingham and Livingston Counties, Michigan (Chicago, Chapman Brothers, 1891), pp. 436-8.

[5] Letter of L. C. Pattengill to Henry R. Pattengill, February, 1865, in Pattengill Papers, Vol. I.

In the fall of 1865, the Pattengill family moved from Wilson to Litchfield, Michigan, where young Pattengill attended the graded school.[6] At times during the family's residency in Litchfield, the boy visited relatives in Wilson. During one visit, in the summer of 1869, Henry Pattengill received a letter from his father and mother in Litchfield.[7] In this letter, his mother recommended teaching as an occupation rather than farming.[8] She wrote as follows: Now Henry if you was willing to pepare [sic] yourself for teaching you could get a living easier than working in the hay field, but I know your mind about teaching."[9] The evidence seems to indicate that young Pattengill was encouraged by his mother to enter the teaching profession, but that he, himself, had some misgivings.

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[6] Educators of Michigan (Chicago, J. H. Beers and Co., 1900), pp. 29-31.

[7] Letter of L. C. Pattengill and Mary G. Pattengill to Henry R. Pattengill, August 9, 1869, in Pattengill Papers, Vol. I.

[8] Loc. cit.

[9] Loc. cit.

The Websterian Society

While attending the school in Litchfield, Pattengill became a member of a society whose activities were to be an integral part of his life for the next few years. This organization, which was organized in December, 1866, was known as the Websterian Society.[10] In a history of the Websterian Society the following statement of its beginning and its purpose is found:

> Two years ago tonight, the second Saturday Evening in Dec. 1866, assembled in this house were sixteen boys, gathered together in little groups, who, judging from their excited gestures, and, interested looks were discussing a matter of great importance. . . . Let us see what they do. Soon one of their number . . . arose & called them to order. A constitution was read and accepted. They then chose officers for the ensueing [sic] term. . . . Thus was the formation of the "Websterian Society", formed for literary purposes, and which has proved so very beneficial to the Boys of this Town.[11]

One of the sixteen boys gathered together for this meeting was Henry R. Pattengill, who, on April 6, 1867, was chosen president of the Society.[12]

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[10] Henry R. Pattengill, "History of the Websterian Society," 1868, in Pattengill Papers, Vol. III.

[11] Loc. cit.

[12] Loc. cit.

In the activities of the Websterian Society is found the beginning of Pattengill's interest in writing, debating, oratory and libraries. In the history of the Websterian Society, which Pattengill wrote in 1868, there is found a reference to some of these activities.

> The first Sat. evening after the society was formed they had litterary [sic] excises [sic]. The first Dec. [declamation] spoken was by Wm. Allen. The First Essay read by W. P. Hazen. The first Toast by Eugene Stoddard & F. Church First Discussion By C. Riblet & S. M. Hartwick. Ques. "Ought the am't of land held by any one person to be limited" Decided in favor of Hartwick.[13]

Young Henry Pattengill had plenty of opportunity to write essays and read them before the Society. In fact, in an essay read before the Society on October 29, 1869, he wrote as follows:

> Somehow or other, the Literary Com's of this society are forever putting me down in their reports for Essays. Before I went away last spring it was Essay, and just as soon as I return it is essay again. Now, I have always tried to bring in some kind of production, feeling that it was my duty to conform to the rules of the Society. But I must say, that if the Committee persist in this Barbarous practice, I shall have to resort to the usual customs in the society; that is, to "flunk" out.[14]

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[13] Loc. cit.

[14] Henry R. Pattengill, "Essay Read Before The Websterian Society," October 29, 1869, in Pattengill Papers, Vol. III.

Pattengill's interest and activities in the Websterian Society were not limited to his stay in Litchfield, but continued while he was attending school in Hudson, Michigan, while attending the University of Michigan, and during the years he taught at St. Louis, Michigan.[15]

It has been noted that he was asked for essays from time to time while he was still in Litchfield.[16] Even after he left the village, members of the Society continued to ask him for essays which they could read before the Society or have printed in the paper. On February 2, 1871, while Pattengill was a student at the University of Michigan, one John Floyd wrote him requesting an essay as follows:

> We are going to have an exhibition in 3 or 4 weeks and want you to write for the paper. Now don't you forget it. Write 3 or 4 pieces . . . You must write for we want a good paper and we've not got much stock in this Town to write. Now be sure and write for we want a good exhibition; . . . WRITE! WRITE![17]

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[15] This information was obtained by reading several letters contained in the Pattengill Papers, Vol. III.

[16] Cf. ante, p. 12.

[17] Letter of John Floyd to Henry R. Pattengill, February 2, 1871, in Pattengill Papers, Vol. III.

On December 28, 1875, at the meeting which celebrated the beginning of the tenth year of the Websterian Society, Pattengill read a paper he had been requested to write for this meeting.[18] In it he mentioned some of the interests the Society had. He wrote:

> The first paying public meeting was held March 2, 1867. Now that we had some money the question came up how to dispose of it. Some wanted to give toward the school melodian. This the older members opposed not having the school intrest [sic] at heart. Some wanted to spend it for a library, . . . It was finally decided to purchase books for a library . . .[19]

Pattengill commented on the Society and the reaction to its activities after a year's existence. He mentioned that the Society continued along its way with weekly meetings. In addition everyone was learning something about parliamentary procedure and nearly all were gaining confidence in speaking. The public appeared to appreciate the exhibitions of the society and the library continued to grow.[20]

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[18] Letter of C. Riblet, A. H. Mason, and E. S. Stoddard to Henry R. Pattengill, January 23, 1875, in Pattengill Papers, Vol. III.

[19] Henry R. Pattengill, "History of the Websterian Society," 1875, in Pattengill Papers, Vol. III, p. 5.

[20] Ibid., p. 6. "One year of the society has passed. The enterprise is no longer regarded as an established fact

In the history he read before the Society in 1875, Henry R. Pattengill evaluated his experiences as a member. He concluded this paper by referring to the benefits he felt were gained from this type of organization. He believed the benefits gained in speaking, literary efforts, parliamentary procedures, and in conducting a meeting were more beneficial than most of the subject material to which the members were exposed.[21]

The evidence indicates that Pattengill developed an interest in writing and speaking as a result of his activities in the Websterian Society. Not only that, but there seems to be some indication that the young man exhibited signs of leadership.

& has taken a part in the school & in the thoughts & feelins of the people. . . . The society continues on in its course meeting weekly having some good discussions and some not so good. All were learning some parliamentary rules & all acquiring confidence in speaking . . . . Exhibitions were held often, the public appreciated them, the library grew apace."

[21] Ibid., p. 13. "I need not spend time to argue the great benefits to be derived from a society like this. The confidence it gives one in speaking, the turning of our thoughts towards literary work, the knowledge it gives us of parliamentary rules, and the proper manner of conducting a public meeting . . . . My Websterian drill has been of more use to me than all the grammar or geography I ever succeeded in getting."

University Days

After Pattengill finished his schooling in Litchfield, he went to Hudson, Michigan, where he took the college preparatory course offered there.[22] After finishing the work at Hudson, he entered the Literary Department of the University of Michigan in the fall of 1870. Within the Literary Department he was enrolled in the scientific curriculum which he completed successfully within four years.[23]

During his college days, Pattengill received training in languages, English literature and composition, speech, history and government, natural and physical science, and in the field of mathematics. In addition, the fields of writing and speaking, in which he had shown interest during his high school days, were included in his course of study at the University.[24]

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[22] Portrait and Biographical Album of Ingham and Livingston Counties, Michigan (Chicago, Chapman Brothers, 1891), pp. 436-8.

[23] Photostatic copy of Pattengill's Transcript of Record from the University of Michigan.

[24] Loc. cit.

While attending the University of Michigan, Pattengill again gave evidence of being a leader. He held numerous class and society offices during these four years.[25] In addition, Pattengill had the opportunity to put his interest and talent in writing to use when, in February of 1873, he was elected as one of the new editors of The Chronicle, a University student publication.[26] Previously he had been asked, during his sophomore

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[25] This information was obtained by scanning "Things Chronicled," The Chronicle (University of Michigan), Vols. II-V.

In the fall of 1871, Pattengill was elected historian of the sophomore class. In the spring of 1872, he was elected as Junior Committeeman, one of the offices of the Students' Lecture Association. In addition, he was elected as Librarian of the Alpha Nu Society for the year 1872-3. In his junior year he was elected Toastmaster of the junior class. In the spring of 1873, he was elected as the Senior Committeeman of the Students' Lecture Association. In June, 1873, he was elected president of the Alpha Nu Society. In the fall of 1873, Pattengill was elected Seer of the senior class and was responsible for writing the class prophecy. In February of 1874, he was chosen Senior Critic of the Alpha Nu Society. In the spring of 1874, he was chosen as alternate orator for the first reunion of the class of '74.

[26] "Things Chronicled," The Chronicle, Vol. IV (February 22, 1873), 118.

He held one of the editorial positions for the second semester of 1872-3 and for the first semester of 1873-4. For the first semester of 1873-4, he was responsible for writing the column, "Things Chronicled," which dealt with the news and events connected with student life on the campus and in the town of Ann Arbor.

year, to contribute to The Oracle, the sophomore class publication.[27]

Also at the University of Michigan Pattengill expressed his love for singing. During his sophomore year he mentioned in one of his letters home that he sang with a group twice a week and enjoyed it very much.[28]

In the table of statistics concerning the Class of Seventy-Four, there appeared one column dealing with the professional interests of the class. Pattengill's profession was listed as sailing.[29] This record might indicate that his boyhood ambition of becoming a sailor was still in his mind.[30] As yet, there seems to be no evidence that young Pattengill had any interest in education as a profession.

However, the evidence indicates that during his senior year he did make at least one attempt to obtain a position in

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[27] Letter of Henry R. Pattengill to his family, November 26, 1871, in Pattengill Papers, Vol. I.

[28] Letter of Henry R. Pattengill to his father, mother, and May, October 2, 1870, in Pattengill Papers, Vol. I.

[29] "Statistics of the Class of Seventy-Four, University of Michigan," The Chronicle, Vol. V (June 28, 1874), 205.

[30] Cf. ante, p. 9.

the field of journalism. He evidently applied for a job with the paper, "Christian Union," or, if there was no job available with this newspaper, sought information on any other job which might be open in the newspaper field.[31] In reply to his request, he received the following answer:

> . . . I do not now know of any vacancy in a newspaper which would suit you. If I did it would afford me a double pleasure to do anything in my power to put you into it. But I hope that you do not contemplate jounalism as a permanent profession. If you do, I commend to you the famous advice of Punch to persons about to marry.
>
> Of all the honorable professions including that of wood-sawing, I know of none that seems to me less desirable than journalism. Once I thought so. Now I know it . . . .[32]

Thus it appears that he not only failed to find a job in journalism, but was given advice meant to discourage him from even entering this field.

Henry Pattengill graduated from the University of Michigan in the spring of 1874.[33] One of the last honors he received

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[31] Letter of M. C. Tyler to Henry R. Pattengill, May 11, 1874, in Pattengill Papers, Vol. II.

[32] Loc. cit.

[33] Photostatic copy of Pattengill's Transcript of Record from the University of Michigan.

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Pattengill H

as a student at the University was to be selected by the faculty as one of the speakers at the Commencement exercises.[34]

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[34] Letter of Edward L. Walter, Secretary of the Faculty, University of Michigan, to Henry R. Pattengill, March 23, 1874, in Pattengill Papers, Vol. II.

THE

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CHAPTER III

THE TEACHER: HIS ACTIVITIES AND PHILOSOPHY 1874-1884

Teaching at St. Louis

Henry R. Pattengill's first teaching position was at St. Louis, Michigan.[1] However, there is evidence to show that St. Louis was not the only place where his name was presented as an applicant for a teaching position. On June 26, 1874, James B. Angell, President of the University of Michigan, wrote a letter to one Mr. Truse at Clinton, Michigan, recommending Pattengill as qualified to conduct a school. President Angell wrote as follows:[2]

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[1] Willard D. Tucker, Gratiot County, Michigan (Saginaw, Seemann and Peters, 1913), pp. 1216-8.

[2] Letter of J. B. Angell to Mr. Truse, June 26, 1874, in Pattengill Papers, Vol. II.

Mr. Truse
Clinton -
Dear S.

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Univ. of Michigan
June 26, 1874

Mr. Truse,
Clinton -
Dear Sir,

I take great pleasure in commending to your most favorable consideration Mr. H. R. Pattengill of our graduating class.

He has made a most notable record with us, and received an appointment at Commencement.

Though he has had, I believe, but little experience in teaching, yet his character, scholarship and ability are such that I confidently look for his success in the work of ~~teaching~~ [sic] conducting a school.

Yours truly

s/ J. B. Angell

It may be inferred from the letter that President Angell thought more of Pattengill's leadership qualifications and administrative abilities than his teaching ability. The basis for this statement is that, in his letter, President Angell first used the word "teaching," crossed it out, and substituted the word "conducting."

On July 27, 1874, the director of the school board at St. Louis was given authority to hire Mr. Pattengill at a salary of one thousand dollars.[3] However, from the records of

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[3] Minutes of the Board of Education, St. Louis, Michigan, July 27, 1874.

the school board there is evidence that Pattengill was not the first person to be considered for the position, but was the third person. The first two applicants were rejected, and Pattengill received a contract.[4] Before he began his work, Pattengill successfully passed the examinations required for a teacher's second grade certificate and it was issued to him at the office of the County Superintendent in Ithaca, Gratiot County, Michigan, on August 15, 1874.[5] He officially began his work on September 1, 1874.[6]

During his first year of teaching in St. Louis, Mr. Pattengill expressed a desire to study law and wrote to his cousin, Albert Pattengill, a professor of law at the University of Michigan, concerning the purchase of some law books which he could begin reading.[7] It may be that young Pattengill was not yet

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[4] Ibid., July 2 and 20, 1874.

[5] "Teacher's Second Grade Certificate," August 15, 1874, in Pattengill Papers, Vol. VIII.

[6] Letter of Henry R. Pattengill to Theodore R. Chase, March 2, 1880, University of Michigan Alumni Records.

[7] Letter of Albert Pattengill to Henry R. Pattengill, November 8, 1874, in Pattengill Papers, Vol. X.

convinced the teaching profession was his major interest. However, by January, 1875, there is evidence that Pattengill expressed a liking for school teaching. An uncle of his wrote: "I am glad you like school teaching It comes as naturally to a Pat to teach school as the measles. It proves you are an 'undegenerate Son.'"[8]

What little evidence there is indicates that St. Louis liked Pattengill as a teacher. In a letter from Albert Pattengill there is one reference which supports this. His cousin wrote: "I am glad to hear a good account of you & your work. Somebody has seen somebody from your 'deestrick' who says you are doing a good job for them & are popular."[9]

In June, 1875, the St. Louis school board decided to establish a high school grade in addition to the grammar school. H. R. Pattengill was hired as principal of the high school for the coming school year at a salary of eight hundred dollars, two hundred dollars less than he received his first year.[10]

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[8] Letter of C. A. Pattengill to Henry R. Pattengill, January 26, 1875, in Pattengill Papers, Vol. X.

[9] Letter of Albert Pattengill to Henry R. Pattengill, November 8, 1874, in Pattengill Papers, Vol. X.

[10] Minutes of the Board of Education, St. Louis, Michigan, June 24, 1875.

Essay on Teaching

In 1875, after having taught for a year, Pattengill wrote an essay on his views towards teaching and education.[11] In it the young school teacher stated that a person's education should include the mental, moral and physical sides of man.[12] In treating each of these aspects separately, he believed that an individual trained along physical lines only would turn into a brute.[13] In like manner, he felt that a man trained along moral lines only would not be the complete man or a good citizen.[14] Concerning the intellectual side of man, he stated that while society was proud of the educated man, it might be

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[11] Henry R. Pattengill, "Chronicles," in Pattengill Papers, Vol. III. This essay was probably read before a teachers' meeting by Pattengill. It is not dated, but since he commented about giving advice after teaching for only one year, it was probably written in 1875.

[12] Loc. cit.

[13] Loc. cit.

[14] Loc. cit. "I have respect for good hard muscle and healty brawn. . . . But I'm not so forgone in depravity as not to understand the importance of a helm to guide this strength. . . . If you give a man strength without moral principle or mental culture you have a heap of bone & muscle ripe for every species of wickedness & vice."

dangerous to have a race of intellectuals who had neglected the physical and moral side.[15] Pattengill even considered combining the physical and moral, the physical and mental, and the mental and moral, but rejected any combination other than all three together. To support his viewpoint, he turned to history and used the Spartans and the Athenians as his evidence.[16]

Even though Pattengill did not use the word "social" to characterize one part of the whole man, it would appear he had something similar to this in mind in that he mentioned the training necessary for the best citizen. This tends to be in agreement with the modern concept of educating the whole individual and of preparing youngsters to assume their roles as citizens in society. Evidence seems to indicate that Pattengill was developing a philosophy of education which, today, would be called out of date and which, during his time, would be called advanced.

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[15] Loc. cit.

[16] Loc. cit.

In this essay, teacher Pattengill raised the question as to whether teaching was more than just handing out material and hearing it given back by the pupils. In answering the question, he first apologized for attempting to give an answer after having taught only one year.[17] He then proceeded to state that teachers should teach their pupils courtesy, politeness, honesty, decency, perseverance, love for good books, good work habits, and how to laugh. In addition, Pattengill believed youngsters should have the opportunity for plenty of good exercise in order to ensure good health.[18]

Pattengill also had some ideas concerning the education of girls. He commented as follows:

> The truly educated girl, can run in the woods, climb over logs, jump ditches, come into the house with fresh rosy cheeks, sit down to the instrument and roll forth a jolly exulting tune, talk of the relative merits of

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[17] Loc. cit. Pattengill wrote as follows: ". . . I wish I had more experience from which to talk, but I have some notions about this matter, how I got them I don't know, probably I stole them. You know a boy of 16 knows all thats worth knowing. The second year in college is the wisest of the four. So I suppose one year's teaching rather convinces a fellow that he knows a thing or two. . . ."

[18] Loc. cit.

> Peter the Great & Gen'l Washington, ask her father why the dew falls some night & not others.[19]

Continuing, he stated that "schools are places where (we) learn how to learn."[20] Further he pointed out that since youth would live in the world which surrounded them he would "ask you as teachers of the children now to get them fitted for the every day life around them."[21] Pattengill believed these things should be taught all of the time. He ended his essay by stating "our education is never complete, and that a proper training of all our faculties brings us nearer to the perfect type of true noble manhood."[22]

The Teacher at Ithaca

In April, 1876, the St. Louis school board defeated a motion recommending that Mr. Pattengill be employed the next year at a salary of eight hundred dollars. The board was

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[19] Loc. cit.

[20] Loc. cit., cf. post, p. 60.

[21] Loc. cit.

[22] Loc. cit.

willing to pay only six hundred dollars for the position he was to fill.[23] There is not sufficient evidence to establish whether Pattengill lost the job or refused to continue at a cut in salary. It is known that his last day of teaching in St. Louis was June 21, 1876.[24]

On September 3, 1876, Pattengill began his work as Superintendent of Schools at Ithaca, Michigan.[25] His salary for the first year was eight hundred dollars.[26]

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[23] Minutes of the Board of Education, St. Louis, Michigan, April 21, 22, 1876.

[24] Letter of Henry R. Pattengill to Theodore R. Chase, March 2, 1880, in the files of the University of Michigan Alumni Office.

[25] Loc. cit. The writer was told by Burr Marvin, a resident of Ithaca and a student in the school there while Pattengill was superintendent, that the latter's father, Dr. C. W. Marvin, on hearing that Pattengill was not going to remain in St. Louis, immediately hitched up his horse and drove to St. Louis. He asked Pattengill if he were interested in accepting a position in Ithaca as superintendent of schools. Pattengill had a good reputation in Ithaca so there was no trouble in securing the concurrence of the school board and, as Pattengill indicated a willingness to accept the job, he was hired.

[26] Henry R. Pattengill, "History of the School," as reported verbatim in the Gratiot County (Ithaca, Michigan) Journal, May 16, 1884.

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When Pattengill began his work in Ithaca in 1876, there were two hundred pupils enrolled in the schools. When he left Ithaca in 1884, the school enrollment was five hundred and seventy-one students, with the average number belonging placed at two hundred eighty-one.[27] During the same period, 1876-1884, the number of teachers had increased from three to five. In addition, the evaluation of school property had increased from $1,600.00 to $25,000.00. The educational costs per pupil increased from seven dollars and seventy-six cents in 1881-1882 to sixteen dollars and eighty-one cents in 1883-1884. During his years at Ithaca the school was divided into three departments: primary, grammar, and high school.[28]

That these increases in enrollment, teachers, per capita costs and evaluation of school property can be attributed directly to Pattengill's influence is difficult to substantiate. However, it is possible that Pattengill influenced the community sufficiently so that improvements in the Ithaca school system were accomplished.

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[27] See Appendix A.

[28] Pattengill, loc. cit.

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Mr. Pattengill was a member of the building committee for the new school building which was dedicated in 1884.[29] Not only that, but in order to buy a bell for the new building, Pattengill, at the request of the citizens of the community, agreed to give a series of ten lectures.[30] The bell was to cost two hundred twenty-five dollars, and the proceeds from the lecture series amounted to two hundred dollars or about twenty-five dollars short of the required amount.[31]

On March 14, 1884, the local newspaper brought to the attention of the citizens of Ithaca the fact that they were going to lose the head of their school system at the end of the present school year.[32] Pattengill was leaving the school system because

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[29] Portrait and Biographical Album of Ingham and Livingston Counties, Michigan (Chicago, Chapman Brothers, 1891), pp. 436-8.

[30] The Michigan School Moderator, Vol. IV, No. 7 (October 18, 1883), 127. This reference states that there would be nine lectures given, but the inscription on the bell states there were ten lectures. The Gratiot County (Ithaca, Michigan) Journal, March 21, 1884, reported Pattengill's tenth lecture.

[31] Gratiot County (Ithaca, Michigan) Journal, March 28, 1884.

[32] Ibid., March 14, 1884.

he had accepted an opportunity to become a partner of N. H. Walbridge in editing and publishing an educational journal, The Michigan School Moderator.[33] The Gratiot County Journal, in announcing Superintendent Pattengill's resignation, had this to say:

> He is a keen, forcible writer, observing and energetic, and will prove a success in the position to which he has been so flatteringly called. We wish our district was able to raise his salary to $2000 per year and thus keep him, if possible, but this is out of the question. That hs is very popular, not only in this village, but throughout the entire county, is unnecessary for the Journal to say, as this fact has been fully demonstrated time and again. He is a born school teacher, and while we but voice universal regret at his departure, his legion of friends, both young and old, in this county, rejoice, for his sake, that he will largely advance his material prosperity by the change.[34]

Thus the evidence indicates that Pattengill was well thought of as a teacher in Ithaca and in Gratiot County. This feeling of good will was symbolized by the presentation to him of a gold-headed cane.[35]

Pattengill had the following to say about his connection with the schools and citizens of Ithaca:

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[33] Loc. cit.

[34] Loc. cit.

[35] Ibid., May 9, 1884.

> . . . and from my 8 years' connection with your schools and my dealings with the board, I may say that their policy has been one of honest, standing by and support of their teachers, with no injudicious meddling with progressive spirit and royal good nature. Let me also add that almost without exception have the people shown the same happy disposition of support of schools, with little or no fault-finding, and only fair and open criticism, which is always the better policy.
>
> One word more and I am done. With the kindest of feelings, which I shall always cherish for the home of my early manhood, I hope ever to hear of your united, harmonious, liberal policy in school affairs, and believe me, that the noble stand you here take on the side of generous education will ever be counted as among the greatest of your many good traits.[36]

Thoughts While Teaching in Ithaca

On January 1, 1877, Pattengill began the only diary which he kept and herein are found some references to his work as a teacher.[37] In his comments concerning the second of January, he mentioned that the opening of school found him quite sleepy and that he liked boys and some girls. In addition he stated, "I enjoy teaching school."[38]

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[36] Pattengill, loc. cit.

[37] Mrs. Margaret Pattengill Foster, Pattengill's daughter, told the writer that this was the only diary he kept.

[38] Henry R. Pattengill, Diary, January 2, 1877.

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Evidence indicates that Pattengill was taking an early interest in the activities of teachers and was an active participant in the county teachers' association. On February 2nd and 3rd of this year, there is an entry which tells about the teachers' association meeting in Ithaca.[39] He was president of the association at this time, having been president of the association since 1875.[40] In a later entry on June 30th, Pattengill wrote as follows: "Saturday: The meeting closed at noon. I had the honor of being elected pres. again. Of course other timber is scarce or there would not have been such a thing done."[41] He was president of the teachers' association until 1884 when he left Ithaca.[42]

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[39] Ibid., February 2, 3, 1877.

[40] Letter of Henry R. Pattengill to Theodore R. Chase, March 2, 1880, in the files of the University of Michigan Alumni Office.

[41] Pattengill, Diary, op. cit., June 30, 1877.

[42] Portrait and Biographical Album of Gratiot County, Michigan (Chicago, Chapman Brothers, 1884), pp. 467-8. This source is correct in stating that Pattengill held this office until he left Ithaca, but is in error in the date he took this office giving it as 1877 rather than 1875.

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Another topic Pattengill mentioned in his diary was that of recognizing special days, such as the birthdays of prominent men and national holidays. On Washington's birthday he commented: "I recalled to my school Washington's name & deeds . . . It was only observed by a dance at Foxes. It seems that some more fitting ceremony might be devised to celebrate the day."[43]

Again on May 30th, Decoration Day, he commented on the inadequacy of the observance of such a day. He wrote:

> DECORATION DAY. This being a national holiday we taught school all day. There was no notice taken of the day in this place and none in Saint Louis. But Saginaw put in good licks and did things up in style. I'm afraid the day will not be observed long as a holiday. It won't make (any) difference if we always stay in Ithaca.[44]

Pattengill found school a place where there was always work and he did not have much use for any individual who could not find work around a school.[45] In addition he stated that the person who was busy would not find time dragging on his hands.[46]

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[43] Pattengill, Diary, op. cit., February 22, 1877.

[44] Ibid., May 30, 1877.

[45] Ibid., February 20, 1877.

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On September 19, 1877, he wrote: "Strange as it may seem I enjoy teaching more and more every day."[47] Not only did he enjoy teaching more and more, but it appears that the people of Ithaca appreciated his teaching too.

In his diary Pattengill mentioned that the school board decided to continue the intermediate grade and wanted him to continue for another year. Not only did the Ithaca board wish to keep him for another year, but the people of St. Louis seemed to have changed their minds and wanted him for the coming year too.[48] Since Pattengill continued to teach in Ithaca, it appears that the St. Louis folk missed their opportunity when they refused to hire him at the end of the school year in 1876.[49]

Some indication of what Pattengill's attitude was towards discipline is contained in an entry dated March 16th. On this date he mentioned that he had had to handle one of the boys rather severely. He wrote:

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[46] Ibid., April 23, 1877.

[47] Ibid., September 19, 1877.

[48] Ibid., March 23, 1877.

[49] Cf. ante, p. 29.

> Had quite a scrimmage today with a bull-head named Ogden of the Intermediate dept. He rather thought he could handle the schoolmarm. And I very nicely put him on his back. If I had been on my two feet I should have thrown him down stairs, out doors, and into the snow bank.[50]

In addition to this account, some of his former students mentioned his use of the barrel stave on recalcitrant students.[51]

The evidence indicates that the young teacher was a believer in discipline and that he felt a little corporal punishment might be a good thing. Not only that, but he may have believed in obedience and respect being instilled in the student. Yet he

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[50] Pattengill, Diary, op. cit., March 16, 1877.

[51] Charles VanDevanter and Burr Marvin, residents of Ithaca, and in school during the time of Pattengill, both related the following story concerning Pattengill: "The students were memorizing a verse and in so doing were repeating the verse out loud. One student, Will Robinson, did not repeat the verse with the rest of the students. Pattengill stopped the recitation and asked the student why he wasn't reciting the verse with the rest of the class. The student replied that he didn't have to. Pattengill used a barrell stave for putting the student on the right track."

Charles VanDevanter also commented on the fact that Pattengill was not opposed to keeping pupils after school and that he had been kept after school by him. He also told of the young lady who could not solve an arithmetic problem and was asked by Pattengill to go to the board and we'll show you how. She refused to go to the board so all Pattengill did was to place his book on the desk face down and that got results, i.e., she went.

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enjoyed life too. Mrs. Carrie Weller, a former student of his, stated that "He was jolly. Enjoyed a good time. Wanted pupils to have a good time, but when they were working he wanted them busy and was very strict."[52] Burr Marvin also commented that Pattengill did not mind students eating apples in class so long as they were tending to business.[53] Ray McCall mentioned how Pattengill used to keep the boys in class awake by sending them out to carry in wood for the stove.[54]

Pattengill was a believer in singing and exercise.[55] On June 8, 1877, he wrote: "Had the scholars all come together for a regular sing and exercise after recess."[56] Moreover, Pattengill believed singing would take away one's troubles, for, on December 12, 1877, he wrote: "It was hard

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[52] Related to the writer by Mrs. Carrie Weller, a resident of Ithaca and former student of Pattengill's.

[53] Related to the writer by Burr Marvin.

[54] Related to the writer by Ray McCall, a resident of Ithaca and former student of Pattengill's.

[55] Cf. ante, p. 18.

[56] Pattengill, Diary, June 8, 1877.

work to keep my temper today. But there was no outbreak and in the afternoon sing all trouble was forgotten."[57]

Not only did Pattengill have the pupils sing in school, but he had them sing as they marched to fair grounds. On October 1, 1877, he wrote: "In the P. M. we marched down to the Fair Ground and decorated Floral Hall. We marched in double file and sang John Brown."[58]

One other fact indicates that Pattengill believed in the value of singing. In 1880 he compiled and had printed a book of songs which contained the words to ninety-six different songs. The title of the book was the School Song Knapsack and many an older citizen of Michigan sang songs from this book while a student in some country school. While most of the songs in the Knapsack were from some other collection, three songs had lyrics which were written by Pattengill. They were the Fair Songs of 1877, 1878 and 1879.[59]

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[57] Ibid., December 12, 1877.

[58] Ibid., October 1, 1877.

[59] Henry R. Pattengill, School Song Knapsack (Ithaca, Henry R. Pattengill, 1880), 92 pp.

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Pattengill reported to The Michigan School Moderator as follows: "Our schools are to march in a body to the fair grounds. . . . They are to go through with some military drill on the grounds, sing songs, and recite . . ."[60] Marching to the fair was not used as an excuse to get out of school. As Ray McCall commented: "(He) Wouldn't let out school for fair. But set aside a day for kids at fair."[61]

Later on in life, Pattengill had this to say about school day at the fair:

> School exhibits at county fairs are now quite common, but nearly two score years ago Gratiot County made provision for such exhibits, and seemed greatly to enjoy them. Geographical, arithmetical and singing exercises were given by the several classes and schools before large and delighted crowds of people in, or adjacent to, Floral Hall. Games of foot-ball by the boys of the school were very attractive features to the practical, hard-headed, hard-working, but fun-loving Gratiot Settlers.[62]

Marching, singing and exercising: All of these things were part of Pattengill's program for his students. Perhaps

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[60] The Michigan School Moderator, Vol. III, No. 6 (October 12, 1882), 85.

[61] Related to the writer by Ray McCall.

[62] Tucker, op. cit., pp. 1214-6.

it was his way of seeing to it that the pupils of his day received some opportunity for physical education and music education. Perhaps the school day at the fair was one of Pattengill's methods to bring the school and community closer together and to make the community's activities part of the school program.

In reference to the last sentence in the preceding paragraph, there is evidence that Pattengill did bring civic affairs into the class room. In the fall of 1882, he reported to The Moderator as follows:

> "We went through the process of voting Tuesday; twp wards, regular boards of registration and election. One girl absent on registration day swore in her vote. Three boys who had not been to school ten days were not allowed to register. The boy's ward went fusion by 3, the girl's republican by 28 majority. We voted on three amendments - prohibition, woman suffrage, and judges' salaries. All carried in both wards."[63]

The story of Mr. Green may be indicative of the type of person and teacher that Mr. Pattengill was. It seems that one of the residents of Gratiot County, a Mr. Green by name, murdered his daughter and her girl friend and then committed

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[63] The Michigan School Moderator, Vol. III, No. 12 (November 23, 1882), 181.

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suicide. The bodies were buried on the county poor farm. Pattengill, who was teaching physiology among other things, was looking for something he could use to illustrate the bone structure of the body. The thought came to him that perhaps he could get permission to dig up Mr. Green's body and use his bones for illustrative purposes. Permission was received from the county authorities, the body was dug up, boiled up, and the bones taken to the class room. There they remained and were used until the school building burned down in 1883.[64]

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[64] Tucker, op. cit., pp. 1214-6. Pattengill's description of this incident, as cited in this reference, is as follows: ". . . It is not usual for a small school to be supplied with a skeleton with which to aid pupils in the study of anatomy. Ithaca school had one. It was dug up by the larger boys, the bones boiled and cleaned, and, though not articulated, served a good purpose. It was the skeleton of a man who had, in the very early days, mudered his daughter and her girl friend, and then committed suicide. His body was buried on the old poor farm, about one-half mile south of the Village of Ithaca. Dr. C. W. Marvin, then school director, located the unmarked grave after the body had been buried fully fifteen years. The Doctor's bump of location was so good that the diggers struck the right spot with the first shaft sent down. The skeleton, which was in a good state of preservation, was carefully unearthed and placed in position on the coffin lid. Quite a cortege of citizens followed the remains which soon reposed in state on a lawn on the village, until cleaned up and put in the school room where for some years the bones probably did more real good than they ever did when acting as framework for the animate form. . . ."

Ray McCall, who was in school at that time, related that "The bones were taken up to Pat's house and were boiled in a kettle out in the yard while the boys sat around and ate apples. After the bones were boiled out and Greene was skinned out, the bones were strung up on wire and taken up to the school."[65]

Another incident which lends itself to a characterization of Pattengill was his use of the American flag. Today, the flying of "Old Glory" over a school building is commonplace and the display of the American flag in the classroom is not unusual. However, the possession of a flag by a school in 1883 seems to have warranted comment in The Michigan School Moderator, and Ithaca was in that position.[66] Ray McCall commented that "Pat took up collection to be used for the purchase of flag pole. Helped put up the pole in front of the school house. On national days up went the flag."[67] The Michigan School Moderator reported:

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[65] Related to the writer by Ray McCall.

[66] The Michigan School Moderator, Vol. III, No. 25 (March 8, 1883), 427.

[67] Related to the writer by Ray McCall.

> The scholars at Ithaca possess a fine large bunting flag which is run up and flung to the breeze above the school house on every anniversary day of national importance. Such as battles, birthdays of noted men & . . .[68]

Pattengill, himself, said this concerning the flag at Ithaca:

> So far as I have been able to ascertain, the Ithaca school was the first one in the United States to purchase a fine, large, government bunting flag, erect a flag-staff on the school house, and run up the flag on historic and noted days, as determined and explained by committees chosen each week from the history classes.[69]

Perhaps the important thing is not to determine whether or not the Ithaca schools were the first to fly the flag, but to note that groups of students were permitted to choose and explain the occasions on which the flag was to be flown. It could be that the seeds of democratic action in the classroom were found here. However, the evidence does not indicate whether the pupils chose the committees or whether Mr. Pattengill chose them.

No evidence could be found that any other school in Michigan flew the flag before this time as a regular activity.

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[68] The Michigan School Moderator, Vol. III, No. 25 (March 8, 1883), 427.

[69] Tucker, loc. cit.

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Perhaps it could be concluded that the Ithaca school may have been one of the first schools in the country to purchase a government bunting flag and display it on days of national importance. This display of the flag combined with Pattengill's ideas concerning the recognition of important days by special exercises may give some indication of his patriotism.

Other Activities in Ithaca

Pattengill's activities in Ithaca were not limited to the school room. In March of 1881, he was declared as having been elected President of the village of Ithaca. The village council of Ithaca passed the following resolution: "Resolved: That the following named persons be declared duly elected to fill their respective offices . . . President Henry R. Pattengill . . ."[70] Pattengill took the oath of office on the 14th day of March, 1881.[71]

In March, 1882, Pattengill was reelected to the office of village president and held that office until the following

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[70] Records of the Village of Ithaca, Michigan, Vol. II (May 3, 1877 to March 4, 1885), p. 93.

[71] Ibid., p. 94.

year.[72] Pattengill had some definite feelings concerning his office as President of the Village and had this to say in his annual report:

> Gentlemen. In this, the last meeting of the village Council for this official year, it has seemed to me fit to present a brief summary of the work done during this time. . . . and now let me thank you, gentlemen, for the uniformly corteous [sic] manner and promptness with which you have complied with suggestions from the chair, and let me assure you that the good nature and pleasant intercourse at our meetings, has in a great measure compensated me for the time I have spent and made endurable an office which I will say to you is somewhat irksome and I very gladly turn over to my successor.[73]

Thus Pattengill was not only superintendent of schools at Ithaca, but was village president for two years. This is one more indication of his leadership abilities.

Another activity Pattengill engaged in was the training and preparation of teachers. The purpose of this educative undertaking was to prepare teachers to pass the examinations required before a teacher could teach. Mrs. Carrie Weller commented: "In the spring, six weeks of special work was offered under Pat. There was a Board of Examiners, consisting

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[72] Ibid., p. 201.

[73] Ibid., pp. 197-9.

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of three men, who gave the examinations to those who wished to receive teacher's certificates. Pat gave the special training."[74] Mrs. Weller's comments are substantiated by an announcement of the Ithaca school board which read as follows:

> Teachers' Class in Ithaca
>
> Arrangements have been made by the Ithaca school board whereby H. R. Pattengill will be enabled to conduct a Teachers' Class for the six weeks beginning March 10, 1884. Thorough reviews will be given in Arithmetic, Civil Government, Grammar and Orthography. Instruction will also be given in Theory and Art and Physiology and Hygine [sic], especially with reference to the effects of alcohol and narcotics.
>
> Tuition of term $1.50. Board or rooms may be had at reasonable rates.
>
> By Order of School Board.[75]

In addition to Pattengill's activities in the county teachers' association, the county institutes and the teacher training classes, he was elected Township Superintendent of Arcadia Township in April, 1879.[76] In the fall of 1883, he was elected as a member of the County Board of Examiners.[77]

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[74] Related to the writer by Mrs. Carrie Weller.

[75] Gratiot County (Ithaca, Michigan) Journal, February 29, 1884.

[76] Letter of Henry R. Pattengill to Theodore R. Chase, March 2, 1880, in the files of the University of Michigan Alumni Office.

[77] Annual Report of the Superintendent of Public Instruction, 1882 (Lansing, W. S. George and Co., State Printers and Binders, 1883), p. 238.

Out-State Activities in Education

Educational activities outside of Gratiot County were also taking up part of Pattengill's time and efforts. He was active in conducting institutes in other sections of the state as evidenced by his conducting the Charlevoix Institute in 1881.[78]

Again in 1882 Pattengill conducted at least two institutes: the Monroe County institute and the Wexford County institute held at Manton, Michigan.[79] In The Michigan School Moderator there is a report of the Manton institute commending H. R. Pattengill on his method of conducting the institute. The article was written by N. H. Walbridge, editor of The Moderator, and was as follows:

> During a long experience, we have worked in many places where we have been full [sic] satisfied with results, but have never seen results arrive at so near perfection as a [sic] Manton. . . . The conductor, Prof. H. R. Pattengill of the Ithaca schools is one of those earnest, energetic men, who move things at will, and he willed to have

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[78] Annual Report of the Superintendent of Public Instruction, 1881 (Lansing, W. S. George and Co., State Printers and Binders, 1882), p. lxviii.

[79] Annual Report of the Superintendent of Public Instruction, 1882 (Lansing, W. S. George and Co., State Printers and Binders, 1883), p. 72.

> this institute move in a direction that should be of practical value to every teacher present. He was master of the situation in planning the work to be accomplished, and perfect in that part of the work which fell to his lot to perform. There are few teachers in Michigan that can stand before an intelligent class of men and women and give so independent and perfect a schedule of facts in U. S. History and Physiology, as did Mr. Pattengill before the teachers of the Manton institute, supplementing by a series of important ideas surrounded by graphic explanations, enlisting the closest attention of his hearers. His talks . . . were worthy the lecture course of any of the schools - not because of the technical language he used, but because of the valuable ideas he advanced in the simplest of language.[80]

Perhaps Walbridge pointed out the characteristics of Pattengill which were to make him an institute conductor whose services would be in great demand. The ability to make and carry out a plan, great energy, practicality and ability to speak in a language understandable to all: These were characteristics which Walbridge pointed out.

In 1883 Pattengill conducted at least four county institutes,[81] and in 1884 at least six county institutes came under

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[80] The Michigan School Moderator, Vol. II, No. 29 (April 6, 1882), 136.

[81] Annual Report of the Superintendent of Public Instruction, 1883 (Lansing, W. S. George and Co., State Printers and Binders, 1884), p. cxxv.

his tutelage.[82] Thus it appears that Pattengill began to take an active part in institutes outside of Gratiot County in 1881. One other comment might be made about Pattengill's institute activities. It may be that through these activities Pattengill made his first contacts with N. H. Walbridge, the editor of The Michigan School Moderator, with whom he was going to enter into partnership and publish and edit the educational journal.[83]

In addition to the county institutes, Pattengill was active in the Michigan State Teachers' Association. The first official comment concerning Pattengill and his activities in this organization was made in the Report of the Superintendent of Public Instruction for 1878.[84] In the section referring to the State Teachers' Association, mention is made of pattengill's

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[82] Annual Report of the Superintendent of Public Instruction, 1884 (Lansing, Thorp and Godfrey, State Printers and Binders, 1885), p. xc.

[83] Cf. post, p. 78.

[84] Annual Report of the Superintendent of Public Instruction, 1878 (Lansing, W. S. George and Co., State Printers and Binders, 1879), p. 118.

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appointment to the committee on nominations.[85] In 1880, the name of Henry R. Pattengill, Ithaca, is found on the membership list.[86]

In 1881 Pattengill was again appointed to the committee on nominations.[87] In addition, he made some comments concerning teacher's examinations. He stated that he felt the purpose of the examination is to ascertain the fitness of the applicant for teaching and to assist the school officials in determining what qualifications the teacher possessed.

He asserted, however, that he felt the best way of determining what a teacher's plans and practices were was to visit the school and see how the work was accomplished. The second best method was to have the applicant relate how he did his work. In asking the applicant this, Pattengill would have the questions very specific concerning some particular

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[85] Loc. cit.

[86] Annual Report of the Superintendent of Public Instruction, 1880 (Lansing, W. S. George and Co., State Printers and Binders, 1881), p. 232.

[87] Annual Report of the Superintendent of Public Instruction, 1881 (Lansing, W. S. George and Co., State Printers and Binders, 1882), p. 208.

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subject. In determining an applicant's ability to govern a school he would have the teacher analyze a complete case study.

As for the questions on the science and art of teaching, Pattengill had two warnings to offer. First, the questions should not be based on one particular text-book. This would penalize the teacher who happened not to have read the same book on which the examiner might have based the questions. Second, he stated that it should be kept in mind that there could be good teachers in the school system who might not have read Pestalozzi or Horace Mann or even know who they were.[88]

In 1882, Pattengill commented again on the same question of teacher's examinations. He stated that the examination questions were not practical enough. Also, he stated that the teacher should be required to relate orally how he would teach certain subjects.[89]

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[88] Ibid., pp. 226-231.

[89] The Michigan School Moderator, Vol. II, No. 17 (January 12, 1882), 898.

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What Are We Doing?

On July 7, 1882, Pattengill read a thesis before the State Board of Education entitled "What Are We Doing?"[90] In this paper, he attempted to answer the question as to whether or not education and the schools were headed in the right direction and had achieved the results which reasonably might be expected. He believed that one of the first questions a teacher should answer when teaching a subject was "What is its object?" Pattengill stated that such stereotyped answers as "To acquire knowledge," "To get an education" and "To fit us for practical every-day life" were unsatisfactory.[91] However, he stated that he could not, in this paper, begin to answer what an education was and determined to take up only certain points.

He began by saying that the first years of a youngster's school life are spent in learning the use of words and in improving and training his power of observation. Pattengill stated:

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[90] Henry R. Pattengill, "What Are We Doing?" in Pattengill Papers, Vol. III.

[91] Ibid., p. 3.

> The first years of a child's school life are spent in acquiring a proficiency in the use of words . . . the tools with which the young apprentice has to work. Here, however, certain fundamental principles are to be brought out & developed. The memory of the child is to be strengthened, his observing faculties trained and quickened, correct habits formed, respect for authority, and love of order inculcated.[92]

There is some indication here, that Pattengill believed in the theories of faculty psychology. In addition, there is some evidence of the idea of training the child to take his place in society, although the question might be raised as to whether that place was a participating or nonparticipating one.[93]

Pattengill did warn, however, that in training a youngster's faculty to observe, care should be taken not to make this type of training a mere memorization of facts, which, on being recited by the pupil, make an excellent show for parents. Pattengill believed that a pupil might have these facts memorized and be able to recite them easily and well and yet have no understanding of their meaning.[94]

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[92] Ibid., p. 4.

[93] Cf. ante, pp. 25-28.

[94] Henry R. Pattengill, "What Are We Doing?" in Pattengill Papers, Vol. III, pp. 4-5.

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He went on to state that the objects with which the child came into natural contact could be used to train his observing faculties. These objects were the stones, animals and plants which were all around the youngster. This he called the study of natural history.[95]

He believed it was a mistake to force beginners in school to do abstract mathematical problems. He said:

> What great mistakes are made in compelling the beginners at school to perform abstract mathematic problems; to repeat, parrot-like, a set of formla [sic] of "sinces" and "therefores" of which they can have little more idea than the cow has of the kindergarten.[96]

The tools of a child's intellectual life, according to Pattengill, were reading, writing, drawing, observing and thinking. After the child has been given these tools, the teachers should furnish him work to do with these tools.[97]

Arithmetic was one of the works with which Pattengill believed the child should be provided. At first arithmetic should be practical and then theoretical. The paper stated:

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[95] Ibid., pp. 5-6.

[96] Ibid., p. 6.

[97] Loc. cit.

> Yes, at first; [sic] fit the child for active duties and responsibilities, leave the less practical but, in a sense, equally useful propositions and subjects till the more essential parts are mastered.
>
> This, not only because it is pleasanter for the pupil, but if by any circumstance, the child's schooling should be cut short, he will have learned what he needs most. Mark, we do not agree entirely with the cry made that we should never teach any but the practical parts of arithmetic. We believe that there are at least two great objects in view and to be achieved by the study of mathematics.
>
> We may call the one direct, the other indirect.[98]

The direct object of mathematics, according to Pattengill, was the practical use of this subject, i.e., "that which makes up the bread & butter life of the child, that which we think he must have."[99] The indirect object of mathematics was the training of the mind. Pattengill stated it as follows:

> . . . the indirect result is the training of the reasoning powers, the habits formed of weighing carefully every element, of noting the effect of every move and of selecting causes to obtain results. . . . This training will be of benefit to him in any position which he may be called upon to occupy.[100]

Geography was the next subject Pattengill thought should be taught and its purpose was "to acquire information about the

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[98] Ibid., p. 7.

[99] Loc. cit.

[100] Ibid., p. 8.

world in which we live."[101] This did not mean the meaningless memorization of a series of facts. Pattengill wrote that too many times people have memorized names of rivers, states, and places without trying to connect them with any single item of interest and as a result have forgotten them. He stated that teachers should remember that people do not remember things unless they are associated with something they already know or hope to use in the future. He wrote:

> Teachers would do well to remember this point, that though our memories may be strengthened and improved to an almost unlimited extent, yet our minds will not retain facts that are not associated with something which we knew before, or which we hope will be of use sometime in the great hereafter.[102]

It should be noted that, when Pattengill was commenting about mathematics, he stated that the training in arithmetic would be of value in any area because of the way that subject trained the mind. However, in the discussion of geography, he stated that people would not remember facts unless there was some reason for them to be remembered. It may be that

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[101] Ibid., p. 9.

[102] Ibid., pp. 9-10.

Pattengill was on the brink of understanding the principles which were to be applied in the understanding of transfer of training. In his discussion of geography he gives evidence of this while in his discussion of mathematics he gives no such evidence.

History was the third subject Pattengill felt should be taught. He believed history should be taught in such a way that a pupil would learn how to look for causes and effects, would learn the turning points in history and the crucial periods of civilization. To him history was more than mere learning of dates, places and names.[103]

Civil government was another area Pattengill believed should be included in the curriculum. He stated that the study of the history of our government was one of the most important courses in our schools. Along with studying the constitution, political parties, tariff and other political areas, Pattengill wrote that the pupil should be encouraged to study current events. He stated:

> Encourage the pupil to keep apace with the current history of his time. We as teachers must read the papers, not only for educational news, but political. We make great

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[103] Ibid., p. 12.

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> mistakes when we seclude ourselves from the active everyday life of the people around us.[104]

Inventions was a fifth area mentioned by Pattengill. In connection with this area he would have had the student study the lives of the inventors and the effect of each invention upon our way of life.[105]

Languages, grammar and orthography would be another area in which he believed pupils should be trained by the school. He felt that these subjects were necessary in order to enable the pupil to express himself and have a command over words.[106] Natural science was the last subject area mentioned by Pattengill.[107]

In addition to specific subject areas, Pattengill made some general remarks concerning things educational in the thesis read before the State Board of Education. One such comment by Pattengill indicated that he may have believed that

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[104] Ibid., p. 14.

[105] Ibid., p. 15.

[106] Ibid., pp. 15-17.

[107] Ibid., pp. 17-19.

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learning how to learn was more important than what an individual learned. He stated: "It is not so much what the child learns as it is that he learns how to learn."[108] Furthermore Pattengill believed that all a school could do was to give a pupil a start on his educational career and that the pupil must carry it through life on the basis of what he received in school. He said: "We can only hope to give the pupil a start in his educational career, he must continue it through life on the bent we have given his young mind."[109]

In this paper Pattengill also criticized those teachers who considered their education complete after they received either their diplomas or their certificates to teach. His comment was "One trouble with many teachers is that they consider their education finished when they obtain their diploma, or certificate qualifying them to teach."[110]

From this thesis it might be inferred that Pattengill was a believer in the value of subject matter areas. However,

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[108] Ibid., p. 8, cf. ante, p. 28.

[109] Ibid., p. 19.

[110] Loc. cit.

there seems to be some basis for stating that he did not believe these subject areas should be used as an end in themselves, but only as a means towards an end. That end for Pattengill appears to have been the preparation of the youngster for the life he probably would live. In addition, Pattengill believed that teachers should do everything possible to improve themselves, especially after they were on the job.

Science In Primary Schools

At the State Teachers' Association meeting in 1882, Pattengill read a paper on the topic "Science in Primary Schools."[111] By analyzing this paper it may be possible to gain further insight as to his educational philosophy. In it Pattengill proposed to answer two questions: first, why science should be introduced in the primary grades; second, how science should be taught.[112] Before answering these two questions he stated:

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[111] Henry R. Pattengill, "Science in Primary Schools," Annual Report of the Superintendent of Public Instruction, 1882 (Lansing, W. S. George and Co., 1883), pp. 310-6.

[112] Ibid., p. 310.

> The facts in the case are that we could not be original even if we knew enough. We cannot take oath . . . that we had not heard of this question before, . . . and that we had read no paper nor article treating of the subject, and . . . some of the ideas advanced have we hope been incorporated and have taken up abode with us. Besides, there is a common stock of first facts in education . . .[113]

In pleading lack of originality there is evidence that Pattengill may have believed in the theory of first principles; i.e., that there are certain educational facts and principles which are unchanging. However, in this paper, he failed to list what these first principles were.

Continuing on, Pattengill raised his first question: "Why should the sciences be taught in the first three years of school life?"[114] He commented on the idea that usually a child is bundled off to school after he reaches the age of five. Thus the child has left his playthings, his inquisitiveness and his explorations and examination of all curious things at home in order to finish his education at school. The alternative then presents itself as to whether, at school, he shall continue to ask questions, examine things and explore or whether he shall

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[113] Ibid., p. 311.

[114] Loc. cit.

just sit and watch the teacher or provide the teacher with the material which the latter can mold any way he sees fit.[115]

Perhaps he had some idea of the use of interest as a motivating factor and also that the education of a child should begin where the child is and with the experiences that he has had or is having. It may be that Pattengill believed the child was the center of educational activities and not necessarily the teacher.

Pattengill then asked, "What is education?"[116] In answer to this question he not only quoted James Mill and John Stuart Mill, but went on and stated that he believed education was more than cramming the child with information. He stated that it was the job of education to train all the faculties of man. Further, it was the purpose of education to furnish the child with the tools needed in life and to assist the youngster so that he may continue his education throughout life.[117]

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[115] Loc. cit.

[116] Loc. cit.

[117] Ibid., pp. 311-2.

Pattengill next raised the question: "Now what course shall we pursue, what method shall we adopt best to meet these requirements and make of our pupils the most efficient citizens?"[118] In answering this question he began by stating that the first years of a child's formal education is one-half of the story. He continued by stating that "The fundamental objects of primary instruction are, as we believe, to train the senses, to cultivate the perceptions, and to discipline the memory by training to attention."[119] This poses a question concerning his beliefs. Are these objectives sufficient for preparing a youngster for citizenship in society?

Pattengill believed that the areas in natural science which should be introduced into the primary grades were those centered around animals, plants and rocks. He believed this because they were the things with which the child had come into contact before entering school. Thus these contacts with natural things, plus the child's natural inquisitiveness, should be brought together in the formal education of the child.[120]

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[118] Ibid., p. 312.

[119] Loc. cit.

[120] Loc. cit.

The teacher was brought into the picture when he stated:

> Now if the teacher can only guide this inquiring nature, if she can so direct these observations as to make of them systematic study, pleasant recreation, and interesting recitations, the child will not have left his blocks and hobby-horse in vain. Can this be done? We believe it can.
>
> There can be no doubt but that subjects of this kind are interesting to beginners, and if for no other reason they should be studied at the outset.
>
> How many children are made to hate school at the very threshold by the abrupt and unpleasant change for their free home-life and their study of natural objects to the "demmed horrid grind" of A, B, C, and the multiplication table![121]

There is some indication in this quotation as to Pattengill's beliefs concerning the function of the teacher. He seems to have said that the teacher should be a guide whose obligation it is to take advantage of the interests and inclinations of the youngster and use them in carrying on the educational process. In addition, he once again introduced the idea of following the interests of the child and stated that that was ample reason for introducing natural science into the primary grades. However, one might question Pattengill's stand that there is no

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[121] Loc. cit.

doubt as to the interest of these particular subjects to the beginner.

Pattengill went on to state that besides the interest which the study of natural science affords, it is most useful in training the senses. He believed that training a youngster to use his senses would benefit him in learning how to be attentive. He further stated that the learning of attention is necessary for increasing one's memory ability, and the memory ability is necessary to form a basis for reasoning. By memory, he did not necessarily mean the memorization of facts for the purpose of rote recitation, but the memorization of facts to be used in further reasoning.[122]

In addition to learning about scientific things, the natural sciences, according to the young educator, would provide an opportunity for the youngster to learn how to express himself on the subject of his interest both through writing and speaking. He did not propose that this writing and speaking be done in the science classes, but could be carried over into the language course.[123]

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[122] Ibid., p. 313.

[123] Loc. cit.

Thus the evidence indicates that Pattengill believed these studies should be taught in the primary grades because of two factors. First, these subjects would take advantage of the youngster's interests. Second, they would enable him to be trained through all the senses.[124]

In addition, Pattengill believed that the study of natural science could be put to a practical use as well as serving as a basis for developing the mind. He stated:

> What is more to the purpose than a knowledge of everyday things about us - to know the destructive insects, the habits of domestic animals, the structure of the human body, the kinds of woods, the useful grasses, the noxious weeds, the poisonous plants, the growth of seeds, and the various kinds of soil adapted to our needs?[125]

In answer to his second question of "How shall we pursue the study in the early grades of school life?" Pattengill stated that the natural sciences should begin with those things with which the pupil was most familiar. The pupil could learn about the farm animals, the dog, the cat, the flowers, the trees, the leaves, and many other things which he would see

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[124] Ibid., p. 312.

[125] Ibid., p. 313.

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during his daily activities. Further, he would make use of the youngster's inclination to collect things. This could be of use in the study of rocks and stones. The youngster could be taught to classify his collection and in this way learn some of the more technical words in the natural sciences.[126]

Pattengill had this warning to offer. There was the danger of turning science courses into mere collections of specimens in which the number of items collected became more important than the study of the things collected. On the other hand, if too much emphasis was placed on technical terminology, it might result in the student reciting a series of names and descriptions which had no meaning for him.[127]

Pattengill summarized his approach to the natural sciences in the following words:

> The child that learns to use his senses, who has been taught some of the first principles of observation, has with him a constant source of pleasure through life. He is enabled by means of his knowledge to see a thousand beautiful and interesting things in the every day life he leads. . . . by simply using his eyes he may read many

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[126] Loc. cit.

[127] Ibid., p. 315.

> interesting chapters from nature's great open book, and the person who thus becomes intimate with the true, the beautiful, and the good cannot become a bad citizen.[128]

State Educational Meetings

At the meeting of the Michigan State Teachers' Association in 1882, Pattengill was one of three members appointed to a committee to study whether or not a change should be made in the system of county institute work. This committee was to give its report at the next meeting of the Association.[129] In addition, Pattengill was nominated for and elected to the office of secretary of the Association for 1883.[130]

In 1883, Pattengill attended the state meeting of the county school examiners. At this meeting he raised the question as to whether or not the state teachers' examinations should be uniform throughout the state. He stated that, if uniform examinations were used, then the time for holding the

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[128] Ibid., pp. 315-6.

[129] Annual Report of the Superintendent of Public Instruction, 1882 (Lansing, W. S. George and Co., 1883), p. 263.

[130] Ibid., p. 264.

examinations should be the same throughout the state. However, he raised the question as to whether or not the same set of questions would meet the needs of each individual community.[131]

Not only did examination questions come in for comments by Mr. Pattengill, but also the duties of the county examiner and school officials in general. He was particularly interested, at this point, in the relationship of the county examiners to the local teachers' associations. He believed that it was the duty of every school official to promote education in his county by every means available. If the official feels that he is underpaid, then he should resign. In addition, he stated the duties of school examiners went beyond the examining of teachers. He believed they should become acquainted with the teachers in the county and that one of the places to do this was at the local teachers' association meetings and not at the State Association. If there was no local association, then it was the obligation of the examiner to organize one. After its

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[131] Annual Report of the Superintendent of Public Instruction, 1883 (Lansing, W. S. George and Co., 1884), p. 236.

organization, the members of the board of examiners should work to make it successful. If they can't do this, Pattengill felt the members of the board should resign their positions.[132]

Report of the Committee on Institutes

At the general session of the 1883 State Teachers' Association, the committee on institutes, to which Pattengill had been appointed in 1882, gave its report. This report was divided into three sections: "I. Why Change; II. Suggestions for the Better; III. Why We Think a Plan Similar to This Would Result in Improvement."[133]

The committee believed that changes were necessary because teachers were tired of listening to the same thing year after year; second, young teachers need more training than they get at the ordinary institute because institutes are frequently the only professional training they receive; third, the people do not see the results of the institute work in that they notice too big a difference between the union schools and

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[132] Ibid., p. 237.

[133] Ibid., pp. 325-329.

the district schools; fourth, the system of institute work is unsatisfactory to institute workers because they may be called upon to give the same work in an institute for several years; and fifth, the institutes are not long enough to give professional training equivalent to that received by many teachers.[134]

The first and second points mentioned above may seem to be inconsistent with the fifth point, but that conclusion does not necessarily follow. A longer institute could be held without having the same material presented year after year, and the increase in the length of the institute could give the beginning teacher better training than a shorter institute. Quality, need, and length of the institute are not opposed to each other, but may complement each other as points to be considered in the improvement of the institute work as discussed by this committee.

Some of the suggestions that the committee recommended were as follows:[135]

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[134] Ibid., p. 325.

[135] Ibid., pp. 325-327.

First, the committee recommended that, where there was sufficient money, the length of the institutes should be extended to two weeks. The reason for increasing the length of the institute was to provide instruction that was lacking because the state had only one state normal.

The second suggestion made was to devote at least half of the time of the institute to normal class work and the other half to general work.

The committee's third suggestion was to recommend that only two instructors be chosen for an institute. They believed that there would be better coordination in the work of the institute with two instructors. In addition, they recommended that one instructor be chosen from inside the county and one from outside the county.

A fourth suggestion was to recommend a series of four evening meetings whose main purpose would be to reach the people in the community.

The committee considered its fifth suggestion, that of choosing a good local committee, to be important. The report

read: "More depends on the efficiency of the local committee than any other feature of the work."[136]

The sixth recommendation dealt with the organization of the institute. All plans for organizing, enrolling, and classifying and programming the institute should be made before the institute begins so that the teachers can arrive at the institute and find it ready to begin rather than having to wait for the details to be worked out. In addition, the committee's seventh recommendation suggested that the institute begin on time.

The eighth and ninth suggestions were similar in that they recommended that the institute work should be on "how to teach," "how to govern," and "how to manage schools."

The committee, for its tenth point, suggested that the institute be so divided that half of the teachers could be studying while the other half were in session. In addition, they proposed that the State Educational Department prepare a four-year course of study which could be used as a guide in institute work.

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[136] Ibid., p. 326.

The last recommendation by the committee suggested that a record should be kept of the attendance and activities of the members attending the institute and that this record be used by the state superintendent in conjunction with the results of the teachers' examinations.

From ideas which Pattengill expressed later on concerning the function and operation of an institute, it appears that he had some influence in the drawing up of this report. In addition, since he was secretary of the Association at this time, he probably was secretary of his committee and, as such, was responsible for the writing of the report.[137] In the past, Pattengill had been complimented on his ability to organize and run an institute, so he probably suggested those proposals which dealt with the operation of the institute.[138] The suggestion that the institute be divided into two parts, class work and general work, seemed to be the foundation for

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[137] The writer has become familiar with Pattengill's style of writing and this leads him to believe that this report was written by Henry R. Pattengill. In addition, Pattengill's name does not appear in alphabetical order but as the last of three names rather than the first.

[138] Cf. ante, p. 48.

Pattengill's later philosophy that an institute should consider not only school work but general matters of public interest as well.[139] In addition, the suggestion for evening meetings for the public is one of the basic elements of the Inspiration Institute he established while he was Superintendent of Public Instruction.[140]

When this report was written, the emphasis in the institute was to improve the quality of the teachers and provide them with some type of professional training. The report indicated that this was the purpose of the institute. Thus, the institute served as a substitute for normal school work. Later on, Pattengill's philosophy was to change and the institute was to serve as a device for inspiring the teachers and the public.[141]

The committee believed that their proposals would improve the system of county institutes because they constituted a reasonable plan; it was a plan which had proven successful

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[139] Cf. post, p. 197ff.

[140] Cf. post, p. 199.

[141] Cf. post, p. 200.

in other states; and finally, it had been tried and proven successful in the State of Michigan.[142]

The Report of the Committee on Institute Work was accepted by the Association, and it was recommended that the report be presented to the governor of the state with the request that he call it to the attention of the legislature. In addition, the Association should recommend such legislation as would be necessary to put the recommendations of the report into effect.[143]

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[142] Annual Report of the Superintendent of Public Instruction, 1883 (Lansing, W. S. George and Co., 1884), p. 328.

[143] Ibid., p. 247.

CHAPTER IV

EDUCATIONAL JOURNALIST 1884-1892

Partnership in The Michigan School Moderator

During Pattengill's last year of teaching at Ithaca, his desire to become a journalist was fulfilled, a desire which had remained with him since his college days.[1] In March, 1884, an announcement was made in The Michigan School Moderator that he was associated with N. H. Walbridge in the editing and publishing of this educational journal.[2] For the remainder of the school year, while Pattengill was still teaching,

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[1] Cf. ante, p. 19.

[2] The Michigan School Moderator, Vol. IV, No. 28 (March 27, 1884), 543. The exact steps leading up to Pattengill's partnership in this journal are difficult to trace. However, it is possible to suggest certain factors which may have had some influence in offering him this opportunity. Pattengill and Walbridge were thrown together at the meetings of the Michigan State Teachers' Association and in institute work and it is possible that through these contacts Pattengill found the opportunity to enter the field of journalism.

his active part in the journal's activities was limited to giving advice and writing articles for the journal.[3]

On June 19, 1884, Pattengill spent his last day as a public school teacher in Ithaca.[4] During the summer of 1884 he moved from Ithaca to Grand Rapids, the latter city being the home of The Michigan School Moderator. On assuming his full duties of associate editor of the journal, Pattengill, in addition to writing, began a program of visitation which, eventually, was to take him throughout the entire state. It was his duty to visit institutes, colleges, schools, and other activities in the interest of The Moderator.[5]

In entering the field of journalism, Pattengill did not give up his interest and love for teaching and education. Rather,

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[3] Loc. cit. During the year Pattengill was an associate editor with Walbridge, both were writing for the journal and it is difficult to ascertain just what was written by either of the men. However, the writer has become familiar with the writing style of Pattengill and in a few instances believes that the topic of an editorial and the style in which it was written may indicate that Pattengill was the author.

[4] Gratiot County (Ithaca, Michigan) Journal, June 21, 1884.

[5] Ibid., March 14, 1884.

it appears that, in this venture, he was able to combine his many interests; writing, speaking, singing, visiting, and teaching into an occupation which permitted him to put to work his educational and journalistic abilities.

On June 2, 1884, Walbridge wrote a letter to Pattengill, whom he called "H. R.," enlightening Pattengill on the financial status of the newspaper. In addition, the letter complimented Pattengill on his value to the paper. The letter stated that from subscriptions, advertisements, and job work The Moderator either had received or was to receive a total of $1,170.75; that on the other hand $697.17 had been paid out for help, rent, paper, postage, job supplies, and school supplies. In addition, Walbridge stated that thirty-five subscriptions had been received during the past week. Further, he had sold over $80.00 worth of supplies.[6]

Walbridge wrote that he was just beginning to realize the worth of his partner to the paper. Not only that, but he commented that a prominent educator of the state had told him

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[6] Letter of N. H. Walbridge to Henry R. Pattengill, June 2, 1884, in Pattengill Papers, Vol. II.

that Pattengill would be worth $2,000.00 to the paper.[7] Walbridge believed that the concern would do a $10,000.00 business next year with a net profit of $4,000.00.[8]

Perhaps Pattengill was conscious of the influence he would have on the business and also realized that the financial returns from the paper would turn this venture into a profitable enterprise. It appears to have been good enough so that Pattengill eventually bought out Walbridge.[9]

The Michigan School Moderator

At the time Pattengill became an associate editor and took an active part in the editing of The Moderator, it was published weekly for a period of forty weeks from about the first week in September to about the middle of June. The length of the magazine was twenty pages with approximately twelve pages devoted to educational items, current events,

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[7] Loc. cit.

[8] Loc. cit.

[9] Cf. post, p. 84.

editorials, and miscellaneous materials and the remaining eight pages usually filled with advertising.

In general, the content of The Moderator was as follows: the editorial page, papers read before various professional meetings, miscellaneous articles reprinted from exchange magazines and newspapers, poetry, original contributions from individuals, songs, reports of professional meetings, announcements of professional meetings, current events, book reviews, examinations, school exercises for special days, literary notes, and aids to teaching.[10] The cost of publishing The Moderator was sixty dollars per week.[11] The price of the magazine was five cents per copy, or forty issues, a year's subscription, for two dollars.[12]

In addition to The Moderator, Walbridge and Pattengill were engaged in the selling of school supplies, the running of a teachers' agency, and the printing and publishing of school

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[10] This information was gained by examining several copies of The Moderator for the year 1884-5.

[11] The Michigan School Moderator, Vol. V, No. 33 (May 7, 1885), 643.

[12] Loc. cit.

text-books.[13] One of the enterprises which The Moderator undertook in February, 1885, was to sponsor an excursion to the World's Exposition at New Orleans. However, this plan did not succeed because, out of one hundred applications, only nine were specific enough to be accepted.[14]

The Moderator's teachers' agency was another service offered to the teachers of the state. In 1884, The Moderator placed over fifty people in teachings positions. The only charge for this service was that the teacher be a subscriber to the journal.[15] As the journal stated it: "Any subscriber to Moderator [sic] may use our columns gratis, for the bettering of his condition."[16]

Pattengill did not spend all of his time in visiting teachers' institutes and schools. On April 14, 1885, he left

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[13] This information was obtained by examining the advertisements in several of The Moderator issues.

[14] The Michigan School Moderator, Vol. V, No. 24 (February 26, 1885), 463; Vol. V, No. 26 (March 14, 1885), 503.

[15] Ibid., Vol. V, No. 22 (February 12, 1885), 423.

[16] Loc. cit.

for a trip through the South, where he visited New Orleans, Mammoth Cave, battle grounds, and portions of Florida.[17] But even on these trips he had the interests of The Moderator in mind, for he wrote descriptions of his travels which were printed in the journal.[18]

Editor, Owner, and Publisher

In the July 16, 1885, issue of The Moderator, there appeared a notice which stated that the partnership between Walbridge and Pattengill had been dissolved with Pattengill buying out Walbridge.[19] Pattengill now had achieved his goal of being a journalist in his own right.[20] Four years previously The Moderator had cost Walbridge $450.00; now it was worth

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[17] Ibid., Vol. V, No. 30 (April 16, 1885), 583.

[18] For the remainder of the time Pattengill had The Michigan School Moderator and Moderator-Topics he wrote and published descriptions of trips and journeys he took whether or not they were in Michigan or outside of the state.

[19] The Michigan School Moderator, Vol. V, No. 40 (July 16, 1885), 783. See Appendix B.

[20] Cf. ante, p. 19.

$3,800.00 to its new owner.[21] The cost to Pattengill for buying out Walbridge was $1,900.00 of which Pattengill paid Walbridge $900.00 at the time of the transaction. The remaining $1,000.00 was to be paid from accounts due to the concern; these accounts were to be chosen by Walbridge and, upon payment, the money was to be turned over to him.[22]

On buying The Moderator, Pattengill not only assumed full responsibility for the paper itself, but assumed responsibility for the firm's interest in school supplies, books and job work.[23] Thus he became the sole owner and publisher of The Michigan School Moderator and was to edit and publish this educational journal until the day of his death.

Pattengill moved the offices of The Moderator from Grand Rapids, Michigan, to Lansing, Michigan.[24] At the time

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[21] The Michigan School Moderator, Vol. V, No. 40 (July 16, 1885), 783.

[22] Contract drawn up by N. H. Walbridge, July 7, 1885, in Pattengill Papers, Vol. II.

[23] Loc. cit.

[24] The Michigan School Moderator, Vol. V, No. 40 (July 16, 1885), 783. In this last number of Vol. V, Pattengill stated that "The next number will be issued in the early part of September from Lansing."

Walbridge had taken over the journal the circulation was less than 500. When Pattengill took over the magazine, as sole owner, the circulation was over 2,000.[25]

One of the first innovations Pattengill made in The Moderator was to change it from a weekly paper to a bi-weekly one. Its size was increased from twenty to twenty-four pages with ". . . sixteen pages of solid reading matter. . . ."[26] The price of the paper was reduced from $2.00 per year to $1.50 ". . . cash in advance."[27] In addition, it was Pattengill's goal to increase the circulation of the paper to 5,000 subscribers.[28]

Pattengill proposed to give his readers the following thirteen features in The Moderator for the year 1885-1886:[29]

1. Reports of school work in the state, the teachers' institutes, teachers' associations, and news about schools and teachers.

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[25] Loc. cit.

[26] Ibid., p. 784.

[27] Loc. cit.

[28] Loc. cit.

[29] Ibid., p. 783.

2. Articles on philosophy of education by prominent educators.

3. Improvement of the "School Room" with material for supplementary reading and facts for history, geography, and literature classes.

4. Improvement of the study table.

5. Summary of the news from this and other countries.

6. A series of articles on famous men of Michigan.

7. Articles on English Literature.

8. Articles on orthography.

9. Programs for celebrating special days.

10. Articles on the teaching of temperance.

11. Articles on methodology in science and languages.

12. Selections from the exchanges printed in The Moderator.

13. Announcements, decisions, and reports from the Department of Public Instruction.

Pattengill did not mention it, but he might have included in his list that his own editorial remarks would be in each issue. This, then, comprised the list of things which Pattengill hoped to do for the teachers of Michigan in the journal which

he had purchased. Even with this program he had doubts as to whether or not he would be able to satisfy all the interests. He wrote:

> . . . That we can suit all the teaching interests of this State we do not for one moment believe, but it shall be our aim to make "The Moderator" helpful to the great mass of teachers in our rural and city schools.[30]

During the summer of 1885, Pattengill added nearly five hundred subscribers to the circulation list.[31] However, he was not satisfied to try to do all of this work himself, but sought to have an agent for The Moderator in every county in the state.[32] Evidence indicates that he was an educator, but it also seems to indicate that he was a business man too.

On examining one of the numbers of The Moderator and comparing it with one published under the firm of Walbridge and Pattengill, very few changes are found in its composition. Outside of being a larger paper and one that was issued bi-weekly, the only major changes found were the addition of a

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[30] Loc. cit.

[31] Ibid., Vol. VI, No. 1 (September 10, 1885), 5.

[32] Ibid., Vol. V, No. 40 (July 16, 1885), 783.

section devoted to the Department of Public Instruction and a section for the State Reading Circle. In addition, the educational news column contained items from some of the institutions of higher learning.[33]

Michigan Agricultural College Interlude

Shortly after Pattengill moved to Lansing with The Moderator, he was asked by President Willits of the Agricultural College to do some part-time teaching. First, he filled in for two weeks in the mathematics department of the college, then in the English department for four weeks, and finally he taught in the English department for the summer term of 1886.[34]

In the summer term of 1886, Dr. W. J. Beal of the Botany Department and Pattengill put into effect an idea which

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[33] This information was obtained by examining several issues of Vol. VI.

[34] Pattengill was a temporary instructor at the Michigan Agricultural College for the spring and summer of 1886 according to the Annual Report of the Secretary of the State Board of Agriculture, 1886 (Lansing, Thorp and Godfrey, State Printers and Binders, 1886), p. lxv.

had occurred to the latter at least.[35] Dr. Beal assigned the subject of the essay from some area in Botany, and Pattengill was responsible for correcting the grammar of the essay.[36] It was an attempt to bring together two different subject areas on one project. The Speculum reported it by stating: "This is a move in the right direction."[37]

During the summer quarter of 1886, on July 28th, Pattengill was recommended for and appointed as an assistant professor in English at the Michigan Agricultural College. His salary was not to exceed $1,200.00 for the year.[38]

In the fall term of 1886, Pattengill taught English grammar to the freshman class which was divided into three sections.

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[35] Cf. ante, p. 66. Pattengill had suggested that scientific topics could be used as subjects for writing in English classes and this is an example of his putting into practice one of his ideas.

[36] The College Speculum, Vol. V, No. 4 (June 1, 1886), 11.

[37] Loc. cit.

[38] Records of the State Board of Education Concerning the Agricultural College, July 28, 1886, p. 505. These records are deposited in the office of the Secretary of the State Board of Agriculture at Michigan State College.

The class met daily for the term of three months. In addition to grammar, the class was given instruction in elocution.[39]

In the spring term, Pattengill had the sophomore class in rhetoric. He wrote that the purpose of the class was ". . . to give the pupil power to express thought with clearness and force, to enable him to collect and arrange material in narratives, descriptions, and arguments."[40] In order to attain this goal, the students were required to write a descriptive essay, a narrative essay, and an argumentative speech. He also met the freshman class semi-weekly in elocution.[41]

In the summer term of 1887, Pattengill again had the freshman class in rhetoric. The class had drill in spelling, pronunciation, analyzing words, and the preparation of papers. Each student had to write a letter applying for a position, an essay topic assigned by the instructor, an essay on a topic chosen by the student, and a narrative based on Paul Revere's

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[39] Annual Report of the Secretary of the State Board of Agriculture, 1887 (Lansing, Thorp and Godfrey, State Printers and Binders, 1887), p. 50.

[40] Loc. cit.

[41] Loc. cit.

Ride. The class numbered ninety students and was divided into two sections. The total manuscript work required of all the students amounted to 2,160 pages.[42]

During the school year 1887-1888, the work carried on by Professor Pattengill was very similar in nature to his first full year on the campus. The fall term was given over to grammar and elocution for the freshman class; the spring term to rhetoric and elocution for the sophomore class and elocution for the freshman class; and the summer term to rhetoric for the freshman class.[43]

There is no report of Pattengill's activities in the Annual Report of the Secretary of the State Board of Agriculture for 1888-1889 for the reason that Pattengill was informed by the secretary of the Board that his services were no longer required.[44] The college professor was asked to resign because

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[42] Ibid., p. 51.

[43] Annual Report of the Secretary of the State Board of Agriculture, 1888 (Lansing, Thorp and Godfrey, State Printers and Binders, 1888), pp. 54-5.

[44] Records of the State Board of Education Concerning the Agricultural College, August 7, 1889, p. 568.

he had criticized the Board of Agriculture for its actions in reference to Professor E. J. MacEwan of the English department. The Board believed that MacEwan in conversation with members of the state legislature had tried to influence them against a $10,000.00 appropriation for an Agricultural Laboratory.[45]

Pattengill wrote that MacEwan had been the victim of a "trumped up" charge perpetrated by one of the members of the Board of Agriculture and one of the state legislators. The complaint was as stated in the previous paragraph. The issue was investigated by Pattengill and, according to him, was found to be false.[46] This posed a problem to Pattengill as to whether he should remain quiet and keep his job or whether he should stand by the professor and take the consequences. In his own words he wrote:

> The question at once presented itself, shall we keep still and retain our place while this wrong is perpetrated on a teacher by two unscrupulous and designing members of a board, or shall we stand by the teacher in the right, let the

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[45] The Lansing (Michigan) Journal, August 7, 1889.

[46] Michigan School Moderator, Vol. X, No. 1 (September 5, 1889), 7.

> consequences be what they may? There could of course be but one answer to this question by anyone who respected himself, and purposed running a teachers' paper as it should be run.[47]

Pattengill chose the second course and, as a result, was fired.

He defended his right to criticize the board even though he was an employee of the board. He wrote:

> It was perhaps too much to expect that the board could with complacency be told these things by one of their employees, even though he told the truth. The board removed the editor of the Moderator from his position in the College because of the article in the issue of June 20. . . .
>
> We wish it well understood that the Moderator purposes to do right by both boards and teachers without fear or favor.[48]

Pattengill seemed to have no intention of permitting any one person or group to impose any type of muzzle on what he was going to write in The Moderator. He seems to have been a man without fear.[49]

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[47] Loc. cit.

[48] Loc. cit.

[49] The Lansing (Michigan) Journal, August 7, 1889. In addition, Burr Marvin of Ithaca, Michigan, commented that Pattengill had no fear of anyone. R. Clyde Ford, Prof. Emeritus of Languages at the Michigan State Normal College, expressed the same thought to the writer. This comment concerning Pattengill seems to have been held by many people who knew him well.

The college paper, The Speculum, commented on the board's action regarding Pattengill as being in line with its characteristic aversion to criticism. As a result of the dismissal, the paper claimed, the college had lost an efficient and popular instructor. The paper stated: ". . . with their characteristic aversion to criticism and their distrust for those who criticize them, . . . the Board absurdly found him obnoxious to the college - since offensive to them."[50]

In addition, a student of the college wrote an open letter to one of the Lansing newspapers concerning the dismissal of the popular professor. In this letter he stated that the students were indignant because of the abrupt dismissal of Pattengill for what seemed to be a personal reason on the part of the board. The students felt that Pattengill had been a benefactor to every student in the college. Further, he stated that Pattengill added to the reputation of the college rather than the college position adding luster to Pattengill's name. The letter

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[50] The College Speculum, Vol. IX, No. 1 (August 10, 1889), pp. 34-5.

ended by stating that a few resignations by some of the board members might be welcomed by the students.[51]

On August 20, 1889, Pattengill's professional relationship with the Michigan Agricultural College came to an end.[52]

Two letters which Pattengill received as a result of this fracas with the Board of Agriculture give some evidence as to the reaction of two people, and also indicate to some extent Pattengill's temperament. In a letter from Albert Pattengill, a cousin, he was cautioned not to go too far in his scrap with the board and was chided about taking such action when his family was on the increase, a daughter having been born during the summer. Albert Pattengill did comment on the fact that The Moderator was free to express its opinion without being muzzled.[53]

From this letter there is some evidence that Pattengill was not too happy at the college, particularly in reference to

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[51] The Lansing (Michigan) Journal, August 8, 1889.

[52] Ibid., August 7, 1889.

[53] Letter of Albert Pattengill to Henry R. Pattengill, August 8, 1889, in Pattengill Papers, Vol. X.

the administration and the board. His cousin wrote: "I don't doubt you have done the right thing so far. Especially as you don't care a rap for the place. Look out and (do) not spoil it in any way by overdoing now."[54]

In a letter from a friend in Hudson, Pattengill was admired because he had the courage of his convictions and was not afraid to comment on what he thought was the correct thing to do and say. The writer even offered to share board with Pattengill. He wrote:

> I come to sympathise [sic] with you, . . . When you get starved out, because of this great (?) loss, come & eat celery with me, I have a good garden, enough to keep you and me through the rigors of a hard winter. . . . You were in the right, and I am glad that you had the grit to back your convictions.[55]

The evidence indicates that Pattengill was not afraid to back up his convictions, but that once in awhile he had to be cautioned about going too far. Perhaps he was a bit impetuous in voicing his reactions.

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[54] Loc. cit.

[55] Letter of Hayden to Henry R. Pattengill, August 9, 1889, in Pattengill Papers, Vol. II.

During his days at the Michigan Agricultural College, the editing and publishing of The Moderator continued: The educational journal was still his first interest. Not only that, but he was still interested in the activities of the teachers of Michigan.

The Schoolmasters' Club

The Michigan Schoolmasters' Club was formed at Ann Arbor, Michigan, during February and March, 1886, by a group of teachers from the University of Michigan and from the Ann Arbor and Ypsilanti secondary schools. The name was borrowed from the Boston Schoolmasters' Club.[56] Although Pattengill's name is not listed among those who were the charter members, it is found on the program of the first meeting of the club which was held on May 1, 1886, in Ann Arbor.[57]

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[56] The Michigan School Moderator, Vol. VI, No. 14 (March 18, 1886), 317. Joseph Rantner, "An Introductory Note On The Proceedings Of The First Meeting Of The Michigan Schoolmasters' Club," a pamphlet included in a facsimile of the original published proceedings of the first meeting of the Michigan Schoolmasters' Club. This facsimile was printed in 1947.

[57] The Michigan Schoolmasters' Club, First Meeting Held in Ann Arbor, H. R. Pattengill, Publisher, 1886.

He was one of three persons who composed a symposium on the subject of "Secondary Instruction in English."[58] His contribution to the symposium was a brief paper on "Elocution." He introduced his subject by raising the question as to why elocution had fallen into ill repute. He answered the question by saying that two things had contributed to the demise of elocution: first, the art of printing; and secondly, the overdoing of it by individuals who give the impression of being pompous. He felt there was a need for elocution because men who knew how to do something well should be equipped to tell about it in a convincing and clear manner.[59]

In his paper Pattengill considered two questions: What is elocution? Why should we teach it? In answering the first question he defined elocution as follows:

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[58] Proceedings of the Michigan Schoolmasters' Club, Henry R. Pattengill, Publisher (Thorp and Godfrey, Lansing, 1886). Pattengill's name appeared on the membership rolls of the Michigan Schoolmasters' Club from this period on until the time of his death. However, his name did not appear on all the rolls. There were times when he apparently allowed his membership to lapse for a year or two at a time. This information was obtained by examining reports of the proceedings of the club.

[59] Ibid., Henry R. Pattengill, "Elocution," a part of a symposium on secondary instruction in English, p. 6.

> The audible, distinct, sure and effective pronunciation of words; also appropriate inflections and modulations accompanied by proper gestures, and when suitable the accompaniments of the human countenance and figure.[60]

As to why we should teach it, Pattengill had two reasons. First, it should be taught because there are certain professions in which a person must know how to express himself. Not only that, but he believed that anyone who had anything to say at all should have some idea of how to say it. The second reason he gave for teaching elocution was that, indirectly, it aided a person's health by strengthening the lungs and other organs of respiration.[61]

Thus Pattengill played at least a brief role in the beginning of an educational organization which is still on the scene today. In addition, The Moderator was made the official organ of this group.[62]

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[60] Loc. cit.

[61] Ibid., pp. 6-7.

[62] The Michigan School Moderator, Vol. VII, No. 5 (October 21, 1886), 102.

The Michigan State Teachers' Association

Another organization in which Pattengill maintained his interest and participated actively was the Michigan State Teachers' Association. During the period covered by this chapter, 1884-1892, his name appeared on the membership rolls each year.[63]

In 1885, at the annual meeting of the association, he was appointed to the committee on arrangements for the evening's reception which was held by the governor of the state and the superintendent of public instruction.[64] In addition, The Moderator was made the official organ of the State Reading Circle.[65] At the 1886 meeting Pattengill stated: ". . . that the Moderator would publish the proceedings of the Association within the memory of men now living, and that subscribers to the Moderator are always welcome. . . ."[66] The evidence

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[63] This information was obtained by examining the membership lists of the Michigan State Teachers' Association.

[64] Annual Report of the Superintendent of Public Instruction, 1885 (Lansing, Thorp and Godfrey, 1886), p. 139.

[65] Ibid., p. 201.

[66] Annual Report of the Superintendent of Public Instruction, 1886 (Lansing, Thorp and Godfrey, 1887), p. 193.

indicates that he managed to get some advertising in for The Moderator at this particular meeting. Also in 1886, he was appointed to a committee which was to secure an appropriation from the legislature in order to make it possible for the state to have an exhibit at the National Education Association meeting to be held in Chicago, July 7, 1887.[67]

In the State Teachers' Association meetings of 1887 Pattengill's name is found in reference to discussions of papers read before the association. One in particular, Gass' paper on the "Township Unit in our Educational System," brought forth comment from Pattengill.[68] In referring to this paper, Pattengill commented that prior to 1883 he had been opposed to the township district system, but had read Mr. Gass' report as superintendent of public instruction and had been brought over to the viewpoint as expressed by Mr. Gass. He felt that every one in the educational profession should explain this system to all people, pupils, patrons, and associates.[69]

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[67] Ibid., p. 194.

[68] Annual Report of the Superintendent of Public Instruction, 1887 (Lansing, Thorp and Godfrey, 1888), p. 98. Cf. post, p. 320 for definition of township unit.

[69] Loc. cit.

In 1888, the township district unit was again the subject of one of the papers at the Association meetings. After the discussion of this paper, Pattengill offered a resolution recommending this system to the legislature and asking them to pass a law to put this system into effect. The resolution was adopted by a unanimous rising vote.[70]

The evidence indicates that Pattengill was one of the frontier thinkers in Michigan education and was willing to advocate changes which would improve the school system of the state. Not only was he advanced in his thinking, but he had the courage of his convictions and could take the necessary steps to put these ideas into effect.

Pattengill was present at both the 1889 and 1890 meetings of the Michigan State Teachers' Association, but the only reference concerning him is a motion he made in the 1890 meetings that a committee of five be appointed to report at an early date a resolution concerning a system of county supervision.[71] In 1891, he gave the response to the address

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[70] Annual Report of the Superintendent of Public Instruction, 1888 (Lansing, Darius D. Thorp, 1889), pp. 142-3.

[71] Annual Report of the Superintendent of Public Instruction, 1890 (Lansing, Robert Smith and Co., 1891), p. 105.

of welcome given to the State Teachers' Association by a representative of the city of Grand Rapids where the Association met.[72]

In 1892, Pattengill entered into the picture at the Michigan State Teachers' Association meetings by disputing points concerning Michigan's teachers' institutes as presented by Ferris S. Fitch, Superintendent of Public Instruction. Fitch, in a report on needed legislation, attacked the system of teachers' institutes in the state. Fitch felt the institutes were not meeting the needs of the teachers because of inefficiency on the part of the institute conductors. He proposed to remedy this situation by appointing a permanent corps of salaried institute conductors. This corps of conductors would consist of the superintendent of public instruction, the professors of pedagogy from the State University and the State Normal School, and three other members appointed by the superintendent of public instruction. To assist the conductors, the county commissioner would select instructors for their respective counties

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[72] Annual Report of the Superintendent of Public Instruction, 1891 (Lansing, Robert Smith and Co., 1892), p. 239.

subject to the approval of the superintendent of public instruction.[73]

Pattengill took exception to Fitch's report and, in the discussion following the report, commented that he believed the institute work was progressing better than ever before. In addition, he objected to Fitch's recommendation that a permanent corps of salaried instructors be appointed. His objection was based on his belief that the college professors might not be good as institute conductors even though they were excellent classroom teachers.[74] It may be that Pattengill meant the college professors would not be good institute conductors because they were not in contact with the situations and conditions out in the secondary and primary fields.

Pattengill had a counterproposal to Fitch's permanent corps of instructors. His proposal was to appoint thirty practical teachers from the Michigan teachers, have them meet in Lansing for a week's instruction with the state

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[73] Annual Report of the Superintendent of Public Instruction, 1892 (Lansing, Robert Smith and Co., 1893), pp. 233-241.

[74] Ibid., p. 241.

superintendent of public instruction and then send them out over the state. The group would be rotated by having ten men go out of office every year and ten new ones appointed.[75]

The evidence indicates that he won his point concerning the idea of a paid corps of institute conductors. He was appointed to the committee on legislation for the 1892 meeting, as was Fitch, and the committee presented a resolution: "That the sense of the association is against the appointment of a paid corps of institute conductors."[76] The motion was carried unanimously.[77]

It is evident that Pattengill did not lose his interest in the teachers' affairs of the state during the period between 1884 and 1893. Teaching at Michigan Agricultural College and editing The Moderator did not interfere with his activities at the meetings of the Michigan State Teachers' Association. Pattengill was one of the educational leaders in the state during

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[75] Loc. cit.

[76] Ibid., p. 282.

[77] Loc. cit.

this time. This leadership was evidenced further by his activities in teachers' institutes throughout the state.

Teachers' Institutes

Pattengill's opinions concerning teachers' institutes were not limited to his remarks at Association meetings, but were also expressed in The Moderator. He believed that the institutes should be used to show teachers how to teach, not what to teach. Further, he felt the institute worker should make the institute interesting and should not rely on the excuse that the teachers ought to be interested.[78]

Pattengill had very definite ideas on what was the most important single factor in making an institute successful. At least, between 1884 and 1893, he felt that the institute worker was the one factor which made an institute either a success or a failure.[79] He believed that at least one active public

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[78] The Michigan School Moderator, Vol. VII, No. 20 (June 16, 1887), 494.

[79] Cf. ante, p. 74. In 1883, Pattengill had been on a committee which stated that the local committee was the important factor.

school teacher should be appointed to work in an institute. Not that he denied the importance of pedagogical principles, but he felt they should be presented along with actual methods being used.[80] He wrote: "The value of an institute depends on the instructors more than on the length or plan."[81]

Editor Pattengill had some ideas concerning the characteristics of the man who was to be the institute worker. He should be able to plan an institute and have it ready to start on the first minute of the meetings.[82] He should be familiar with the needs of the district school and its methods and not rely entirely on the "manual for institute work." He should realize that there are methods other than his own. The institute worker should know the value of songs and exercise. In other words, he should be ". . . a wide-awake, genial, scholarly, successful, up-to-date school teacher with an abundance of horse-sense, . . ."[83]

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[80] Michigan School Moderator, Vol. VIII, No. 20 (June 21, 1888), 510.

[81] Ibid., Vol. IX, No. 2 (September 20, 1888), 42.

[82] Cf. ante, p. 74.

[83] Michigan School Moderator, Vol. X, No. 20 (June 19, 1890), 578.

Financing institutes was another problem on which Pattengill had ideas. He believed that institutes should be supported from the general taxes of the state since they were ultimately for the benefit of all. However, since the institutes were supported by fees paid by the teacher, he felt that there should be no exceptions to this requirement until the law had been changed.[84]

It is certain that the journalist's ideas concerning institutes were not just figments of the imagination. He was an active institute worker as well as an observer and the representative of an educational journal. It has been noted previously that he became active in institute work while he was teaching in Gratiot County.[85] Evidence seems to indicate that during the period 1884-1892 inclusive, he was an institute worker at a minimum of ninety-eight different institutes in at least seventy-four communities.[86] These institutes were held in both the upper and lower peninsula.

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[84] Ibid., Vol. VII, No. 16 (April 21, 1887), 365.

[85] Cf. ante, pp. 33-4, 48-51.

[86] This information was obtained from examining the pages of The Moderator for this period.

In addition to conducting or instructing at institutes, Editor Pattengill visited many schoolrooms throughout the state. The number of miles he traveled during this period has been estimated at approximately 50,000. Also, the number of speeches he made has been estimated at about three hundred twenty-two.[87]

Speeches

During this period Pattengill's speeches had a definite educational tone to them. One of his speeches was entitled "Prime Factors of a Good School." In it he commented that it was necessary to have the cooperation of pupil, parent, and teacher in order to have a good school.[88] He did not mention the word community, so it cannot be said that he had the concept of the modern idea of the community school, but he

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[87] From a pamphlet entitled "To Michigan Teachers" which was used by The Republican Club of the Michigan Agricultural College to support Pattengill for the office of Superintendent of Public Instruction (cf. post, p. 159).

[88] Tuscola County (Caro, Michigan) Advertiser, March 14, 1891. This speech was also reported in The Centerville (Michigan) Observer, February 2, 1895; Hillsdale (Michigan) Standard, February 18, 1902.

did feel that you could not leave the parent out of the school picture. This belief probably had its origin as the result of his experiences in Ithaca.

Another topic centered around education was "The Interrogation Point." In this speech Pattengill proposed certain questions which he felt pupils, parents, and teachers should consider. Some of these questions were: What were the essential characteristics of a good teacher? What was good teaching? What was a practical education?[89]

A third topic which Pattengill used was "How to Secure Attention." In this address, he stated it was necessary to have the attention of the pupil before learning takes place. Teaching is dependent on securing the attention of the pupil, and the teacher who can secure attention is doing good teaching.[90] He was reported to have stated:

> Attention is the stuff of which memory is made. It is essential in school, and the teacher who can command and hold it has the key to good teaching. . . . It should be attracted, not forced. Arouse the interest of pupils. First appeal to the senses; use the play impulse; attend

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[89] Muskegon (Michigan) Daily Chronicle, May 4, 1889.

[90] The Ionia (Michigan) Sentinal, February 19, 1891.

> to heating, lighting, seating, etc. Attention is lost in trying to teach too many topics at once, and subjects not related. . . . Let teachers make special effort in securing attention, for it will solve the problem of discipline and instruction both.[91]

Evidence seems to indicate that part of the time, in his addresses before institutes, Pattengill was trying to point out the relationship between the pupil, the parent, and the teacher. Sometimes he used the term patron instead of parent and it may be that, when he did, he had in mind those individuals who had no children in school, but benefited from the results of an educated citizenry. He believed that parents, pupils, and teachers should always be asking questions concerning the schools and education in order to discover where education was going.

In addition to reaffirming his belief that education should start where the child is,[92] he brought in the factor of the physical environment and tried to indicate that this element played an important part in the educational process. He also mentioned

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[91] Loc. cit.

[92] Cf. ante, pp. 55, 62-3.

the role interest played in the educational process, a concept stressed today in educational circles.

Pattengill, the speaker, seemed to leave a favorable impression upon his audience. In Ionia, the paper wrote as follows: "No better selection could have been made, as he never fails to secure and hold the attention of those who are privileged to hear him."[93] In Muskegon, it was stated: "The lecture was practical and enjoyable and touched in an able manner on nearly every side of the great subject of education. It was well received by the audience."[94] When Pattengill spoke in St. Johns, the newspaper reported: "He took the platform amid ringing cheers."[95]

Goals of Education

It is not alone from Pattengill's speeches and comments at institutes that his philosophy is determined, but also from

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[93] The Ionia (Michigan) Sentinal, February 19, 1891.

[94] Muskegon (Michigan) Daily Chronicle, May 4, 1889.

[95] The Clinton (St. Johns, Michigan) Independent, November 20, 1890.

the editorial comments he wrote in his educational journal, The Moderator. His editorials covered a wide range of topics.[96]

One of the aims of education, according to Pattengill, is to train and teach youngsters to ". . . persistent, consecutive, methodical thinking."[97] And he felt that those studies which accomplished this end were the most practical.[98] The evidence would seem to indicate that Pattengill was interested in subject matter and mind training only. This was not the case, although his emphasis was in this direction. In addition, there was skill and power, but he did not give any definition of what he meant by these two terms.[99] Pattengill, however, believed that, along with the training of the mind and the

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[96] Nearly all the references to Pattengill's beliefs and ideas have obtained from the editorial comments written in The Moderator during this period. Frequently his best editorial comments were his short one-sentence statements. His longer statements tended at times to become involved.

[97] Michigan School Moderator, Vol. X, No. 6 (November 14, 1889), 157.

[98] Ibid., Vol. VIII, No. 18 (May 17, 1888), 445.

[99] Ibid., Vol. IX, No. 2 (September 20, 1888), 41.

learning of subject matter, there should be training for self-government, respect for individuals and property, and the benefits of work, patriotism, and politeness of manner.[100]

Pattengill did consider the boy whose abilities leaned towards the manual skills. He wrote: "A boy whose genius is in the direction of hand-work . . . should be able to graduate with an honor equal at least to that which attaches to one who is to fill a clerkship."[101]

During this period, Pattengill's educational goals were a combination of learning subject matter, teaching the youngster to think, and training the youth to be a good citizen. Yet the question may be raised as to whether or not Pattengill ever had in mind an integrated program which would place the development of the total individual as the main goal and these other activities as means towards achieving this goal.

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[100] Ibid., Vol. VIII, No. 3 (October 6, 1887), 53.

[101] Ibid., Vol. VIII, No. 10 (January 19, 1888), 237.

Methodology

Editor Pattengill had definite ideas as to the method he would use to achieve his educational goals. He still believed in the use of subject matter as the means for reaching these goals. He would have used history, reading, arithmetic, language, and literature. Arithmetic was still to be used as he had stated during his teaching year in the public schools, i.e., as a combination of the practical and the theoretical.[102] However, he believed now that arithmetic should not be imposed upon the young child as he would not be ready for it. While he did not state any specific age for training in arithmetic to begin, he did state: "Teaching children arithmetic before their minds are ready to grasp its essentials, is like digging a cellar before the frost is out of the ground - it is hard work, and will have to be done over."[103] He did comment that the major share of attention in the grades from one to four should

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[102] Cf. ante, p. 55.

[103] Michigan School Moderator, Vol. X, No. 4 (October 17, 1889), 105.

be in reading and language and a minimum amount of time spent on arithmetic.[104]

Pattengill went further in his support of emphasizing reading, language, and literature by stating: "The most practical studies of the school are reading and language."[105] He would have improved the teaching of reading by having systematic lessons, i.e., a well-defined course of study.[106] Reading and good literature not only were to be stressed in the school but were to be taught so effectively that the pupil would devote his time at home to reading good literature.[107] He suggested the use of supplementary reading in school work as one means of instilling the desire to read in youngsters.[108] Pattengill felt so strongly about reading that he stated: "Teach the pupil to read easily and understandingly, cultivate in him

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[104] Ibid., Vol. IX, No. 11 (February 7, 1889), 286.

[105] Ibid., Vol. VIII, No. 12 (February 16, 1888), 293.

[106] Loc. cit.

[107] Ibid., Vol. VIII, No. 3 (October 6, 1887), 53.

[108] The Michigan School Moderator, Vol. VII, No. 13 (March 3, 1887), 293.

a love for good reading, and you need not feel very bad, fellow teacher, if you don't succeed in doing much more."[109]

Supplementary reading would not be left to classes in literature and language, but should be used in the study of geography, history, and in all school work. According to Pattengill, a number of books should be placed in each grade for the youngster to read.[110] He probably did not have in mind the modern idea that a number of books in a class room might make it possible for youngsters of different reading ability to have their needs met. However, he wrote:

> No methods for teaching history or literature will make those subjects well taught until our teachers are willing to devote more time to thorough reading. Mere facility in "date-giving" or "author-naming" is not an effective substitute for the discipline acquired by systematic and careful reading.[111]

Not all authorities might agree as to the actual effectiveness of thorough reading in the teaching of history, but

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[109] Michigan School Moderator, Vol. VIII, No. 13 (March 1, 1888), 317.

[110] The Michigan School Moderator, Vol. VII, No. 3 (October 7, 1886), 54.

[111] Ibid., Vol. VI, No. 5 (November 5, 1885), 101.

many of them would agree that the mere learning of dates and naming of names is not the most effective way to learn history.

In the teaching of history, Pattengill recommended the use of outlines, many different books, and constant review.[112] Further, he believed that history could not be separated from the teaching of current events.[113] One other factor Pattengill believed should be taken into consideration, when history was being studied, was the use of the interests of the child.[114] Once again Pattengill exhibited his insight into the use of the youngster's interests in his education.

Another problem which bothered him during this period was that of spelling. He said: "We don't spell enough in our schools. No, I don't clamor for more classes in spelling but for more spelling in classes."[115] He believed that a list of misspelled words should be kept in classes and that these

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[112] Ibid., Vol. VI, No. 14 (March 18, 1886), 322.

[113] Ibid., Vol. VI, No. 17 (May 6, 1886), 389-90.

[114] Michigan School Moderator, Vol. XIII, No. 4 (October 20, 1892), 113.

[115] The Michigan School Moderator, Vol. VII, No. 3 (October 7, 1886), 58.

should be the basis for spelling. He also believed that everyone should know how to spell the words which were used in every-day work and play.[116] The evidence seems to indicate that Pattengill realized that youngsters would not benefit from the mere spelling of words which would be used by them. At the same time, he stressed that pupils should not be permitted to advance without knowing those things which he would use. It seems to raise the question of how far should you permit a youngster to follow his own interests and also the question of when should society be permitted to tell the child what society expects him to know. Perhaps he was conscious of this problem, but did not know how to answer the questions posed.

Reading, arithmetic, language, literature, spelling, history, and geography—these were the subjects which Pattengill felt should be taught to all youngsters. And yet, mixed in with this emphasis on subject matter, are found ideas which show insight into the learning process. The combination of reading, history, spelling, and literature was not in the sense

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[116] Michigan School Moderator, Vol. VIII, No. 10 (January 19, 1888), 237.

of the modern core curriculum, but perhaps it was the forerunner of the latter. At least, Pattengill saw there was a relationship between these subjects.

Pattengill had several other general comments on methods to be used in schools. He believed that one way to show a pupil his weaknesses and strengths was to review frequently.[117] Oral review was fine, but the best method was the written examination.[118] He had this, though, to say about examinations:

> An examination in school studies that tends to develop the reason, judgment and memory is certainly within the possibilities and as certainly advantageous. Examinations that tend to develop the emotions, or to worry nervous pupils secure their little good at too great a cost. Therefore, don't worry pupils about their standings, but make the examinations so much like reviews, and reviews so common that worrying will be reduced to zero.[119]

Further, Pattengill stated that the best way to govern a school was to keep the pupils busy. He stated it as follows:

> Keep your pupils busy. Therein lies the key to success in government, management, teaching. The very

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[117] Ibid., Vol. VIII, No. 4 (October 20, 1887), 77.

[118] Ibid., Vol. VIII, No. 6 (November 17, 1887), 126.

[119] Ibid., Vol. VIII, No. 13 (March 1, 1888), 318.

> first minute of the first forenoon of the first day should find you ready to assign a little work to every pupil of your school, while you are quietly enrolling, arranging, classifying. Keep pupils busy, keep yourself full of the subjects you teach, and full of genuine enthusiasm, go-ahead-it-ive-ness, get-up-and-go-at-it-ive-ness, all regulated by system, and you won't have any trouble governing. Don't spend a second telling what you are going to do by and by. Don't give out a long set of rules. Don't lose your temper. Don't scowl. Don't whine. Don't scold. Work. Play. Sing. Read your Bible and The Moderator and lay yourself out to teach the best school your district ever had.[120]

Not too democratic in philosophy is this statement by Pattengill, yet it does put emphasis on things not to do and those characteristics which he felt were necessary in the good teacher. His own firmness in the classroom may have led him to state: "Good government is administered by the iron hand in a velvet glove."[121] At the same time, he did not forget that there was a definite relationship between the child's home background and his behavior in school.[122]

Governing a school rested in the hands of the teacher, according to Pattengill. Thus the teacher was an important

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[120] Ibid., Vol. VIII, No. 1 (September 8, 1887), 6.

[121] Ibid., Vol. VIII, No. 17 (May 3, 1888), 421.

[122] Ibid., Vol. X, No. 4 (October 17, 1889), 105.

factor in the good school, but only one of the factors.[123] Pattengill believed a new teacher's success would be judged by his skill in governing the school. The best way to govern the school was, according to the editor, to keep the students busy, and a teacher could do this only if he were well grounded in his studies and had been an intelligent reader of good books.[124] Yet he stated later on that if he had to make a choice between two teachers, he would prefer ". . . a teacher with one part knowledge and nine parts of teaching quality; rather than one with nine parts knowledge and one part teaching quality."[125]

As for the use of discipline in the governing of a school, Pattengill stated that it was all right to use corporal punishment as long as the parents had that right. However, he believed that its use indicated a lack of skill.[126] He believed

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[123] Cf. ante, p. 110.

[124] The Michigan School Moderator, Vol. VI, No. 15 (April 15, 1886), 366.

[125] Michigan School Moderator, Vol. VIII, No. 3 (October 6, 1887), 53.

[126] The Michigan School Moderator, Vol. VII, No. 13 (March 3, 1887), 293.

that time should be spent with a student in teaching him obedience, politeness, and courtesy, but he objected to too much time being spent on any one pupil. If, after a thorough trial, the boy still persisted in misbehaving, he should be sent home.[127]

Pattengill's ideas for governing a school and maintaining discipline would be classed as autocratic according to educational philosophy today. However, it is not surprising that Pattengill supported stern measures when his own teaching habits are taken into consideration. According to an entry in his diary[128] and according to the comments of some of his former students,[129] Pattengill was a stern disciplinarian. In addition, he seemed to believe that discipline could be maintained by merely keeping the student busy. He missed the implications of the use of a youngster's interest in minimizing disorder.

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[127] Michigan School Moderator, Vol. VIII, No. 18 (May 17, 1888), 446.

[128] Cf. ante, p. 37.

[129] Cf. ante, pp. 37-8.

Teachers

In selecting teachers, Pattengill decried the practice of some school districts which hired a male teacher merely because he was a man; particularly so if this man was untrained, lacked enthusiasm, and was just filling in the idle winter hours. The journalist believed that to hire this man in place of a well-trained and competent woman teacher was a sad commentary on the school officials charged with this responsibility. In addition, he felt this type of action was a sign of prejudice on the part of the officials. Pattengill believed that teachers should be hired because of their fitness to teach rather than by weight or an individual's ability to ride a horse.[130] At the same time, Pattengill had no use for the teacher who attempted to change positions by promising to teach for less money than the individual already having the job.[131]

In addition, Pattengill had definite ideas concerning the pay teachers should receive. He noted that teachers frequently

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[130] Michigan School Moderator, Vol. VIII, No. 2 (September 22, 1887), 30.

[131] Ibid., Vol. VIII, No. 17 (May 3, 1888), 422.

received "beggarly wages." One reason was the underbidding of one teacher by another which not only cut a teacher out of a job, but cut down the wage level of the profession. He also stated that primary teachers should receive as much or more salary than the secondary teachers.[132] In the latter statement Pattengill did not openly propose the concept of equal pay for equal work, but that seems to have been his intent.

Pattengill also commented that teachers should be citizens of the United States. He wrote: "If this country is good enough to teach school in, it's good enough for citizenship."[133] Not only should teachers be citizens, but they should be participating citizens. He stated that teachers should take an active part in politics and should get out and campaign for their candidates.[134] He suggested that they should participate in the party caucus when it is held in their district.[135] The

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[132] The Michigan School Moderator, Vol. VII, No. 20 (June 16, 1887), 493.

[133] Michigan School Moderator, Vol. IX, No. 5 (November 1, 1888), 129.

[134] Ibid., Vol. IX, No. 1 (September 6, 1888), 6.

[135] Ibid., Vol. X, No. 13 (March 6, 1890), 357.

editor would have had the teachers take an active part in the shaping of school legislation by having them inform their representative as to the needs of the schools.[136] The reason he gave for suggesting this activity on the part of the teachers was that he felt the teachers knew better than the legislators what was needed for the schools.[137] This latter suggestion of his did not evidence any belief that those outside the educational profession could assist in school legislative matters. It was not a democratic viewpoint in that it did not propose that all the factors of the good school should have a part in determining school policy. It would have placed the control of schools in the hands of the experts rather than having the school policies determined to some extent by the public involved and then using the experts to operate the schools.

In addition to teacher influence on legislation and teacher participation in politics, he advanced the idea that there should be cooperation between the teachers and the patrons of the schools. He would have had the teachers keep

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[136] Ibid., Vol. VIII, No. 20 (June 21, 1888), 509-10.

[137] Ibid., Vol. XI, No. 13 (March 5, 1891), 401.

the patrons of the schools informed by the medium of the newspaper.[138] Even here it appears that Pattengill still presented the idea that the teachers knew best. He believed that by the judicious use of the newspapers and the careful presentation of school news in the papers, it would be possible to mold public opinion in favor of the schools.[139] The question might be raised as to whether Pattengill was interested in propagandizing the public or in educating them. One thing he believed in sincerely was that teachers should express their convictions so that all would know where they stood on educational issues.[140] At least he practiced what he preached, for he was outspoken concerning educational issues.

Pattengill had his ideas concerning what teachers should be. Also he had some ideas as to their certification to teach. In the first place, he believed that teachers should undergo a thorough examination before being allowed to teach. This examination should be positive in that it should find out what the

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[138] Ibid., Vol. X, No. 2 (September 19, 1889), 41.

[139] Ibid., Vol. XI, No. 11 (February 5, 1891), 338.

[140] Ibid., Vol. XI, No. 19 (June 4, 1891), 594.

teacher knows rather than what the teacher does not know. Further, he believed a state certificate should be granted for life or during good behavior.[141] He saw no sense in making a teacher take an examination every year as long as that teacher was successful in the year's work.[142] He believed that the teaching profession should be put on the same level as the professions of law and medicine where only one examination is required.[143]

Pattengill also had something to say about the examiners themselves. He believed that the county examiners should at least be able to pass the examination which they were to give and score.[144] Today, with specialization in examination giving,

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[141] The Michigan School Moderator, Vol. VII, No. 17 (May 5, 1887), 397. He wrote: "We believe that a state certificate should be granted for life or during good behavior, and should be granted only upon a rigid and thorough examination. . . . Let its possession be a sure indication of fitness and ability; thus will it honor the holder and its holder honor the state."

[142] Michigan School Moderator, Vol. VIII, No. 5 (November 3, 1887), 101.

[143] Ibid., Vol. VIII, No. 6 (November 17, 1887), 125.

[144] Ibid., Vol. XI, No. 2 (September 18, 1890), 49.

it is the belief that the person making out the examination should be familiar with the material examined even though the scoring may be done by a machine.

He proposed two changes in examinations: one in procedure and the other in the content of the examination itself. First, he believed that the questions should be furnished and sent out by the department of public instruction to the probate judge of the county. He, in turn, on the day of the test, would deliver them to the examiner who would open them in front of the teachers assembled. He thought this procedure would eliminate any opportunity for dishonesty.[145]

His second suggestion was to change the reading part of the examination. He would have an English masterpiece assigned for the year and then have the teachers tested on it. He believed that a careful selection of questions on the content would make the teachers better readers and would lead them to read better literature.[146]

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[145] The Michigan School Moderator, Vol. VII, No. 12 (February 17, 1887), 269.

[146] Michigan School Moderator, Vol. X, No. 7, (December 5, 1889), 194.

School Buildings and Grounds

In addition to having definite ideas concerning the qualifications of teachers and their certification and examination, Pattengill devoted some attention to the buildings and grounds of the school. In the first place, the journalist believed that no architect should be allowed to draw plans for a school house until he had passed thorough examinations on heating, ventilation, lighting, and seating.[147] He wrote in The Moderator that authorities recommended that there should be at least one-fifth as much window surface as there is floor space in the school room.[148] Further, no part of the room should be more than two and a half times as far from the window as the top of the window is from the floor. The windows should extend as near to the top of the room as possible.[149] In addition, the journalist admonished the teachers to be careful about permitting sunlight to shine in the eyes of the students

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[147] Ibid., p. 193.

[148] Ibid., Vol. XII, No. 8 (December 17, 1891), 242.

[149] Ibid., Vol. XIII, No. 5 (November 3, 1892), 145. Cf. post, pp. 212-6, 326-8.

and recommended the use of shades even if it was necessary to resort to old newspapers.[150]

Pattengill stressed the necessity of having a well-ventilated school room. He suggested that a teacher should step outside of the classroom once in awhile, take a few deep breaths, and then reenter the classroom. If this were done, he believed the teacher would realize the necessity of airing out the room.[151] He suggested opening windows and adjusting the draft boards and a careful regulating of the fires as a means of controlling heating and ventilation during the winter.[152] The temperature of the room should be from sixty-eight to seventy degrees about four feet off the floor.[153]

Pattengill's recommendations concerning school buildings and grounds became part of his program when he became

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[150] The Michigan School Moderator, Vol. VII, No. 2 (September 23, 1886), 29.

[151] Ibid., Vol. VII, No. 7 (December 2, 1886), 149.

[152] Ibid., Vol. VII, No. 6 (November 18, 1886), 125.

[153] Michigan School Moderator, Vol. XI, No. 12 (February 19, 1891), 369.

Superintendent of Public Instruction.[154] Not only did they hold during his day, but his recommendations would not be too far amiss today. It should be remembered that schools did not have available the materials and machines which are in use today.

Sanitation around the school building, especially in connection with the outbuildings, was another topic that came under his pen. On a trip to a school in Branch county he mentioned specifically the well-kept grounds, buildings, and outbuildings.[155]

Pattengill was interested in this problem of buildings and grounds because of its connection with learning and health. He wrote: "An education is a poor accomplishment if gained at the expense of the eyesight."[156] He believed that the job of the school was to improve the children mentally, morally, and physically. Thus, clean grounds and good buildings were

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[154] Cf. post, pp. 212-9.

[155] Michigan School Moderator, Vol. X, No. 15 (April 3, 1890), 415.

[156] The Michigan School Moderator, Vol. VII, No. 2 (September 23, 1886), 29.

necessary. He stated that: "A good eonstitution [sic] is furthermore a valuable ally in the operations of the intellect."[157]

Libraries and Textbooks

Pattengill devoted his thoughts not only to the goals of education, subject matter, methodology, school government, teachers, and school buildings, but to other topics related to the school in one way or another. One of these other factors was the library. As has been stated, he believed in the use of supplementary reading.[158] Not only was reading to be supplemented in the classroom, but there should be a library in every school. He did not mean a circulating district library, but a supplementary library which would be right in the school.[159] He also recommended that every teacher should have his personal library.[160] In addition, the editor urged that teachers

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[157] Michigan School Moderator, Vol. VIII, No. 8 (December 15, 1887), 174.

[158] Cf. ante, pp. 117-8.

[159] Michigan School Moderator, Vol. X, No. 2 (September 19, 1889), 42.

[160] The Michigan School Moderator, Vol. VI, No. 13 (March 4, 1886), 293.

do everything in their power to ensure that funds set aside for library use should be used for that purpose alone. He urged that the legislature should pass a law limiting the use of library money to the library.[161]

Another problem related to the schools on which Pattengill expressed himself was that of textbooks. Whether there should be uniformity to these books and whether the communities should provide them free were the problems which were presented. His attitude was that free books would solve the uniform textbook problem.[162] The only justification he saw in uniformity was the benefit to the parents who bought them. Thus, if they moved about the state, it would not be necessary for them to buy new books each time they moved.[163] Moreover, he believed that communities throughout the state would prefer to choose their own texts based on the needs as they saw them.[164] A free textbook bill was passed by the

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[161] Ibid., Vol. VII, No. 7 (December 2, 1886), 149.

[162] Michigan School Moderator, Vol. X, No. 12 (February 20, 1890), 333.

[163] Ibid., Vol. IX, No. 12 (February 21, 1889), 310.

[164] The Michigan School Moderator, Vol. VII, No. 16 (April 21, 1887), 365.

legislature in 1889; however the communities were slow to adopt the plan at first.[165] By March, 1890, though, approximately five hundred schools in Michigan had adopted the free textbook plan.[166] There is no evidence to indicate that Pattengill had any great influence in securing the passage of this bill even though he devoted space in The Moderator to this topic.

Educational Administration

During this period there is evidence to indicate Pattengill believed in the centralization of school administration. In this area he voiced his opinions on grading country schools, county supervision, and the township district system.

He believed the country schools should be graded as well as the city schools because this would encourage the graduate of this type of school to continue his education in the county high schools.[167] The editor believed that the grading

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[165] Michigan School Moderator, Vol. X, No. 3 (October 3, 1889), 73.

[166] Ibid., Vol. X, No. 13 (March 6, 1890), 357.

[167] Ibid., Vol. XII, No. 12 (February 18, 1892), 370.

of the rural schools would render them more efficient and systematize the work so that there would be some uniformity in the schools. He could see no reason why the country schools should not be on the same educational level as the city schools.[168]

Pattengill further believed that the cause of the rural school could be greatly helped by having a system of county supervision rather than a township system. He wrote: "Any person that advocates a return to the old and inefficient system of township supervision, should be counted as an enemy to common schools, and put on the black list by every well wisher of our State."[169] He felt that county supervision would benefit the schools by raising the standards of teaching, by making it more difficult to be certified, and by making it more difficult for the poor teacher to stay on the job.[170] While he did not directly influence legislation on this subject, he supported

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[168] Ibid., Vol. IX, No. 2 (September 20, 1888), 42.

[169] Ibid., Vol. XI, No. 9 (January 8, 1891), 273.

[170] Ibid., Vol. XI, No. 14 (March 19, 1891), 434.

county supervision bills introduced in the 1887 legislature[171] and the 1891 legislature.[172]

However, the township district plan was the system which Pattengill emphasized the most in his editorial comments in The Moderator. His statements concerning this plan seemed to be his first attempt to influence seriously the course of legislation affecting education through the use of his educational journal.

In 1886, Pattengill took a definite stand for the township system, stating: "We have been investigating the question of 'township district system,' and believe that the educational interests of our ungraded schools would be greatly benefited by the change."[173] He believed, and correctly too, that it would take some time to convince the people of the state that this plan should be put into effect.[174] The township district

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[171] The Michigan School Moderator, Vol. VII, No. 20 (June 16, 1887), 493.

[172] Michigan School Moderator, Vol. XI, No. 19 (June 4, 1891), 593.

[173] The Michigan School Moderator, Vol. VII, No. 7 (December 2, 1886), 149.

[174] Loc. cit.

system meant organizing the school district coterminously with the township boundaries. The school board would represent the whole township and would have control of all the schools in the township. It was an administrative plan for centralization.[175]

Pattengill summarized the benefits which would be derived from the system as follows:

1. All portions of the township would enjoy equal educational advantage.
2. The tenure of office of teachers would be lengthened, resulting in employment of better teachers.
3. Better school-houses would be built.
4. The school tax would be equally distributed throughout the township.
5. The public moneys would be more justly distributed.
6. Pupils would attend the school that was most convenient.
7. The total cost for school purposes would be diminished.
8. Greater uniformity in text-books and less liability to frequent changes would result.
9. The gathering of reliable statistics would be facilitated.
10. Fewer school officers and better qualified.
11. Better supervision, grading and classifying.
12. Disputes over district boundaries, school sites, etc., would be largely reduced.
13. School-houses would be better supplied with means of instruction.[176]

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[175] Ibid., Vol. VII, No. 8 (December 16, 1886), 175.

[176] Ibid., Vol. VII, No. 15 (April 7, 1887), 343.

Editor Pattengill stated that these were the benefits that had come to other states under this system and he saw no reason why the same thing could not happen in Michigan.[177]

Pattengill asked for the passage of the Township District Bill discussed in the Senate. He believed that it would pass in the Senate, but had doubts as to whether it would pass in the House. He sincerely believed it should be passed if for no other reason than to do away with the necessity of considering so many local bills asking for this type of organization.[178] However, his hopes were doomed as the Senate bill did not get by the third reading in the Senate even though it had passed the committee of the whole.[179] This did not discourage Pattengill, for he wrote: "This is a good beginning. Let's learn more about it, and bring it up with more backing two years hence."[180]

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[177] Loc. cit.

[178] Ibid., Vol. VII, No. 18 (May 19, 1887), 430.

[179] Ibid., Vol. VII, No. 20 (June 16, 1887), 493.

[180] Loc. cit.

Thus he again took up the cudgels for the township system in the fall of 1888 when he wrote:

> If the country schools of this State could have the intelligent and effective supervision, classification and grading that the city schools possess they would push forward with a marvelous progress. The teachers in them are coming to be of a high order, the work is earnest and constant, but the lack of system and thoroughness renders much of this toil ineffective. Let us all work to improve them. We believe that a township district system will be a material aid in this direction, if anyone has a better way, though, we're ready to help.[181]

It should be noted that Pattengill saw the relationship between grading of schools, county supervision, and the township district system. Not only that, but he realized that these three problems were closely related to the textbook problem and also had a bearing on teaching effectiveness.[182]

He did not believe that the township district system should be for all areas, but should be on an optional basis.[183] This would make it possible for any township that wished to adopt the system without a special bill being passed by the

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[181] Michigan School Moderator, Vol. IX, No. 2 (September 20, 1888), 42.

[182] Ibid., Vol. IX, No. 14 (March 21, 1889), 371-2.

[183] Ibid., Vol. IX, No. 8 (December 6, 1888), 209.

legislature. The evidence indicates that Pattengill, while desirous of centralization in school administration, wanted to leave room for communities to determine their own needs and interests. This more or less fits into the pattern of decentralization which is present in Michigan today.

In order to secure the passage of a bill for this system, Pattengill advocated the signing of petitions and having them sent to the legislature.[184] In addition, he wrote to superintendents of instruction in other states and reported their comments on the township system in The Moderator.[185] He wrote in The Moderator:

> Much of our space this year has been devoted to the township district plan, and we consider it space well used. We dare not hope that the present legislature will make its name forever honored by giving us the law even in a permissive form, but the time is not far distant when the people will see the matter aright, and Michigan will wheel into line.[186]

Even though Pattengill was a staunch supporter of the plan, he presented the arguments against the system in The

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[184] Ibid., Vol. IX, No. 13 (March 7, 1889), 345.

[185] Ibid., Vol. IX, No. 14 (March 21, 1889), 371.

[186] Ibid., p. 377.

Moderator. He printed an article prepared by Milo D. Campbell, private secretary to Governor Luce, giving the arguments against the township school district.[187] In addition to the administrative branch of the state government opposing this system, the State Grange had definite views on the subject.

The Grange in Michigan was against the system when it was proposed as a remedy for inequalities in the rural schools.[188] Its chief objections were that there would be too much centralization of power; there would be difficulty in adjusting property rights; and the problem of whether or not it should be compulsory or optional.[189] Even though the educational committee of the State Grange was in favor of the system, the State Grange in its annual session was against it.[190]

However, Pattengill's efforts were of no avail. The measure proposing a township district system was defeated in

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[187] Ibid., Vol. IX, No. 13 (March 7, 1889), 347-8.

[188] Ibid., Vol. IX, No. 8 (December 6, 1888), 210.

[189] Ibid., Vol. IX, No. 11 (February 7, 1889), 288-9.

[190] Ibid., Vol. IX, No. 8 (December 6, 1888), 210.

the House.[191] The editor blamed its defeat on the administrative branch of the government.[192] Moreover, the opposition of the Grange helped defeat the measure although the journalist did not condemn them for their activities, as he did the activities of the executive of the state and his private secretary. In the winter of 1889 and 1890, the State Grange passed resolutions condemning the system.[193]

Thus, in Pattengill's first attempt to influence the passage of a particular bill, he met with defeat. However, he still firmly believed in the benefits which this system would bring to education in the State of Michigan. In addition, the evidence supports the thesis that Pattengill was a supporter and promoter of the rural schools in the state and sought to further their improvement.

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[191] Ibid., Vol. IX, No. 20 (June 20, 1889), 546.

[192] Loc. cit.

[193] Ibid., Vol. X, No. 8 (December 19, 1889), 226; Vol. XI, No. 8 (December 18, 1890), 242.

Old Glory

Pattengill not only had ideas concerning the improvement of school methods, buildings, and administration, but he had a belief that the schools should teach patriotism or at least provide an environment where patriotism could grow. One of the methods he recommended for instilling a spirit of patriotism in youngsters was to have a flag hanging on the walls of every classroom.[194] Not only should the emblem be displayed on the walls but every youngster should be familiar ". . . with its colors, its history, and the patriotic songs suggested by it . . ."[195]

Pattengill further suggested that there should be a flag flung to the breeze over every school.[196] In flying Old Glory over the schoolhouse, the editor suggested the plan he had used at Ithaca when he was teaching there.[197] He believed in the

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[194] Ibid., Vol. VIII, No. 11 (February 2, 1888), 269.

[195] Loc. cit.

[196] Ibid., Vol. IX, No. 13 (March 7, 1889), 345.

[197] Ibid., Vol. X, No. 3 (October 3, 1889), 75.

display of the Stars and Stripes enough to offer schools an opportunity to buy a school flag. In The Moderator he wrote:

> A district school flag for $5.25. The Moderator has arranged with the manufacturers to furnish a first quality standard government bunting flag ten feet long, five feet wide, for $5.25 cash. . . . This flag is plenty large enough for small school-houses and may be easily procured and made to teach history to our girls and boys. Let the pupils earn the money or make it by entertainments, that's better than to beg it.[198]

By February 20, 1890, The Moderator had already filled a half dozen orders for the flags, which were sold at cost.[199] On September 20, 1890, The Moderator had sold one hundred of them, and Old Glory was now flying over the district schoolhouses.[200] The evidence shows that Pattengill believed patriotism should have a role in the schools and that one of the best ways to instill this spirit was the display of the United States flag.

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[198] Ibid., Vol. X, No. 9 (January 9, 1890), 257.

[199] Ibid., Vol. X, No. 12 (February 20, 1890), 333-4.

[200] Ibid., Vol. XI, No. 2 (September 18, 1890), 49.

Publications

During this period, 1884-1892, The Moderator was not the only publication which Pattengill wrote and published. The "Song Knapsack" was still being compiled and published and used nearly everywhere in Michigan.[201]

One of the books which he compiled during this period was The Civil Government of Michigan, which was published and offered for sale in July, 1887. Pattengill compiled and printed this volume because he felt there was a demand for this type of work.[202] It was not his desire to supplant general works in state and national government, but rather to supplement them with a volume dealing specifically with the Constitution of Michigan ". . . with such explanatory notes and additions as may be necessary to a fair understanding of our State government."[203] The book usually was revised with

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[201] The writer talked to people throughout the State of Michigan who had used The Knapsack.

[202] The Michigan School Moderator, Vol. VII, No. 20 (June 16, 1887), 494.

[203] Henry R. Pattengill, Publisher, The Civil Government of Michigan, Fourth edition (Lansing, D. D. Thorp, 1891), Preface.

each edition and, by the time of the fourth edition in 1891, approximately thirteen thousand had been printed.[204] The book contained an outline history of Michigan; the Constitution of the State; a description of state, county, township, village, and city government; a description of the school system, the state institutions, juries, election boards, and political machinery. In addition, there were tables, dates, review and research questions.[205]

Another book published by Pattengill was A Manual of Orthography and Elementary Sounds. This book came off the press in the summer of 1888.[206] In the preface of the book he wrote: "A pure and easy pronunciation, a clear and natural articulation are accomplishments well worth diligent and persistent efforts to acquire."[207] With this in mind he stated

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[204] Ibid., Title page.

[205] Ibid., Table of Contents.

[206] Michigan School Moderator, Vol. VIII, No. 20 (June 21, 1888), 509.

[207] Henry R. Pattengill, A Manual of Orthography and Elementary Sounds, Third edition (Lansing, Robert Smith, 1893), Preface.

that the purpose of this book was ". . . to give a compilation of rules, suggestions, and exercises on the subject of elementary sounds and diacritical marks that would prove helpful to teachers and pupils."[208] The book contained definitions of words used in orthography, principles of pronunciation, a table of elementary sounds, methods for teaching elementary sounds, exercises in enunciation and articulation, rules for spelling, rules for pronunciation, and review exercises and questions.[209]

Also in April, 1888, Pattengill printed and sold monthly report cards and class record cards.[210] In addition, he sold globes, charts, outline maps, dissected maps, school games, teachers' contracts, erasers, anatomical models, and various apparatus.[211]

In 1889, he printed three sets of cards to be used in the class room. There were two sets of supplementary reading

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[208] Loc. cit.

[209] Henry R. Pattengill, op. cit., Table of Contents.

[210] Michigan School Moderator, Vol. VIII, No. 15 (April 5, 1888), 373.

[211] This information was obtained by searching through the advertisements in The Moderator.

cards: one set for the first reader and another set for the second reader. These were published in September, 1889.[212] The third set of cards were the "Michigan Historical and Geographical Cards" and was first published in December, 1889.[213]

In the first set of "Michigan Cards" there were one hundred twenty cards containing about five hundred facts about Michigan. The purpose of this game was to help people learn more about the State of Michigan.[214] General subjects on the cards were cities, state government, personalities, geography, schools, industries, counties, rivers, railroads, and miscellaneous historical facts concerning the state.[215] In this method of teaching history, he put into practice his theory of play in education which he had advocated.[216]

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[212] Michigan School Moderator, Vol. X, No. 1 (September 5, 1889), 20.

[213] Ibid., Vol. X, No. 8 (December, 1889), 225.

[214] Loc. cit.

[215] This information was obtained from examining a set of these cards which the writer has in his possession. These cards were loaned to the writer by the editor and publisher of The Lawton (Michigan) Leader, Mr. Lewis. See Appendix C.

[216] Cf. ante, p. 65.

Three books, Thoughts for Those Who Think, Tip Top Pieces for the Little Folks, and Special Day Exercises, were compiled and published by Editor Pattengill in the summer of 1890. Thoughts for Those Who Think was a compilation of memory gems which he selected and arranged. He believed that youngsters should memorize selections from American literature. He stated: "The daily recitation of them will familiarize pupils with them so well that the thoughts will become a part of the pupils' own thought and unconsciously take a place in his life as a rule of action."[217] One might question whether Pattengill understood the concept of transfer of training which he had discussed with seeming insight during his years as a public school teacher.[218] The memory gems were divided into three different sections: primary grades, intermediate grades, and the advanced grades. Each section was to represent four years in school.[219] Tip Top Pieces for the Little

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[217] Henry R. Pattengill, Compiler and Publisher, Thoughts For Those Who Think (Lansing, Henry R. Pattengill, 1890), pp. 1-2.

[218] Cf. ante, p. 57.

[219] Henry R. Pattengill, op. cit., Table of Contents.

Folks was also a compilation of poems, verses, and sayings which could be used for day school, Sunday school, and home entertainment.[220]

The third compilation published by Pattengill during 1890 was the book, Special Day Exercises. This book contained special day exercises published in The Moderator and was the result of demands being made for back numbers of The Moderator containing these selections.[221] He believed that "The observance of Special Days in schools, by appropriate exercises, adds interest to the school, and makes rhetorical work enjoyable to pupils and patrons."[222] The exercises contained in the book were for observing special days and the birthdays of prominent Americans.[223]

The evidence indicates that the books written and published by Pattengill were not original writings so much as they

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[220] Henry R. Pattengill, Compiler, Tip Top Pieces for The Little Folks (Lansing, H. R. Pattengill, 1890), Bibliography.

[221] Henry R. Pattengill, Compiler, Special Day Exercises (Lansing, H. R. Pattengill, 1890), Preface.

[222] Ibid., From statement on reverse side of title page.

[223] Ibid., Table of Contents.

were compilations and collections of things already written and published. This hold true particularly for Tip Top Pieces for The Little Folks, Thoughts for Those Who Think, and Special Day Exercises. On the other hand, his Civil Government of Michigan and his Manual of Orthography and Elementary Sounds were a combination of original writing and compilation.

One of the factors which motivated Pattengill in his publishing of these books was his belief that there was a need for them. One of his purposes was to be of service to the teachers of the state, and the publication of books was the means of achieving this.

Today the memorization of material as a means of securing proper behavior is not accepted as one of the better methods. The reason is that there is a better understanding of the concept of the transfer of training.

It might be stated that there is little evidence in Pattengill's books to point out that he was interested in better teaching methods. However, it was not his purpose to approach this educational problem from a philosophical viewpoint. He seemed to be interested in the practical and service approach.

Another service which Pattengill rendered to the teaching profession during this period was the compilation and printing of the Michigan Teachers' Directory.[224] He did this throughout his publishing career.[225]

The Moderator

During this period though, it should be remembered that the chief interest of Pattengill was The Michigan School Moderator, his educational journal. Near the end of his first year as sole owner, he stated that the journal was ". . . for the common good of our whole school system, . . . The country school ma'am, the village schoolmaster, the city superintendent, and the college professor may confidently rely upon the hearty support of the Moderator . . ."[226] Moreover, he made it known that "The Moderator is the organ of no sect, no party, no 'ism.'"[227]

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[224] Michigan School Moderator, Vol. XIII, No. 2 (September 22, 1892), 50.

[225] Information obtained from examining copies of the Directory.

[226] The Michigan School Moderator, Vol. VI, No. 15 (April 1, 1886), 342.

[227] Loc. cit.

Beginning with the sixteenth issue of volume seven, the size of The Moderator was increased from twenty pages to thirty-two pages. Eight of the additional pages were given to reading material and the other four pages were filled with advertising.[228]

By March 15, 1888, The Moderator subscription list had grown to approximately three thousand from the two thousand subscribers it had when Pattengill came into ownership.[229] In securing subscribers to The Moderator, the editor had agents at the numerous institutes. However, not all institute conductors liked the idea and there was some opposition to his plan.[230]

While The Moderator was the official organ of the State Department of Public Instruction, the Michigan State Teachers' Association, the Superintendents' Association, and the Michigan Schoolmasters' Club, Pattengill stated it was official only in so far as it published the announcements and papers of the organizations. He wrote:

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[228] The Michigan School Moderator, Vol. VII, No. 16 (April 21, 1887), 366.

[229] Michigan School Moderator, Vol. VIII, No. 14 (March 15, 1888), 342.

[230] Ibid., Vol. X, No. 11 (February 6, 1890), 309.

> Its course of action, its management, its opinions, are governed only by its editor. Let none of his notions be charged to any organization; he asks no one to shield him, and will permit no one to dictate, though he asks any to suggest.[231]

In The Moderator Pattengill's own statement of what he would like to see accomplished reads as follows:

> We would like to see: 1. The township district system adopted in Michigan; 2. Country schools graded better; 3. Wages of lady teachers increased; 4. More women elected on school boards; 5. Greater uniformity in text-books; 6. Better ventilated school-houses; 7. Better kept school yards; 8. A greater number of ardent, competent, active, thorough county examiners; 9. Teachers of district schools hired for the year; 10. A livelier and stronger reading circle; 11. The salary of the State Superintendent of Public Instruction raised to a decent amount; 12. All quack teachers married or buried; 13. A good library in every school; 14. Good teaching appreciated, and solidly endorsed; 15. About 5,000 new subscribers to the Moderator, and we shall see the last long before we do all of the other 14.[232]

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[231] Ibid., Vol. XI, No. 3 (October 2, 1890), 82.

[232] Ibid., Vol. VIII, No. 20 (June 21, 1888), 510.

CHAPTER V

SUPERINTENDENT OF PUBLIC INSTRUCTION 1893-1896

In Pattengill's early days as a teacher he became known to members of the teaching profession through his activities in the Michigan State Teachers' Association and through his work at county institutes. After he left the teaching profession and became an educational journalist, his name was before the public on a larger scale because of The Moderator, his books, his travels, and his continued activities in the Teachers' Association and at the county institutes.

Election to Office

The spring of 1892 was not the first time Pattengill's name had been mentioned in connection with the office of State Superintendent of Public Instruction. As early as April, 1885, a petition had been signed by members of the State House of Representatives asking the governor of the state to appoint Henry R. Pattengill of Grand Rapids to the office of Superintendent

of Public Instruction.[1] However, the office was filled by the appointment of Theodore Nelson from the State Normal at Ypsilanti.[2]

Five years later, in the spring of 1890, Pattengill was mentioned as a possible candidate for the office of Superintendent of Public Instruction. Various teachers' associations, the teachers themselves, and other school officials were willing to support his candidacy. However, Pattengill declined because he felt he could not take time away from The Moderator, which he believed was now on the road to success. In addition, he did not feel that the salary of the office, one thousand dollars,[3] would permit him to do justice to the duties as he saw them.[4]

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[1] Morning Telegram (Grand Rapids, Michigan), April 8, 1885.

[2] The Michigan School Moderator, Vol. V, No. 29 (April 9, 1885), 566.

[3] Official Directory and Legislative Mannual of the State of Michigan, 1893-4 (Lansing, Robert Smith & Co., 1893), p. 544.

[4] Michigan School Moderator, Vol. X, No. 16 (April 17, 1890), 446.

On May 6, 1892, the following letter was addressed to Mr. Pattengill:[5]

Hotel Downey
Lansing, Mich.
May 6, 1892

H. R. Pattengill,
Lansing, Mich.
Dear Sir:

The Michigan Agricultural College Republican Club knowing your ability as a teacher and that your life's work has been mostly devoted to educational matters and believing it to be for the best interest of the public schools and the Republican Party of the State of Michigan do unanimously request that you allow your name to be used as a candidate for Superintendant [sic] of Public Instruction.

Coming, as the members do, from the various parts of the state we believe that in requesting this we but voice the sentiments of not only the teachers and superintendants [sic] but the rank and file of the Republican Party.

(Holden, E. A.
Committee (Peet, B. W.

Pattengill's reply was in the affirmative even though he commented he did not crave the office. However, he stated that he could not refuse if the convention placed him on the ticket. Moreover, he stated he would not make any effort to secure the nomination.[6]

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[5] Letter of E. W. Holden and B. W. Peet to H. R. Pattengill, May 6, 1892, in Pattengill Papers, Vol. II.

[6] The Speculum, Vol. XI, No. 7 (June 10, 1892), 114.

His name was placed before the public on June 15, 1892, when the following letter was printed in The State Republican:[7]

Agricultural College P. O.
Ingham Co., Mich., June 14, 1892

Editor State Republican:

As a life-long republican, and one deeply interested in the cause of education, permit me to suggest the name of Prof. Pattengill as an excellent candidate for the office of superintendent of public instruction. He has long been an active and successful worker in the cause of education. He is alive to its interests. I have known him and his work for years, and in my estimation no man in the state is better fitted for the position.

I write this without the knowledge of Prof. Pattengill, for the man is not hunting the office; but I trust the office may find the man.

Yours faithfully,
R. C. Kedzie.

A little less than one month after Kedzie's letter, the township caucus of the Republican Party of Lansing instructed its delegates to the county convention ". . . to use every honorable means to secure delegates who would support . . . Henry R. Pattengill for Superintendent of Public Instruction."[8] On July 16, 1892, the Republican County Convention supported

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[7] Letter of R. C. Kedzie to Editor State Republican, June 14, 1892, in The State Republican (Lansing, Michigan), June 15, 1892.

[8] The State (Lansing, Michigan) Republican, July 9, 1892.

Pattengill for the superintendency.[9] At the state convention of the Republican Party, Pattengill's candidacy for nomination was opposed by Orr Schurz.[10] Even though Pattengill's nomination was made unanimous, the actual tally was 396 votes for Pattengill and 319 votes for Schurz.[11] While the campaign literature and newspaper comments made it appear that Pattengill would be nominated unanimously, the evidence suggests that his path at the convention was not a smooth one.

Pattengill's opponent in the November election of 1892 was Ferris S. Fitch, Democrat, incumbent. The vote was 223,233 for Pattengill and 200,825 for Fitch, with the former's margin of victory some 22,408 votes.[12]

Pattengill served two terms as Superintendent of Public Instruction. In the summer of 1894, he was renominated for

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[9] Ibid., July 16, 1892.

[10] Ibid., July 22, 1892.

[11] Loc. cit.

[12] Official Directory and Legislative Mannual of the State of Michigan, 1893-4 (Lansing, Robert Smith & Co., 1893), p. 388.

Pattengill was certified as having been elected to office on December 20, 1892 according to the "Certificate of Election," December 20, 1892, in Pattengill Papers, Vol. V.

this position by the Republican Party at its state convention.[13] He was elected at the November elections of 1894 by a plurality of 108,613 votes, or nearly five times the plurality he had received in 1892. He received 234,732 votes to 126,119 votes for his closest rival, Albert Jennings.[14]

In 1892, one of the main points on which Pattengill rested his case was that of pledging to devote nearly all of his time to the office. One of the points on which he was attacked during the campaign was his position as a publisher, with the inference that he might use his office to influence the sale of his textbooks.[15]

However, the opposition's point concerning the sale of books was taken care of by Pattengill when, on December 31, 1892, he sold his rights, interests, and titles to the copyrights

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[13] The State (Lansing, Michigan) Republican, August 1, 1894.

[14] Official Directory and Legislative Mannual of the State of Michigan, 1895-6 (Lansing, Robert Smith & Co., 1895), p. 350.

[15] Michigan School Moderator, Vol. XIII, No. 6 (November 17, 1892), 178.

of his textbooks to Robert Smith.[16] But Pattengill had an eye to the future, and, at the same time, an agreement was signed by Pattengill and Smith to the effect that the latter would re-sell the copyrights back to Pattengill when he left office.[17] He was a business man as well as an educationist.

Another little item of business which Pattengill attended to before taking office was the appointment of a deputy superintendent, Jason E. Hammond.[18] The latter had been the school

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[16] Contract, dated December 31, 1892, drawn up by Henry R. Pattengill in favor of Robert Smith in Pattengill Papers, Vol. II.

[17] Agreement, dated December 31, 1892, drawn up between Henry R. Pattengill and Robert Smith in Pattengill Papers, Vol. II.

[18] Michigan School Moderator, Vol. XIII, No. 8 (December 15, 1892), 241-2.

Jason E. Hammond, Pattengill's deputy superintendent, told the writer that, when he was asked by Pattengill to become his deputy, he commented to the superintendent-elect that he had opposed him at the convention and had supported Orr Schurz. Pattengill answered him by saying that the reason he chose him was because he was the only one at the convention whose stand he was sure of. Hammond also stated that he believed he impressed Pattengill because, whenever the editor had visited Hillsdale, Hammond always secured the finest team of horses he could to transport him.

commissioner of Hillsdale County and, in 1897, was to succeed Pattengill as Superintendent of Public Instruction.[19]

Pattengill kept control of The Moderator and continued to handle the editorial policy. One reason he gave for keeping the journal was to use the income from it to supplement the salary of one thousand dollars he would receive as Superintendent of Public Instruction. The Moderator would continue to be ". . . the exponent of Michigan educational thought, and the disseminator of educational news."[20]

Before taking office as Superintendent of Public Instruction, Pattengill had some ideas concerning this office. In the first place, he felt the salary paid to Michigan's superintendent was entirely too small: too small compared to what some city superintendents received. Not only that, but it made it nearly impossible for anyone to give up his regular work and devote himself exclusively to this office.[21] Further he believed that the Superintendent of Public Instruction should be elected in

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[19] Ibid., Vol. XVII, No. 6 (November 19, 1896), 165.

[20] Ibid., Vol. XIII, No. 9 (January 5, 1893), 274.

[21] Ibid., Vol. IX, No. 11 (February 7, 1889), 286.

the spring because at the fall conventions and elections the delegates' main attention was on the office of governor and, by the time they got around to the educational office, they were in such haste to go home that they failed to give the latter office due consideration.[22] In addition, he would have the members of the state Board of Education chosen at this time, as the members of the Board of Regents and the Supreme Court were already chosen.[23]

One of the laws of the state required the state Superintendent of Public Instruction to visit all the chartered schools of the state.[24] Since Pattengill was accustomed to visiting schools, it was probably not difficult for him to comply with it and to go beyond the letter of the law. At least in Pattengill's first report as Superintendent of Public Instruction, he reported as follows:

> Since assuming the duties of the office, I have visited 613 schools in 180 different cities and villages situated in 64 counties; given 155 lectures and addresses on school

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[22] Ibid., Vol. XIII, No. 2 (September 22, 1892), 51.

[23] Ibid., Vol. XIII, No. 8 (December 15, 1892), 242.

[24] Ibid., Vol. XIII, No. 12 (February 16, 1893), 369-70.

> topics; attended 51 teachers' associations and 31 institutes; conferred personally with 74 county school commissioners and traveled 30,116 miles. This is not said boastingly, but merely for the purpose of giving readers some idea of the efforts made to become conversant with the real status of school work in this commonwealth, and to make known the grounds upon which the opinions of the report are based.[25]

Further evidence of his travel in the state was that, during the school year which closed on July 1, 1895, he traveled 34,826 miles and addressed educational meetings in two hundred thirteen places in seventy different counties of the State. He stated that he had visited eight hundred fifty-four schools and colleges.[26]

Pattengill's goal as superintendent was as follows:

> . . . to advance the educational work of our State, and to help on the movement already so well started for placing a complete and generous education within the reach of every child, and to use all possible means for inducing or compelling every girl and boy of Michigan to acquire at least the elements of a good English education.[27]

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[25] Annual Report of the Superintendent of Public Instruction, 1893, Part I (Lansing, Robert Smith & Co., 1894), p. 1.

[26] Annual Report of the Superintendent of Public Instruction, 1894, Part I (Lansing, Robert Smith & Co., 1895), p. 1.

[27] Annual Report of the Superintendent of Public Instruction, 1893, loc. cit.

The two points to be emphasized in this statement are first, education should be within the reach of all and, second, all boys and girls should be required to acquire an education. A third point was that he wished to advance or improve education in the state.

Pattengill's Program

Pattengill had an educational program which he had listed in 1888.[28] This program was reinforced and supplemented by the conclusions and recommendations he drew from the educational councils and rallies held in 1893-1894.[29] The following is a list of some of these conclusions and recommendations:

1. A more vigorous compulsory school law.
2. Free textbooks.
3. County uniformity of textbooks.
4. A law that would specify what necessary apparatus may be purchased by a district.

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[28] Cf. ante, p. 156.

[29] Cf. post, p. 201.

5. Library funds should be used for the library only.

6. No primary funds for a district which does not keep its outhouses in good repair.

7. Give county school commissioners the power to cause outhouses to be put in good repair and charge the cost of same to the tax roll of the district.

8. Grading of country schools.

9. Four teacher's examinations per year.

10. Compulsory attendance at institutes.

11. Increase the life of first and second-grade certificates.

12. Require at least a second-grade certificate for a member of the board of examiners.

13. The minimum number of months of school would be seven for districts of thirty or more pupils and five months in districts of less than thirty pupils.

14. School commissioners should have at least three years teaching experience.

15. American citizenship for school officials and teachers.

16. Minimum age of eighteen for candidates for teaching.

17. Special law to punish those who deface school buildings with obscene markings.

18. No life certificate to teach, until a person had taught successfully for at least four years.[30]

One factor which was to be an important part of Pattengill's program during his first term as Superintendent was the improvement of the quality of teachers by increasing the effectiveness of teacher's examinations.[31] In the afore-mentioned recommendations, no comment was made concerning the improvement of these tests, yet this point probably should be considered as one of Pattengill's plans for 1893. The same thing would hold true for his beliefs concerning certification. Another item which he would have included in his plans for the superintendency was the township district system. This was ignored by the educational councils.

However, by comparing Pattengill's earlier ideas with the conclusions drawn by the councils, there seems to be a

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[30] Annual Report of the Superintendent of Public Instruction, 1893, op. cit., pp. 8-9.

[31] Cf. post, pp. 174-96.

common ground on the following subjects: free textbooks, county uniformity of textbooks, libraries, school grounds and buildings, commissioners and examiners, grading of schools, certification, and citizenship for teachers. All the recommendations seem to have dealt with factors which would improve the physical plant of the school, the improvement of teaching, and the extension of education to as many people as possible.

Before beginning his second term as Superintendent of Public Instruction, Pattengill, as a member of the Committee on Needed Legislation for the Michigan State Teachers' Association, recommended the following measures to be considered by the legislature:

> 1. . . . there should be a more radical strengthening of the compulsory school law, . . .
> 2. . . . that institute fees now required of teachers be abolished and that the State appropriate a sufficient fund to conduct teachers' institutes . . .
> 3. That no person who uses tobacco in any form should be given a certificate or be employed to teach in the schools of this State. . . .
> 4. That the qualification of the county school commissioner should be increased by requiring of candidates for such office at least three years' experience as a teacher.
> 5. That a candidate for the office of county school examiner should possess an educational qualification at least equivalent to that required of a candidate for a third grade certificate.
> 6. That the State Legislature should pass an act looking toward the regulation and betterment of school out buildings. . . .

7. That endorsed first grade certificates should be made good for ten years.

8. That all county school commissioners, examiners, and teachers should be American citizens, . . .

9. That the minimum number of months of school which a district should have should be increased to five months.

10. . . . the punishment of school boards who employ unqualified teachers.

11. . . . the term of the school commissioner should be increased to four years.

12. That the salary of the Superintendent of Public Instruction should be increased to $3,000.

13. . . . should provide for the proper examination of candidates for teaching in city schools.

14. That the townships of the Lower Peninsula should be given the right to incorporate their schools under the township unit plan; in other words, make the township unit law of the Upper Peninsula extend to the Lower Peninsula.

15. That the State Legislature should pass an act requiring every district in this State to furnish text-books free to the pupils of its schools.

16. . . . that the time is fully ripe for the establishment of at least another normal school, which shall have for its purpose the training of teachers for our rural and smaller graded schools.[32]

After taking office in 1895, Pattengill addressed the House of Representatives of the State Legislature and presented to them substantially the same report as he gave to the Teachers' Association.[33] In addition, he recommended that a Michigan

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[32] Annual Report of the Superintendent of Public Instruction, 1894, op. cit., pp. 139-40.

[33] The Lansing (Michigan) Journal, January 16, 1895.

Manual be provided for every school library in the State. Also he suggested that Arbor day be made a legal holiday for pupils and teachers.[34] Thus there is a list of the things Pattengill hoped to see accomplished through the acts of the 1895 legislature.[35]

On February 7, 1895, The Grange Visitor, the official journal of the Michigan Grange, listed ten things concerning education which it hoped to see accomplished by the 1895 legislature. They were as follows:

1. Law concerning needful apparatus.
2. Citizens only be allowed to teach.
3. More rigid compulsory school law.
4. Educational qualifications for commissioner of schools and board of examiners.
5. Respectable out-houses and school grounds.
6. Minimum length of school year - 3 to 5 months.
7. Law to compel teachers to attend institutes; against fee on teachers to support institutes.
8. Uniform text-books.
9. Compel use of state manual.
10. Spring elections of Superintendent of Public Instruction.[36]

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[34] Loc. cit.

[35] The lists drawn up from the educational councils and the proposals before the Michigan State Teachers' Association represent Pattengill's program as Superintendent of Public Instruction.

[36] The Grange (Michigan) Visitor, February 7, 1895.

There is a similarity in the programs proposed by both Pattengill and the Grange. However, Pattengill was opposed to uniform textbooks, on a state-wide basis, and to compelling teachers to attend institutes. Further, he did not propose a law concering the purchase of school apparatus as did the educational councils and the Grange. Later on the Grange expressed its opposition to the township unit system and its belief in circulating libraries.[37] Both of these proposals were favored by Pattengill.

The evidence seems to indicate that he not only had his own ideas as to what education should be in the state, but that he also made an effort to find out what the people of the state wished along educational lines. Moreover, he seemed willing to advocate not only his own ideas but those which he heard from other groups. The majority of his proposals were introduced during his second and third years in office.

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[37] Ibid., March 7, 1895.

Examinations and Certification

In Pattengill's first report as Superintendent, teachers' examinations received the major share of attention. He did not believe that the use of these examinations alone would determine the candidate's ability to teach, but he did not know of any other one plan which would do the job. He believed that the use of examinations, combined with supervision by the county school commissioner, would suffice until someone came along with a better plan.[38]

As for teachers, he wrote that the essential characteristic of a teacher was good scholarship. However, he did not omit tact and method. Further, he believed that the state should have the best teachers: ". . . we have a right to call for the best both in scholarship, tact and method."[39]

In order to secure reform in teaching, Pattengill stated: "One of the surest ways to bring about a reform in any branch of instruction, is to put into the examination questions those

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[38] Annual Report of the Superintendent of Public Instruction, 1893, op. cit., pp. 1-2.

[39] Ibid., p. 2.

questions that will call for the kind of instruction deemed advisable."[40] He was convinced that teachers should be wide readers and felt that examinations could be used to induce teachers to read more. He wrote: "The mere ability to answer the facts involved in the questions is not of as much importance as is the habit of reading which questions of this sort will induce."[41] The evidence indicates that Pattengill believed in examinations, not as devices for determining how many facts a person knew, but as devices which might be used to assist people in obtaining other goals. The ultimate goal of teachers' examinations was to improve teaching standards and provide better teachers for the state of Michigan.

On the questions which Pattengill sent out for teachers' examinations, he asked for criticism from both the candidates for certificates and the examiners.[42] Both the county and state teachers' examinations were affected by the changes which

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[40] Loc. cit.

[41] Loc. cit.

[42] Michigan School Moderator, Vol. XIII, No. 14 (March 16, 1893), 437.

he introduced.[43] The first change the Superintendent made was as follows: "One-tenth of the standing in the studies of arithmetic, grammar, civil government and physiology will be marked on the neatness and style with which the work is done."[44]

In the area of teaching techniques, which dealt with the theory and art of teaching, one-half of the grade on the test was to be determined by the county school commissioner's evaluation of the teacher. The factors to be considered by the commissioner were as follows: ". . . ability to teach school, the loyalty displayed in attending . . . meetings, making out reports, . . . and the reading done by the teacher."[45] The other half of the grade on the examination was to be based

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[43] The State examinations were under the jurisdiction of the State Board of Education and when successfully completed entitled a person to a life certificate. The county examinations were under the jurisdiction of the Superintendent of Public Instruction and were for limited periods of teaching.

[44] Michigan School Moderator, Vol. XIV, No. 8 (December 21, 1893), 242.

[45] Annual Report of the Superintendent of Public Instruction, 1893, op. cit., pp. 3-4.

on answers to questions dealing with the theory and art of teaching and on school law.[46]

The examination in reading was to be oral. The examiner was to ask questions which not only covered the selections, but determined to what extent the applicant had been reading. Pattengill hoped ". . . that this sort of an examination will lead all the young people of our schools to read more carefully, more methodically, more systematically the best writers . . ."[47]

In arithmetic the emphasis was placed on those things which it was believed important for the teacher to know. In any case, there would be more on this examination that the teacher would probably have to teach, but it was justified by saying that the teacher should know quite a bit more than the pupil.[48]

With this new examination Pattengill cautioned that care should be taken in administering it for the first time. He

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[46] Annual Report of the Superintendent of Public Instruction, 1894, op. cit., p. 299.

[47] Ibid., p. 4.

[48] Loc. cit.

issued this warning because he did not want schools without teachers, nor did he believe that one set of questions could meet adequately the needs of each individual community. However, he did state as follows: "It is our deliberate intent to make the questions a trifle more difficult in order to stimulate our young people who wish to be teachers to greater efforts and more thorough scholarship."[49]

Pattengill was conscious, however, that examinations alone could not achieve everything in the improvement of education in Michigan. He wrote:

> We hope that the officers of school districts will appreciate the difference between a school teacher and a school keeper that they will come to look after the best qualified teachers to put in charge of their schools; that they will confer with the county school commissioner in selecting a teacher best suited to their needs; that instead of trying to find the teacher who will teach for the lowest possible salary, they will try to find the teacher who will give them the greatest value for the money which they invest.[50]

Before examining one of the tests Pattengill introduced, it is necessary to consider the problem of certification which

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[49] Loc. cit.

[50] Ibid., p. 5.

was closely allied to the problem of examinations and part of his program to raise the level of teaching in the state. In the county, the boards were authorized to issue three grades of certificates: first, second, and third.[51] In 1893, the third-grade certificates were divided into two classes, known as A and B. Persons who had taught successfully and continuously for three years prior to the examination in the primary departments of graded schools were eligible only for a third-grade certificate, class A. This certificate entitled the holder to teach in the primary departments of graded schools only. A person who had a third-grade certificate, class B, could teach in any school of the county in which the certificate had been granted. He could teach for only one year and could be certified three times only.[52] This necessitated some changes in the county examinations, in that there were, in certain areas,

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[51] A first-grade certificate was issued to those who had taught successfully for one year and was good for four years. A second-grade certificate was issued to those who had taught successfully for seven months and was good for three years, but only in the county where it was issued. A third-grade certificate was granted for one year only and was renewable.

[52] The General School Laws, Michigan (Lansing, Robert Smith & Co., 1893), p. 49.

separate questions for first and second-grade certificates, and separate questions for class A and class B third-grade certificates.

Pattengill's suggestions for changes in the examinations began to appear in the 1893 county tests and also, along with the changes necessitated by the new certification policy, in the examinations for 1894. By comparing one of the county examinations of 1894 with one of the set of questions for 1892 it is possible to note and evaluate the changes made. The subjects on which the examinees were tested did not change with but one exception: School law was added to the third-grade subjects. The following paragraph indicates the areas covered by the county examinations held March 29 and 30, 1894:

> . . . Applicants for third grade certificates shall be examined in writing, orthography, reading, grammar, arithmetic, geography, United States history, civil government, theory and art of teaching, physiology and hygiene with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system. Applicants for first grade certificates shall be required to pass an examination in natural philosophy, botany, general history, geometry, and algebra, in addition to the above branches. Applicants for second grade certificates shall be examined in algebra and natural philosophy in addition to the third grade branches. . . .

> School law has been added to the third grade subjects. . . .[53]

In the examinations for both 1892 and 1894 the emphasis was upon subject matter. However, in Pattengill's questions for 1894 there is found evidence of his attempt to stress methodology and current events. In geography he asked the following question of the third-grade, class B, candidates: "Give your method of conducting a class of beginners in text-book geography."[54] In arithmetic there was a question "Why should you bother pupils of the first grade with set number lessons?"[55] In the 1892 examination questions concerning methodology were not asked in the subject matter areas.[56] In the theory and art of teaching the questions for 1892 included the following question: "Give a brief argument either in favor of or in opposition

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[53] Annual Report of the Superintendent of Public Instruction, 1894, op. cit., p. 287.

[54] Ibid., p. 292.

[55] Ibid., p. 289.

[56] Annual Report of the Superintendent of Public Instruction, 1892 (Lansing, Robert Smith & Co., 1893), pp. 75-83.

to corporal punishment in school."[57] Pattengill enlarged on this particular question in the following manner:

> . . . (a) On what general principles do you intend to administer the discipline of your school? (b) What use do you propose to make of rewards and punishments as incentives to good conduct? (c) Give your opinion of corporal punishment as means of forming character. . . .[58]

Pattengill's emphasis upon current events appeared in the sections of the examination which dealt with history, geography, and civil government. For example, in United States history there was the following question: "State concisely the three great questions that have engaged the attention of the present national administration; also the views taken by each political party touching these questions."[59] In civil government he asked this question: "Explain how good home and school government benefits the nation."[60]

Even though Superintendent Pattengill's examinations tended to stress subject matter, there is evidence which

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[57] Ibid., p. 74.

[58] Annual Report of the Superintendent of Public Instruction, 1894, op. cit., p. 300.

[59] Ibid., p. 291.

[60] Ibid., p. 294.

indicates that he wanted teachers to know more than mere facts. He was interested in the way they were going to teach. He wanted candidates to know what was going on in the world around them. He was interested in their knowing the relationships between home, school, and government. According to present-day standards these questions may not represent a very advanced step, but they were an improvement over those of the past.

Pattengill did not change his examination policy during the years he was Superintendent of Public Instruction. He wrote in the 1894 Report of the Superintendent of Public Instruction: "This department sees no reason to recede from the position taken in the last preceding report on the advanced qualifications for teachers."[61] He believed that the examinations had done a great deal of good in that they had induced teachers to read more widely in the field of current events. In addition, he believed that the opportunity for renewing certificates and the possibility of securing certificates which did not require further examinations had encouraged teachers to improve themselves.[62]

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[61] Ibid., p. 9.

[62] Loc. cit.

However, all was not as Pattengill had written in his report. The Michigan Farmer took exception to both the changes in the examinations and the certification policy. First, the paper criticized the examinations because they had deprived some schools of teachers. Second, the paper criticized the examinations because they did not deal with principles but with "petty technical details."[63] The new certification law was condemned because the paper believed it would eliminate teachers who might well have been adapted to a particular school.[64] It could be that The Michigan Farmer had failed to read the Report of 1893 in which Pattengill stated that the examiners must be careful in applying the new rule and could, if necessary, lower the standards temporarily until the teachers could meet the new requirements.[65]

In another issue The Michigan Farmer stated that the testing of current events was nonsense and that the teachers

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[63] The Michigan Farmer, September 14, 1895.

[64] Loc. cit.

[65] Annual Report of the Superintendent of Public Instruction, 1893, op. cit., p. 4.

of district schools should not be required to know them and neither should the pupils be exposed to every-day historical events. Again the paper attacked the examination and certification policies and said:

> It is an organized movement to curtail the supply of teachers, and to increase the demand for schools of higher instruction for teachers, where certain valuable services may find a market. Mr. Pattengill is only an exponent of this movement, by virtue of his office. We do not believe the welfare of our primary schools will be promoted by the course taken, which is at variance with the plan outlined by the founders of our school system, and developed by our law-makers. Neither do we believe it is any business of these officious officials how many teachers of the various grades there are, any more than it is our business how many acres of wheat shall be raised to pay them with. Let there be a redundancy, if there will! It will give greater incentives to those in the schools and a greater number from which to make acceptable selections for teachers.[66]

In answer to these accusations and comments, Pattengill wrote in The Moderator: "It has been the purpose gradually to broaden the scope and modify the character of the questions to conform to the latest and best educational thought of the day."[67] In addition, he stated that the examinations had been reduced

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[66] The Michigan Farmer, September 28, 1895.

[67] Michigan School Moderator, Vol. XVI, No. 3 (October 3, 1895), 82.

in the number of questions asked and the changes in the tests had been made gradually. Then he stated that the average number of applicants passing these examinations was about the same as previously. He also reported that in only three counties was a shortage of teachers reported. Thus, he said:

> All this goes to show that the candidates for positions as teachers have adapted themselves to the situation and prepared for the test. Pupils in high schools are lead to be more thorough in their studies, more regular and persistent in their work. Teachers feel that the profession is being made more secure from mere tramps, time-servers, and school keepers, while school officers may feel greater assurance that the holder of a certificate is qualified to teach their school.[68]

The Michigan Farmer answered these comments in The Moderator by quoting excerpts from various newspapers in the state in which the policies on examinations and certification were criticized.[69] However, it should be noted that an examination of the official organ of the Michigan Grange, The Grange Visitor, reveals no comment either for or against these educational policies of Superintendent Pattengill.

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[68] Loc. cit.

[69] The Michigan Farmer, October 19, 1895.

Pattengill answered his critics in his report for 1895 by stating that the number of second-grade certificates issued in 1895 had increased fifty-three percent over 1894. Also the number of special certificates had been reduced about thirty-one percent. He wrote: "The rural schools especially have received the benefit of a better prepared, more mature, and more broadly educated class of teachers."[70]

In addition, he wrote in The Moderator that more people had taken higher-grade certificates and that there was a noticeable improvement in the qualifications of the third-grade applicants. The complaints, the editor stated, came from two sources:

> . . . first, the few narrow gauged district officers who look more for cheapness than for quality, and therefore wish requirements so low and examinations so easy that everybody who tries may get a certificate, . . . second, the class composed of the school keepers - . . . they see that their fate is sealed unless they make preparation and keep in trim for the great work of teaching. . . . The time should come when the fact that a person holds a certificate should be certain evidence to a school-board that such person is unquestionably qualified in every way

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[70] Annual Report of the Superintendent of Public Instruction, 1895, Part I (Lansing, Robert Smith Printing Company, 1896), p. 7.

to teach school. This may cost struggles, heartaches, and money, but the object is worth all it costs.[71]

The criticism of Pattengill's examination and certification policy seemed to appear only in the fall of 1895, when the effect of these changes was felt by the schools for the first time. No appreciable comment was found concerning these policies at the beginning of the school year in 1896. It would appear that in 1893 and 1894, when the schools opened in the fall, these policies were put into effect; but provisions were made to introduce them gradually, and it was not until 1895 that there was a definite program for enforcing the new regulations.

Other changes affecting examination policies were enacted into law by the legislative sessions of 1893 and 1895. Pattengill had proposed that the teachers should be examined by individuals who could pass at least a third-grade examination and recommended that there should be educational qualifications for this office.[72] In act thirty-four of the public acts of 1893, four sections, one, four, five, and six, of act one hundred forty-seven

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[71] Michigan School Moderator, Vol. XV, No. 20 (June 15, 1895), 621.

[72] Ibid., Vol. XI, No. 2 (September 18, 1890), 49.

of the public acts of 1891 were amended.[73] Section one was amended by the insertion of a sentence stating who was eligible to hold the office of examiner. It read as follows:

> Any person shall be eligible to the office of examiner who shall hold at least a third grade certificate, and has taught in the public schools at least nine months, or who has the qualifications required of a commissioner as in section three of this act.[74]

Section one was further amended by act number one hundred forty of the public acts of 1893 to provide for filling a vacancy on the board of school examiners.[75] However, in writing this amending act, the provision contained an act number thirty-four pertaining to persons eligible to hold the position of school examiner was omitted, and so this section was lost. It was restored by act number sixty-six of the public acts of 1895.[76]

Section four was amended so that the county teachers' examinations were to be held on the last Thursday of March

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[73] Act number 34, Public Acts of 1893, Michigan, Section 1, p. 34.

[74] Loc. cit.

[75] Act number 140, Public Acts of 1893, Michigan, Section 1, p. 227.

[76] Act number 66, Public Acts of 1895, Michigan, Section 1, p. 163.

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73 Act number 31, Public Acts of 1893, Michigan, Section 1, p. 34.

74 Loc. cit.

75 Act number 140, Public Acts of 1893, Michigan, Section 1, p. 227.

76 Act number 66, Public Acts of 1893, Michigan, Section 1, p. 103.

rather than the first Thursday.[77] The reason this was done was to accommodate teachers and students whose schools closed in the middle of March.[78] Even though Pattengill was interested in increasing the qualifications for teachers, he still desired to make it possible for them to meet these qualifications and was willing to make changes in the physical set-up of the tests to ease the teachers' burden.

Section five was amended as follows:

> The board of examiners shall have the right, however, to renew without examination the certificates of persons who shall have previously obtained an average standing of at least eighty-five per cent on all studies covered in two or more previous examinations and who shall have been, since that examination, continuously and successfully teaching in the same county.[79]

However, the question might be raised as to whether a score on an examination necessarily is correlated with successful teaching. This change, though, seems to support the contention

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[77] Act number 34, Public Acts of 1893, Michigan, Section 4, p. 35.

[78] Michigan School Moderator, Vol. XII, No. 14 (March 17, 1892), 433; Annual Report of the Superintendent of Public Instruction, 1893, op. cit., p. 52.

[79] Act number 34, Public Acts of 1893, Michigan, Section 5, p. 35.

that Pattengill was not interested in just putting hurdles in front of teachers, but made changes because he believed they would improve education in Michigan.

Another change was made in section five which had nothing to do with examinations, but did affect certification policies, i.e., a change in the minimum age for teachers. The minimum age of teachers was raised from sixteen to seventeen.[80] This was another step in Pattengill's campaign to raise the teaching standards in Michigan, and he wrote that this was introduced because it was ". . . based on the supposition that only occasionally persons are mature enough in their thought to take up responsible duties of training young minds at sixteen."[81] It might be noted that he thought of the mental maturity of the sixteen year old, but failed to mention social and emotional maturity as being important.

Section six was amended by a provision which required the first-grade certificate to be approved and countersigned by

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[80] Loc. cit.

[81] Michigan School Moderator, Vol. XIII, No. 12 (February 16, 1893), 370.

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[80] Loc. cit.

[81] Michigan School Moderator, Vol. XIII; No. 12 (Feb-
ruary 10, 1923), 370.

the Superintendent of Public Instruction in order for it to be valid in any county other than the one in which it was granted. Further, a copy of the certificate had to be filed with the county commissioner in the county in which the holder desired to teach.[82]

Another act of the 1893 legislature empowered the State Board of Education to grant teachers' certificates to graduates of certain colleges. These certificates would be granted, without examination, to graduates of a state college who completed a four-year course leading to a bachelor's degree. In addition, the individual must have taken a course in the science and art of teaching five and one-half hours per week and must be recommended by the faculty of the college. Individuals who had taught successfully for three years would receive a life certificate; while others would receive a certificate for four years and if, at the expiration of that time, they had taught successfully for three years, would receive a life certificate. The

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[82] Act number 34, Public Acts of 1893, Michigan, Section 6, p. 36.

[82] Act number 34, Public Acts of 1893, Michigan, Section 5, p. 36.

Board of Education was to determine whether the college was offering satisfactorily the work required.[83]

In 1895 the state legislature passed an act, one of whose sections made it compulsory for boards of examiners in the counties of the state to have the examinations for county certificates held on a uniform date. It also limited the number of special examinations which could be held to one for each additional twenty-five districts or fraction thereof, and only third-grade certificates could be granted by this examination. The number of regular examinations was increased from two to four, and dates for both types of tests were established by law.[84]

The legislature also made it necessary for cities employing superintendents to ascertain that their teachers were legally qualified. To ensure this, the board of education was required to conduct teachers' examinations in a manner satisfactory to the Superintendent of Public Instruction. This proviso

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[83] Act number 136, Public Acts of 1893, Michigan, Sections 1, 2, and 3, pp. 223-4.

[84] Act number 66, Public Acts of 1895, Michigan, Section 4, p. 164.

did not apply to cities having a normal training department with a course of not less than one year.[85] The State Board of Education was authorized to endorse certificates or county normal diplomas of other states by an act passed by the 1895 legislature. This was to be done if they were the equivalent of the requirements of this state.[86] No evidence was found to state whether Superintendent Pattengill was for or against this particular measure, but perhaps he could be considered to have consented by his silence on the subject. This type of legislation does not seem to have been out of line with his philosophy.

The section which had been amended in 1893 to raise the minimum age of teachers from sixteen to seventeen[87] was further amended so that a certificate could not be issued to a person who, upon arriving at the age of twenty-one, was not a citizen of the United States.[88] This achieved one of Pattengill's

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[85] Ibid., Section 13, pp. 164-5.

[86] Act number 72, Public Acts of 1895, Michigan, Section 15, p. 172.

[87] Cf. ante, p. 191.

[88] Act number 66, Public Acts of 1895, Michigan, Section 5, p. 165.

patriotic goals of having American youth taught by American citizens.[89]

The acts which increased the age requirement for teachers and also required them to be citizens of the United States are still on the statute books of Michigan.[90] Moreover, the minimum age for teachers was increased from seventeen to eighteen,[91] which had been Pattengill's original minimum age recommendation. Today, we even go further than the citizenship qualification and state that no teacher's certificate shall be valid until the holder has made and subscribed to the following oath:

> "I do solemnly swear (or affirm) that I will support the constitution of the United States of America and the constitution of the state of Michigan and that I will faithfully discharge the duties of the office of teacher according to the best of my ability."[92]

This latter requirement could be considered within the Pattengill tradition of the relationship between the teacher and his country.

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[89] Cf. ante, p. 126.

[90] The Compiled Laws of the State of Michigan, 1948, Vol. II, p. 7304.

[91] Loc. cit.

[92] Loc. cit.

[89] Cf. *ante*, p. 126.

[90] *The Compiled Laws of the State of Michigan*, 1948, Vol. II, p. 7304.

[91] *Loc. cit.*

[92] *Loc. cit.*

His suggestions for increasing teacher qualifications through changes in the examination and certification procedures have been maintained to the present day though in different. Rather than require teachers to take different examinations to maintain or improve their teaching status, they are now required to take additional course work towards a bachelor's or master's degree, depending upon the type of certificate they hold. Moreover, teachers do not receive permanent certificates now, but receive provisional certificates which are good for a limited time only. Upon the termination of the time limit provided for each provisional certificate, the teacher may apply for the next higher certificate, provided additional educational requirements are met and approved.[93]

As in Pattengill's administration, those holding the lowest certificate can hold it only a certain number of times; after that they must qualify for the next higher certificate. Thus, in light of the purpose of this study, the evidence indicates that Pattengill's innovations along these lines have been kept

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[93] Teachers' Certification Code, Bulletin No. 601, 1942 Revision, Department of Public Instruction, Michigan, 1942, pp. 1-8.

in Michigan education. He probably would have approved of the idea, prevalent now, that no teacher receives a permanent certificate until he has taught successfully for a specified number of years.

Teachers' Associations and Institutes

In Pattengill's report of 1893, he stated that one of the values to be obtained by the organization of teachers' associations was that they offered an opportunity for both the patrons and teachers to come into closer communion, and this would result in a better understanding between the two groups. He suggested that patrons prepare papers and take part in the discussions during the meetings. Moreover, he commented that topics chosen for discussion should be of interest to both patrons and teachers.[94]

He stated that two meetings a year of the county teachers' associations appeared to be the most satisfactory arrangement. The county meeting would bring together the teachers

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[94] Annual Report of the Superintendent of Public Instruction, 1893, op. cit., p. 5.

in Michigan education. He proposed a system [illegible] of the idea, by-product of [illegible] certificate was [illegible] ber of years.

[illegible] values to be obtained by [illegible] tions was that they [illegible] and teachers to [illegible] result in a better [illegible] suggested that patrons [illegible] casions during the [illegible] topics chosen for discussion should be of interest to both patrons and teachers.[94]

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[94] Annual Report of the Superintendent of Public Instruction, 1923, op. cit., p. 5.

of the district associations and thus would provide an opportunity for the interchange of views and the unification of work.[95] In addition, he believed that both city and country school teachers should meet together because each could learn from the other.[96]

As for the meetings themselves, he suggested that they should start on time, recess should be provided for the participants, and there should be introduction committees to assist the members in getting acquainted. Moreover, the flag should be displayed and songs sung. There should be sufficient notice of the meetings, current educational problems should be considered, and no meetings should end unless conclusions had been drawn from the discussions. He believed, too, that the county school commissioner should have the major role in organizing and supporting these associations.[97]

Pattengill's belief in institute work has already been expressed.[98] However, in 1894, he initiated a new type of

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[95] Loc. cit.

[96] Ibid., p. 6.

[97] Ibid., pp. 5-6.

[98] Cf. ante, pp. 71-7, 107-10.

institute, The Inspiration Institute. His reason for doing so was as follows:

> Recognizing the fact that in certain populous centers the city teachers who contributed to the institute fund did not, as a rule, get the benefit of the institute held in the summer vacation, and further realizing the fact that the city teachers needed the invigorating inspiration that comes from a live institute, the State Superintendent planned for several short conventions known as Inspiration Institutes, in which the central thought should be to elevate the ideals, encourage the faithful, spur the indolent, revive the dead, inspire all.[99]

In 1895, the Superintendent stated that the inspiration institutes seemed to be meeting the need in populous areas. This also held true in counties where it was felt that a revival of spirit was needed rather than academic instruction and detail of methods.[100] The first inspiration institute was held in Marquette County of the Upper Peninsula, in the city of Ishpeming.[101] The institutes usually began on Thursday evening and ended on Saturday afternoon.[102]

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[99] Annual Report of the Superintendent of Public Instruction, 1894, op. cit., p. 2.

[100] Annual Report of the Superintendent of Public Instruction, 1895, op. cit., p. 4.

[101] Iron (Ishpeming, Michigan) Ore, September 29, 1894.

[102] Annual Report of the Superintendent of Public Instruction, 1894, loc. cit. See Appendix D for program of an Inspiration Institute.

The introduction of the inspiration institute turned away from the proposals which Pattengill had endorsed, as a member of the committee on institutes, at the Michigan State Teachers' Association convention in 1882.[103] It may be that one of the reasons for shortening the length of the institute was that its function had changed. It was no longer a meeting intended for the training of teachers, but rather to provide an opportunity for teachers to exchange ideas and hear prominent educators. Also, it might be that his new examination and certification policies had their effect on the use of the institute. Another reason for the introduction of the shorter institute was that it was possible to hold the meetings during the school year rather than having to wait for summer vacation. Perhaps the inspiration institute was one of the forerunners of the present Michigan Educational Association's regional meetings. County teachers' institutes may still be held today upon the discretion of the superintendent of public instruction or upon the request of fifteen teachers.[104]

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[103] Cf. ante, pp. 71-7.

[104] The Compiled Laws of the State of Michigan, 1948, Vol. II, p. 7316.

Educational Councils and Rallies

Closely allied to the associations and the institutes was a plan mentioned by Pattengill in The Moderator. The plan provided for organizing the state into twenty-one educational districts and ". . . to hold in each district occasional meetings, which may be designated as 'School Officers' Councils' and 'Educational Rallies.'"[105] The object of the plan was to bring the state, county, township, and district school officers into a closer relationship.[106]

The Councils usually met on Friday and the Rallies were held Friday evening.[107] School examiners, commissioners, school officers, and superintendents were the ones invited to attend the Council, but teachers and patrons were welcomed.[108] The Rally was intended for the community,[109] and it was hoped

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[105] Michigan School Moderator, Vol. XIII, No. 20 (June 15, 1893), 622.

[106] Loc. cit.

[107] Loc. cit.

[108] Annual Report of the Superintendent of Public Instruction, 1893, op. cit., p. 7.

[109] Michigan School Moderator, loc. cit.

that this evening meeting would consist of short addresses, essays, recitations, singing, and discussions.[110] The Councils were informal and here, any questions could be raised, everyone was free to give his opinion, and no formal speeches were to be made.[111]

Pattengill stated that the councils had been very helpful to him in making known the views of all those interested in school affairs.[112] These meetings were a step towards democracy in school affairs in that school officials were to be consulted on those things which they deemed desirable for the community in which they served. Moreover, the patrons of the schools were offered the opportunity to sit in on the councils and were invited to the rallies in order to be informed about educational matters. However, it should be noted that neither the teachers nor the patrons were invited to the councils in order to offer their suggestions; welcome, yes, but not invited.

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[110] Loc. cit.

[111] Annual Report of the Superintendent of Public Instruction, 1893, loc. cit.

[112] Cf. ante, pp. 167-9.

Libraries

Pattengill was a believer in the value of wide reading and of reading good books. One thing he had done to encourage teachers to read more widely was to change the examinations.[113] Beyond that, he was a supporter of the library as another factor to be used to encourage people to read. He wrote in 1893: "The most important factor in a good school, next to the teacher, is a good school library. If my child could have but one, either a college education or a taste for good literature with ability to read it, I would without hesitation choose the latter."[114]

He commented that, through the gifts of wealthy men and through the acts of school authorities, school libraries had been established in nearly all the cities and in many of the villages. Because the library made it possible to secure books, teachers had organized reading courses and interested pupils in reading. This interest in reading had spread to the parents, according to Pattengill, and had made it possible for both the

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[113] Cf. ante, pp. 174-96.

[114] Annual Report of the Superintendent of Public Instruction, 1893, op. cit., pp. 10-11.

parents and teachers to encourage the youngsters to read.[115] However, this condition did not exist in the rural schools as far as he could determine. He reported that in 1880, in school districts with less than one hundred children, there were twelve hundred seventy-five districts that had district libraries. By 1892, there were only seven hundred fifty libraries in this class of school districts. Pattengill believed that the need was as follows:

> Now what is needed is a well selected working library in each school, to be kept in the school-house in a neat case prepared for it, to be under the control of the teacher, and to be used not as a circulating library in the district so much as a reference library and an inspiration to the pupils of the schools. . . . With proper supplementary books within easy reach of the pupils, these studies (history and geography) may be thus pursued in our district schools, . . .[116]

Pattengill commented that the expense for this addition to the school should not be very great. In order to achieve this goal, he suggested the following: ". . . an amendment made to that section of the constitution which gives the township board the right to vote the library money to any other

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[115] Ibid., p. 11.

[116] Ibid., pp. 11-2.

purpose than to libraries. . . ."[117] In addition, in his report for 1893, he listed certain collections of books which might be purchased for a library, giving the names of the books, the number of books, and cost of each collection. He arranged the collections according to the amount to be spent; five dollars, ten dollars, thirty-five dollars, and fifty dollars.[118]

In May, 1893, a legislative act was approved which enabled any school district, by a two-thirds vote at any annual meeting, to establish a district library. When the district did establish a library, it could receive from the township its share of books from the township library and its share of the township's library money.[119]

In 1894, Pattengill reported that many school districts were taking advantage of the law which permitted school districts to establish libraries. He reported: "In many districts the school meeting voted a sum of money to establish a library."[120]

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[117] Ibid., p. 12.

[118] Ibid., pp. 12-8.

[119] Act number 158, Public Acts of 1893, Michigan, Sec. 6, p. 258.

[120] Annual Report of the Superintendent of Public Instruction, 1894, op. cit., p. 6.

He also stated that more than a thousand libraries had been established during the past year, i.e., 1894. He wrote: "Hail the day when it may truly be said, No school without a library!"[121]

In 1895, the state legislature passed a bill which prohibited the township board from diverting library money for general school purposes.[122] Pattengill had criticized the law which let library money be diverted for other uses, and it would appear that he made a definite effort to secure the revision of this law.[123]

One act passed by the legislature, while not proposed by the Superintendent, was indorsed by him.[124] This act provided for an appropriation which was to be used by the State librarian to purchase books and equipment designated as "Michigan Traveling Libraries." The purpose of this library was to

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[121] Loc. cit.

[122] Act number 15, Public Acts of 1895, Michigan, Chapter XI, Sec. 11, p. 96.

[123] Michigan School Moderator, Vol. XV, No. 2 (September 20, 1894), 49.

[124] Ibid., Vol. XV, No. 20 (June 15, 1895), 626.

loan duplicate books or books especially bought for this purpose to any library in the state or to any community not having a library.[125]

In the use of libraries, the journalist cautioned that greater care should be taken in the selection of books. He suggested that teachers and school officers consult the list of books sent out by the department of public instruction.[126]

In connection with libraries, there is some evidence to indicate that, when Pattengill made a suggestion for improving the schools, he also suggested the means and methods by which the particular improvement could be made. Another point brought out by his attitude on libraries is that he wanted for the rural schools the same things which were available to the city schools.

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[125] Act number 28, Public Acts of 1895, Michigan, Sec. 17, pp. 115-6.

[126] Annual Report of the Superintendent of Public Instruction, 1895, op. cit., p. 2.

Old Glory and Patriotism

Pattengill believed that the flag should fly over every school house. He even suggested as follows:

> Not only should each school have a large flag to fling to the breeze on every day memorable in our history, but on the walls of every school room there should be found smaller flags or colored sketches of flags on the boards.[127]

But this was not enough; the Superintendent recommended that the lessons of the flag should be taught in the schools. These lessons would include the flag's significance, its history, its chances for opportunity, and the protection it offers. After the patriotic spirit has been aroused, Pattengill commented:

> . . . the youth should be taught his duties to country, . . . to respect the rights of others; to obey cheerfully well-constituted authority; to do his duty as a citizen, . . . that he should have but one standard of morals for both private and public life, . . .[128]

In his report for 1894, he again preached the value of patriotism. Not only should the flag be flown, he stated, but

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[127] Annual Report of the Superintendent of Public Instruction, 1893, op. cit., p. 20.

[128] Ibid., p. 21.

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the patriotic songs should be sung and the poems should be memorized and recited. He wrote:

> If this love of country - true patriotism - can be taught to all our youth, we may expect an unselfish devotion to duty and some help from the school in solving the social and economic problems, that, in the coming decades, are to command so large a portion of the time and the best thought of our land.[129]

Pattengill would have the child taught the dignity and duties of citizenship at the expense of grammar, geography, arithmetic, and algebra.[130]

In 1895, the state legislature passed an act which made possible a goal he long had advocated.[131] This act provided as follows:

> That the board of education or the board of school trustees in the several cities, townships, villages and school districts of this State shall purchase a United States flag of a size not less than four feet two inches by eight feet, and made of good flag bunting "A," flag staff, and the necessary appliances therefor, and shall display said flag upon or near the public school building during school hours, and at such other times as to the said board may seem proper.[132]

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[129] Annual Report of the Superintendent of Public Instruction, 1894, op. cit., p. 8.

[130] Loc. cit.

[131] Cf. ante, pp. 145-6.

[132] Act number 56, Public Acts of 1895, Michigan, Sec. 1, p. 153.

The funds to defray the expenses incurred were to be collected by taxes.[133] In spite of the patriotic goal of this bill, it was not entirely popular. One farmer wrote as follows:

> Let the farmers demand an unconditional repeal of the flag law, made more in the interest of bunting merchants than for the comfort of the already overburdened taxpayer.[134]

Another writer to The Michigan Farmer claimed that Pattengill had the bill passed so he could sell more of the flags he was always advertising in The Moderator.[135]

But, in Pattengill's view,

> The dedicating of flags and raising of flag-staffs, have been made the occasion of many patriotic celebrations. School children have more than ever been taught the lessons of the flag and the meaning it has for the youth of America. We are yet far from the goal in this particular. Intelligent citizenship should be taught in every school from kindergarten up through the University. A pure love of country and a desire to live for it, if need be to die for it, should be inculcated with nearly every lesson of history, geography, civil government, and reading. . . . Our country has need of patriotic citizens as much as it ever did, citizens patriotic enough to give a portion of their time toward solving unselfishly some of the knotty

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[133] Loc. cit.

[134] The Michigan Farmer, November 16, 1895.

[135] Ibid., November 23, 1895.

> problems requiring solution. . . . The most practical good our schools can do for our land, is to give it truly patriotic citizens.

HENRY R. PATTENGILL
Superintendent of Public Instruction[136]

Pattengill seems to have been somewhat prophetic in stating that the coming decades would have social and economic problems in the solution of which the schools would have a part to play. His suggestions concerning the flag and patriotism might be chauvinistic, but that criticism seems to be without foundation. He urged the use of the flag as a symbol to represent all the things which the United States stood for, the opportunities it had to offer, and the responsibilities which a citizen had towards his country. It was a patriotism of useful citizenship. Perhaps he was attempting to make use of a person's emotions as well as his rationality when it came to education for citizenship. There is some evidence of hero worship in his patriotism, but that does not make it bad necessarily. The factor to keep in mind when evaluating Pattengill's use of the flag and his patriotic spirit is the goal he had in mind, i.e., responsible and active citizenship.

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[136] Annual Report of the Superintendent of Public Instruction, 1895, op. cit., p. 11.

School Buildings and Grounds

In Pattengill's report for 1893, he devoted twenty pages to the topic of school buildings and grounds.[137] As with libraries, the Superintendent compared the city and village schools with those in the country and found the latter greatly neglected. He wrote:

> It is, however, in the country districts that we find the greatest amount of neglect in this particular. Few, proportionately, are the districts that seem to have the slightest regard for the looks of the school grounds. Oft-times in the selection of a site there has been no attention paid to the health, comfort, and happiness of the pupils. Tumbled down fences, entire absence of shade trees, slovenly wood piles, disreputable out buildings are too often the characteristics of the school premises in districts that are supposedly christian [sic] in their civilization and progressive in their tendencies.[138]

He suggested that the grounds around the school buildings could be improved by setting out trees, planting vines and flowers, and cleaning up the grounds. He also believed that the interior of the buildings could be improved as well by

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[137] Annual Report of the Superintendent of Public Instruction, 1893, op. cit., pp. 21-41.

[138] Ibid., p. 21.

painting the walls, putting curtains up to the windows, and hanging pictures on the walls.[139]

Not only did the school grounds and the interior of the school come in for attention from him, but the actual construction of the school as well. He stated that there were two great essentials in building a school: good lighting and good ventilation.[140] While he suggested that a good architect should be hired in building a school, he felt that the architect frequently overlooked many things which are important to teachers. Therefore, he gave the following suggestions about building a school house:

> 1. The window lighting surface should equal one-fifth of the floor surface.
> 2. No pupils should sit further from the window than two and one half times the distance from the floor to the top of the window.
> 3. The window should extend to the ceiling, only leaving enough room for the casing between the opening and the ceiling.
> 4. The windows should be grouped.
> 5. Light is better from both sides than from one side and the back. . . .
> 6. There should be no windows for pupils to face.

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[139] Loc. cit.

[140] Ibid., p. 22.

7. Light from one side should be from the left, so as not to throw the shadow of the pupil's hand upon his work.

8. The windows should be provided with green shades, yellow is not as good for the eyes.

9. The black-boards should not have a glossy surface.[141]

For heating and ventilating the classroom, he suggested that a wood furnace was the best and cheapest means of heating a small school if there was a wood supply. His second choice was a jacketed stove. Air conductors should lead from the wall on two opposite sides of the school house, pass under the floor, and open into a register under the stove. The chimney should extend to the ground and contain a smoke flue which will warm the shaft and cause an upward current which in turn will draw off the impure air. Windows should be hung with weights and cords so that they may be opened easily, and a draft board should be built at the bottom of the window.[142] Superintendent Pattengill then commented: "Occasionally open doors and windows, and let the air change while pupils are marching or exercising."[143]

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[141] Loc. cit.

[142] Ibid., pp. 22-3.

[143] Ibid., p. 23.

He had some miscellaneous suggestions to make such as: "If necessary stand over the builder with a club to make him put the black boards low enough for the little people."[144] In addition, he suggested that there should be extra chairs for visitors, an average of sixteen square feet of floor space for each pupil, and a floor of hard wood.[145]

The report for 1893 contained plans for four one-room schools and six plans for school buildings of two or more rooms. These plans were drawn by a Lansing architect for this report.[146] In his report for 1896, the Superintendent repeated some of his suggestions and also included pictures and sketches of more school houses, particularly larger high schools.[147]

In general, Pattengill's suggestions as to lighting would be accepted today. If one compares his comments with suggestions contained in a bulletin distributed by the Superintendent

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[144] Loc. cit.

[145] Loc. cit.

[146] Ibid., pp. 24-37.

[147] Annual Report of the Superintendent of Public Instruction, 1896, Part I (Lansing, Robert Smith Printing Company, 1897), pp. 84-103.

of Public Instruction, there are only a few modifications which would have to be made. His comments concerning the color of shades for windows would have to be revised. However, his recommendations concerning the window lighting surface, width of rooms, extension of windows to the ceiling, grouping of windows, multi-lateral lighting, and blackboards are in keeping with present-day practices and standards. As for ventilation, the 1890's did not have modern mechanical devices to use for this purpose, but, even so, window ventilation as proposed by Superintendent Pattengill would meet with approval today, if no other means of ventilation were available.[148] Even if these ideas were not original with Pattengill, at least the ideas he publicized in The Moderator and his reports would be, for the most part, acceptable today.

School outhouses came in for special attention in Pattengill's first report. He commented that an entire book might be written on the subject. One of his first remarks concerning them was as follows:

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[148] Planning Together for Better School Buildings, Bulletin No. 412 (Lansing, Lee M. Thurston, Superintendent of Public Instruction, 1950), pp. 46, 52, 91.

> They are frequently very inadequate in size, injudiciously located, shabbily constructed, horribly kept, shamefully marked with obscene characters and writing, seeting with vileness, abounding in filth. They stand as damning evidences of the carelessness and criminal negligence of somebody. The civilization of the most debased tribe of Darkest Africa can show no condition of affairs worse than are these surroundings of the schools where so many of our future citizens are receiving their education.[149]

While Pattengill commented on the condition of the outhouses in general, his main interest was in the health of the children. He believed that the danger to health was not only from the filthy conditions surrounding the buildings, but youngsters might suffer because of failure to take care of bodily elimination for the reason that they might be sensitive to the conditions in the outhouses.

He suggested that this condition could be remedied by insisting that the school officers conduct proper inspections and see to it that the buildings be kept in good condition. In addition, he recommended that the buildings should be properly made and located. If possible, the outhouse should be constructed of brick, or if of wood, a sheeting of boards should

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[149] Annual Report of the Superintendent of Public Instruction, 1893, op. cit., p. 38.

be placed over the studs before putting on the clap-boards. If one building is to serve both sexes, the partition should be solid and plastered on both sides. According to Pattengill, the two entrances should be separated by a fence from the school house to the middle of the building. If there were two buildings, a fence should run between the two buildings and then a fence should run from the school house to the middle of the fence connecting the two outhouses. All buildings should be painted inside and out and, while the paint is fresh, fine sand should be blown on in order to roughen the surface and make it difficult to make obscene markings on the walls.

Each of the buildings should have strong movable boxes so that they may be hauled away and emptied after they are filled. Pattengill stated that by doing this and using ashes around the outhouses, much would be done to clean them up.

He hoped that the time would come when he would see an additional room added to the schools in which the closets could be built. Other portions of the extra room could be used as a woodshed, store-room, and work-shop. Further, he recommended that a law be passed empowering the county commissioner to see to it that the buildings were cleaned up

and repaired and the cost charged to the district tax rolls.[150]

The State Board of Visitors

In 1893, the legislature passed an act which gave the Superintendent of Public Instruction discretionary power to appoint a Board of Visitors.[151] Prior to this time it had been obligatory for the Superintendent to appoint this board. Its purpose was to visit and inspect incorporated institutions of learning in the state.[152] Pattengill, though, had expressed himself as feeling that the money spent on this board could be put to better use and that the board was merely an ornamental appendage.[153] However, in January, 1896, Pattengill did appoint one Board of Visitors in order to inspect the Michigan Agricultural College,[154] which, through the State Board of

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[150] Ibid., pp. 38-40.

[151] Act number 103, Public Acts of 1893, Sec. 5, p. 133.

[152] Loc. cit.

[153] Michigan School Moderator, Vol. XIII, No. 17 (May 4, 1893), 529.

[154] Ibid., Vol. XVI, No. 10 (January 23, 1896), 306.

Agriculture, had summarily dismissed its president in November of 1895.[155]

Michigan Teachers' Reading Circle

Pattengill, in his report for 1894, commented on reading circles. He advocated that teachers should belong to the Michigan Teachers' Reading Circle in order to develop better reading habits, to express their thoughts better, and to help build the nucleus of a library through the books procured. In addition, he recommended that pupils belong to the Michigan Pupils' Reading C rcle in order to learn how to read, what to read, and to learn parliamentary rules and procedures.[156] Perhaps he was thinking of his Websterian days when he commented on this.[157]

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[155] Ibid., pp. 178-9.

[156] Annual Report of the Superintendent of Public Instruction, 1894, op. cit., p. 6.

[157] Cf. ante, p. 28.

Child Study

One of the topics mentioned by Pattengill was that of "child study." In his report for 1894, he stated that this topic probably occupied the most important place in educational circles of that day. In order to encourage efforts in this field, he appointed a committee whose job was to take charge of this study in Michigan and report a method of operation which could be put into practice in the State.[158] In addition, in 1895, the Superintendent announced that his office was going to issue a Manual on Child Study and that the expense of this publication would be assumed by the State. This manual was the result of the work of the afore-mentioned committee.[159]

School Voters

In 1895 the citizenship requirement in educational matters was extended beyond the teachers to the school voters. An

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[158] Annual Report of the Superintendent of Public Instruction, 1894, op. cit., p. 31.

[159] Annual Report of the Superintendent of Public Instruction, 1895, Part II (Lansing, Robert Smith Printing Company, 1896), p. 59.

act was passed which stated that a person who wished to qualify as a voter at a school meeting must be a citizen of the United States.[160] Not only was this qualification imposed on voters, but the oath which challenged voters were required to take made it necessary for them to swear that they were citizens of the United States.[161] The requirements of citizenship for school electors still holds true today.[162] Because of Pattengill's emphasis upon citizenship, it is apparent that these two qualifications were in line with his philosophy.

School Equipment

One of the recommendations which came from the Education Councils suggested a law which would name the equipment which might be purchased by a school district director.[163] This was made possible by a law in 1895 which stated:

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[160] Act number 15, Public Acts of 1895, Michigan, Chapter II, Sec. 17, p. 93.

[161] Act number 258, Public Acts of 1895, Michigan, Chapter II, Sec. 18, p. 556.

[162] The Compiled Laws of the State of Michigan, 1948, Vol. I, p. 116.

[163] Cf. ante, p. 167.

> It shall be the duty of the director of each school district:
>
> To provide, in his discretion, the necessary appendages for the schoolhouse, and keep the same in good condition and repair during the time school shall be taught therein. Necessary appendages, within the meaning of the law, shall consist of the following articles, to wit: a set of wall maps (the grand divisions, the United States and Michigan) not exceeding twelve dollars in price; a globe not exceeding eight dollars, a dictionary not exceeding eight dollars; a reading chart not exceeding five dollars, and a case for library books not exceeding ten dollars; also looking glass, comb, towel, water pail, cup, ash pail, poker, stove, shovel, broom, dustpan, duster, wash basin and soap: . . .[164]

Later the price allowed for dictionaries was increased to ten dollars.[165] This act would be in line with Pattengill's philosophy and probably had his support.

Compulsory School Attendance

It has been noted that Pattengill, as a result of the educational councils held in 1893-1894, proposed that there should be a more rigorous compulsory school law.[166] His

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[164] Act number 15, Public Acts of 1895, Michigan, Chapter III, Sec. 21, pp. 95-6.

[165] Act number 258, Public Acts of 1895, Michigan, Chapter III, Sec. 21, p. 557.

[166] Cf. ante, p. 167.

goal was met with the passage of an act by the legislature of 1895.[167]

The provisions of the act were as follows: First, every parent or person in the State of Michigan having control over a child between the ages of eight and fourteen years and in cities between seven and sixteen years, was required to send that child to school for at least four months out of the year. The act was to go into effect on the first Monday after September 1, 1895, and each year thereafter. The four months had to be consecutive and should be completed by the 30th of each June. Exceptions were to be made in the case of children who attended private schools, children who had already acquired the ordinary branches of learning taught in public schools, pupils who were physically unfit to attend school, and those who lived farther than two miles away from a school.[168]

Second, the act provided for the appointment of a truant officer by either the district board or board of education in each district by the tenth of each September. His term was to

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[167] Act number 95, Public Acts of 1895, Michigan.

[168] Ibid., Sec. 1, p. 203.

run from the first Monday of each September for the period of one year. In townships organized under the primary school law the chairman of the township board was the truant officer. However, in cities having police forces, the police were to perform the duties of the truant officer. The minimum pay for this job was to be not less than one dollar and fifty cents per day.[169]

Third, it shall be the duty of the truant officer to investigate all cases of truancy or non-attendance at school and to render all services possible to compel children to attend school. After continued non-attendance he was to inform the persons having control of such children that, on the next Monday, the children were to present themselves at the school. If they did not appear, the parent or guardian could be deemed guilty of a misdemeanor and, if convicted, was liable to a fine of not less than five dollars nor more than fifty dollars, or by imprisonment of not less than two nor more than ninety days, or by both.[170]

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[169] Ibid., Sec. 2, pp. 203-4.

[170] Ibid., Sec. 3, p. 204.

Four, the city school districts with a school census of over five hundred pupils were permitted to establish at least one ungraded school to care for the instruction of certain classes of children as set forth in section five. These children were deemed juvenile disorderly persons if they were habitual truants from school; were incorrigible, disobedient, or insubordinate or immoral; or if they did not attend any school and habitually frequented streets and other public places, having no lawful business, employment, or occupation.[171]

Five, it was the duty of the truant officer to make a complaint before a justice of the peace against any parent who has neglected his or her duty for refusing to place children under his or her control in school.[172] The penalty upon conviction of the charge had been prescribed previously.[173]

Six, if all efforts were of no avail in placing a youngster in school, he could, upon the issue of a warrant by the justice of the peace, be committed to the Industrial School

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[171] Ibid., Sections 4 and 5, pp. 204-5.

[172] Ibid., Sec. 6, p. 205.

[173] Cf. ante, p. 225.

for Boys and, if a girl, to the Industrial School for Girls. In the case of the first offense, the sentence was to be suspended.[174]

The change from the previous compulsory school law which seemed to put more teeth in the 1895 law was the inclusion of the penalty of imprisonment for violating the law. The previous law had provided only for a fine of not less than five dollars nor more than ten dollars for the first offense and not less than ten dollars for each subsequent offense.[175]

In connection with truancy, the 1895 legislature passed another act further redefining who was a truant and who was considered to be a disorderly person. This act stated that every boy between ten and sixteen years of age and any girl between ten and seventeen years of age, who frequented a saloon or rooms where liquor was kept, or who ran away from home or absented himself or herself from school or work, or shall

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[174] Act number 95, Public Acts of 1895, Michigan, Sec. 7, p. 205.

[175] The General School Laws, 1893 (Lansing, Robert Smith & Co., 1893), p. 63.

be found lounging on the streets shall be deemed to be a truant or disorderly person.[176]

Michigan was not the only state to have a law compelling youngsters to go to school, but the legislative act of 1895 seems to have been one of the most strict laws in the nation.[177] Pattengill was in favor of placing education in the hands of every young person and this was one way of doing it. He had no sympathy for those who opposed this law. At the meeting of the Michigan State Teachers' Association in 1895, Pattengill gave a talk entitled "The Enforcement of the Truancy Law." His opening remark in the talk was "The most essential factor in the growth of free government by the people has been the education of the masses."[178] Perhaps Pattengill would have looked with favor upon the Basic College at Michigan State College in its attempt to give a basic education intended to make better citizens of the students. He might not have chosen

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[176] Act number 183, Public Acts of 1895, Michigan, Sec. 1, p. 341.

[177] Cf. post, p. 229.

[178] Annual Report of the Superintendent of Public Instruction, 1895, op. cit., p. 185.

the subjects offered by the Basic College, but he would have agreed with its goal of offering an education to all who desire it and the aim of making youths better citizens. Continuing, Pattengill stated that it seemed strange that people willing to tax themselves for education would permit those who needed it to be absent from school. He went on to state that many states had tried to introduce and enforce a compulsory school law, but had not been too successful. Michigan, however, has a compulsory school law that compels. The reason, he said, was that he had held educational councils and had discussed this problem with those in attendance at the meetings.[179] On December 10, 1895, Pattengill had sent out a circular from the Department of Public Instruction asking for information concerning the law. He reported in this talk that about three thousand people had been brought into the schools as a result of the law. In addition, he felt that, where a truant officer had been forced to bring parents before the courts, the effect on others had been, as he put it, "most advantageous." He expressed regret that there were, in some instances, hardships

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[179] Ibid., pp. 185-6.

worked against some individuals and believed that the papers in the state were unfair when they used these individual cases as a basis for condemning the law. He believed that the law was more effective in the cities than in the villages and country and should be amended to be as effective in the latter communities. Moreover, he stated that the teacher had as much responsibility in this as the parents because they should do everything possible to make school a place where the youngster will want to come.[180]

Pattengill's talk was supported by the superintendents of schools from Grand Rapids, Flint, Bay City, and the truant officer from Bay City.[181] Each of these had some recommendations to offer concerning improvements which might be made in the law, but, on the whole, the bill seems to have had the backing of both teachers and the public.

Today's compulsory school law follows, in principle, the pattern established during Pattengill's superintendency. The age requirement was changed, and today those between the age

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[180] Ibid., pp. 185-92.

[181] Ibid., pp. 193-8.

of six and sixteen are required to attend the entire school year as established by the school district.[182] The person in charge of checking on youngsters absent from school is called an attendance officer today, rather than a truant officer.[183] The penalty imposed upon parents for failing to compel their children to go to school is the same today as it was in 1895.[184] In addition, the districts may still establish ungraded schools to take care of juvenile disorderly persons.[185] Thus it would seem that Pattengill's recommendations for improving the compulsory school law during his own day still have merit today. The evidence indicates that Pattengill had a part in the passage of this legislation.

Minimum Length of School

It had been suggested, as a result of the educational councils, that the length of the school year should be seven

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[182] The Compiled Laws of the State of Michigan, 1948, Vol. II, p. 7286.

[183] Ibid., p. 7287.

[184] Ibid., p. 7289.

[185] Ibid., p. 7290.

months for districts with over thirty pupils and five months in those of less than thirty pupils.[186] The 1895 legislative session passed an act which required districts having eight hundred children over five and under twenty years of age to have school for not less than nine months, and all other districts to have school for not less than five months of the year. If the law were violated, the district would forfeit its share of the primary school interest fund.[187] Today, the minimum length of school for a district is based on the valuation rather than the number of students and the minimum length of school is nine months except in those districts of less than seventy-five thousand dollars, where the minimum is eight months, and in districts of less than thirty thousand dollars where the minimum is not less than seven months. The same penalty for violation of the act holds today as it did during 1895.[188]

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[186] Cf. ante, p. 168.

[187] Act number 15, Public Acts of 1895, Michigan, Chapter II, Sec. 20, pp. 94-5.

[188] The Compiled Laws of the State of Michigan, 1948, Vol. II, p. 7239.

State Normal Schools

Pattengill had recommended that the time was ripe for another state normal school.[189] This was accomplished during the legislative session of 1895 when Mount Pleasant donated a complete school, including the land, buildings, library, and apparatus, to the State in return for the establishment of a normal school in that city. The school was to be known as "Central Michigan Normal School" and its purpose was to prepare and train teachers for the rural district schools and for the primary departments of the graded schools of the State.[190] However, the legislature did not appropriate any money to get the school underway. But Pattengill was happy because it was a step in the right direction.[191] The question might be raised as to whether the legislature would have established another normal school if the city of Mount Pleasant

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[189] Cf. ante, p. 171.

[190] Act number 261, Public Acts of 1895, Michigan, Sections 1, 2, and 3, pp. 560-1.

[191] Michigan School Moderator, Vol. XV, No. 19 (June 1, 1895), 594.

had not offered them a complete school. Pattengill's influence concerning this matter may not have been too effective if this had not been done.

Legislative Defeats

Bills introduced in the legislative session of 1895 which supported his proposals concerning the township district system, school out-houses, the abolition of institute fees, no certificates to those who used tobacco, the legislative manual, free textbooks, and uniformity of textbooks were defeated. In this connection, the proposed program of the Grange and of Pattengill should be compared.[192] If this is done, the question might be raised as to how dependent he was on the Grange or the Grange on Pattengill to secure the passage of proposed educational measures. Both Pattengill and the Grange proposed that teachers be citizens, a more rigid compulsory school law, educational qualifications for commissioners and examiners, respectable out-houses and school grounds, a minimum number of school months, and the abolition of institute fees. Yet, even

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[192] Cf. ante, pp. 167-72.

with the support of both the Grange and Pattengill, some proposed measures did not pass the legislature, i.e., respectable outhouses, school grounds, and the abolition of institute fees. Also, the influence of the Michigan State Teachers' Association should be considered.

Pattengill's Reports

Pattengill issued four reports as Superintendent of Public Instruction. The reports of 1893 and 1894 seem to be of more importance than those of 1895 and 1896, in that they contain the major elements of his educational program. Prior to his superintendency, the reports were usually transmitted on the last day of the year, but the reports for 1893, 1894, and 1895 had transmittal dates of July 1, 1894, 1895, and 1896 respectively. Since he was no longer in office after December 31, 1896, his report for that year was transmitted on that date.[193] It may be that Pattengill chose this time to make his reports because it was the same calendar year he used to publish The

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[193] This information was obtained from examining the dates of the letters of transmittal contained in each annual report from Pattengill's office.

Moderator. Also, he may have believed that the reports should cover the academic year rather than the calendar year.

While the reports for 1893 and 1894 were devoted to his proposed educational program, those for 1895 and 1896 were given over to brief evaluations of the program. His final introduction, which is actually the written statement of the superintendent concerning the educational affairs in Michigan, in the 1896 report was only five pages long as compared to the fifty-six pages in the introduction to his report for 1893.[194]

Activities in the Michigan State Teachers' Association

While Pattengill was Superintendent of Public Instruction, he kept up his activities in the State Teachers' Association. At the 1893 meeting of the Association, he was appointed as a

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[194] It would appear that Pattengill carried on an intense campaign for his program from January, 1893, to about June, 1895. Thus his reports for 1893 and 1894 were full and complete in stating his program. After June, 1895, it would appear that Pattengill felt no need to carry on a campaign for a further legislative program and perhaps spent his time implementing what he had already accomplished. This may give some clue as to reasons for the differences in the length and quality of his reports. See Appendix E for a statistical summary of Pattengill's terms in office.

member of a committee to take charge of the arrangements for setting up the state's headquarters at the National Education Association meeting in Duluth, Minnesota.[195] In connection with the N.E.A. meetings, Pattengill recommended to the teachers of the state that they attend this meeting in a strong body.[196]

At this meeting, the Superintendent also commented on school exhibits. He was a bit disappointed in the school exhibit Michigan had at the World's Fair, but thought it was due to the lack of experience on the part of the state. He raised a question as to the educational value of exhibits, but believed that they did arouse the interest of the people in the work of the schools and of the children. Further, he stated that exhibits shouldn't be competitive and that the best way an exhibit committee could help was to offer constructive criticism for the purpose of improving the exhibit.[197]

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[195] Annual Report of the Superintendent of Public Instruction, 1893, Part II (Lansing, Robert Smith & Co., 1894), p. 117.

[196] Ibid., p. 56.

[197] Ibid., pp. 117-8.

Pattengill's activities at the 1894 meeting of the Association were limited mainly to presenting and explaining the proposed educational legislation for 1895. He presented this program to both the commissioners' meeting and the meeting at large of the Association.[198]

At the 1895 meeting of the Teachers' Association, he made some comments supporting the work of the people interested in child study.[199] In addition, he gave a talk on the compulsory school law.[200]

Although there was no specific reference to Pattengill having been elected or appointed to the executive committee of the Association in 1895, he is listed as one of the members of this committee for the period 1894-1897.[201] In 1894, R. G.

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[198] Annual Report of the Superintendent of Public Instruction, 1894, Part II (Lansing, Robert Smith & Co., 1895), pp. 36, 139-40.

[199] Cf. ante, p. 221.

[200] Cf. ante, pp. 228-31.

[201] This information was obtained by examining the list of officers of the Michigan State Teachers' Association for the years 1894-7. This data was found in the Annual Report of the Superintendent of Public Instruction for each of those years.

Boone, C. O. Hoyt, and E. P. Clarke were elected to the executive committee for 1894-1897.[202] In the list for 1895, Pattengill's name appeared instead of C. O. Hoyt.[203] The reason for this was probably because C. O. Hoyt was elected President of the Association for 1896.[204] In addition, he was chosen as a member of the committee to arrange for transportation and hotel arrangements for the National Education Association meeting.[205]

The Michigan State Teachers' Association passed the following resolutions supporting H. R. Pattengill at the 1895 meeting:

> Resolved, That we express, as the unanimous sense of this meeting, an appreciation of the steps taken by our State Superintendent, Hon. H. R. Pattengill, in establishing a Department of Child Study, and the material aid proffered by him for the furtherance of this most important branch of education.
>
> Resolved, That we congratulate the State of Michigan upon the efficient services rendered by Supt. H. R. Pattengill

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202 Annual Report of the Superintendent of Public Instruction, 1894, op. cit., p. 3.

203 Annual Report of the Superintendent of Public Instruction, 1895, op. cit., p. 35.

204 Loc. cit.

205 Ibid., pp. 199-200.

> in securing important and valuable school legislation, in raising the standard of teaching through improved institutes and examinations, and particularly in securing to every child an opportunity for a common school education through the enforcement of a most efficient compulsory attendance law.[206]

These resolutions seem to indicate that the teachers of Michigan believed, for the most part, that Henry Romaine Pattengill was personally responsible for the educational benefits the State received during his period in office.

In 1896, the Association passed another resolution which more or less supported the resolutions of 1895. It was as follows:

> Resolved, That we, the teachers of the State of Michigan in council assembled, do acknowledge the efficient work accomplished through the zeal and energy of our Superintendent of Public Instruction, Henry R. Pattengill, and that we look with confidence to the new administration and pledge it our hearty support.[207]

At the 1896 meeting, he was appointed to a committee to settle a dispute with Detroit over the payment of expenses for the Michigan headquarters at a meeting held in Buffalo,

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[206] Ibid., p. 199.

[207] Annual Report of the Superintendent of Public Instruction, 1896, Part II (Lansing, Robert Smith Printing Company, 1897), p. 311.

New York.[208] He was also appointed to a committee to secure the passage of an anti-cigaret bill in the 1897 legislature.[209]

Pattengill's Outstate Activities

During Pattengill's two terms as Superintendent of Public Instruction, he spent a considerable amount of time out of the office and traveling throughout the State.[210] In these trips, which he used to secure information concerning educational matters and in visiting schools, he made a good many speeches. Some of these were reported in the local newspapers.

In 1894, Pattengill had crossed the Straits of Mackinac to visit schools in the Upper Peninsula and visited all the counties in that section of the State. One newspaper commented that ". . . Mr. Pattengill is the only State Superintendent who

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[208] Loc. cit.

[209] Ibid., p. 313.

[210] Jason E. Hammond, Deputy Superintendent under Pattengill, told the writer that Pattengill wasn't too much of a politician because he did not spend all of his time in the office, but was out traveling around the state. It might be that Pattengill would not be classified as a "back-room" politician, but perhaps he was a better politician than Hammond thought.

has visited all the counties in the state in that capacity."[211]

His speech to the citizens of Newberry brought forth the following lines:

> As we are unable to give a full report of this eloquent address suffice it to state that it was one of the ablest addresses ever delivered in Newberry. It was highly appreciated by every one present and convinced them that Supt. Pattengill is not only a scholarly gentlemen [sic], but also an orator of great ability. For one hour he held the audience spell bound, and concluded his address with a beautiful tribute to the American flag.[212]

Sault Ste. Marie reported much the same way by stating his address was as follows:

> . . . a scholarly address, interspersed with a fund of rich humor and anecdote and was delivered in his usual happy manner. Mr. Pattengill held the close attention of the audience for over an hour, and there was no one who heard him but felt improved mentally, morally and physically by the lecture.[213]

The Ishpeming newspaper suggested that every one who could possibly do so should hear Pattengill because:

> Mr. Pattengill is a plain, forcible talker. He confines himself to the use of words and terms that all who listen can plainly understand. He talks good common

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[211] The Newberry (Michigan) News, October 12, 1894.

[212] Loc. cit.

[213] The Sault Ste. Marie (Michigan) News, April 21, 1894.

sense, and presents many excellent ideas as well as advice that both teachers and parents should hear.[214]

At an institute held in Adrian, he suggested that boys and girls stand a better chance in life with an education. He further believed that "the masses should be educated."[215] He also stated that the business men should take an active interest in the schools and not leave the matter to the women alone.

In a speech delivered at Adrian entitled "Inspire or Expire," the educator commented that a teacher should inspire his pupils or the school will expire. Current events were recommended by the Superintendent when he suggested that teachers read something besides school work and then relate it to the studies which were taking the pupil's attention at that particular time.[216]

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[214] Iron (Ishpeming, Michigan) Ore, September 29, 1894.

[215] The Adrian (Michigan) Daily Times, November 2, 1894.

[216] Loc. cit. This speech was also reported in the following newspapers: The St. Johns (Michigan) News, January 29, 1914; Livingston (Howell, Michigan) Republican, February 7, 1912; Ironwood (Michigan) News Record, September 26, 1896.

When he spoke at Ironwood, in the Upper Peninsula, he commented that ". . . the common and high school systems of the upper peninsula were an improvement over those found 'below the straits.'"[217]

At Jackson, in a talk entitled "The Big Four," he defined the four requisites for successful teaching as knowledge, method, common sense, and enthusiasm. He maintained that there was less risk in employing a teacher with more knowledge and less method than the reverse, but the essential thing was to hire a teacher who possessed both.[218] The Jackson paper characterized Pattengill by stating:

> Supt. Pattengill is the soul of inspiration and enthusiasm, is a clear and humorous speaker, and should be listened to in order for one to be convinced of the sublime purpose, aim and struggle he is making to improve the rural schools by improving the greatest piece of furniture in the school, viz: the teacher.[219]

In another speech delivered in Jackson, "The Sunday School and Citizenship," he stated that we needed citizens who

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[217] Ironwood (Michigan) News Record, October 7, 1899.

[218] Jackson (Michigan) Semi Weekly Citizen, November 19, 1895.

[219] Loc. cit.

were honest, patriotic, intelligent, kind, and cheerful, and declared that these qualities must be taught in the home, school, and Sunday school.[220]

One of his talks was called "Blind Spots" and in this talk, which could have a different subject each time he used it, delivered in Marquette, Michigan, he stressed that one of the blind spots people were inclined to have was that education benefited only the person who received it. He maintained that education benefited the community and the nation as well. He augmented this statement as follows:

> The strength of the democratic state is in the intelligence of its citizens and when we began to say that so far public education might go, but beyond that the road should be barred unless money furnished the key, we created a condition that could only result in disaster.[221]

He also answered his critics on teachers' examination, particularly in reference to the questions on current events, by

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[220] Jackson (Michigan) Daily Citizen, March 26, 1895.

[221] The Daily (Marquette, Michigan) Mining Journal, October 7, 1895.

In a speech under the same title delivered in St. Johns, Michigan, Pattengill said that the "blind spots" in education were shared by the teachers, the parents, and the school officials. The Clinton Independent, November 20, 1890. Allegan (Michigan) Gazette, Marsh 23, 1895.

stating that the schools were the place to train citizens, and the duty of every citizen was to keep reasonably well informed on public affairs.[222]

At Hillsdale, he delivered another lecture entitled "Hints from Squints." In this lecture, Pattengill likened teachers to actors on the stage by saying that all of them could not be a star all the time, but had to work together with others. Each teacher in a system, he said, should play his or her part so as to make a perfect whole. Further, he stated that we sould educate the child to live in the present, not in the age gone by or the age yet to come.[223] This latter philosophy disagrees with a statement Pattengill made earlier in his life and represents a change in his philosophy.[224] In addition, it was quite similar to one of the aspects of John Dewey's philosophy about educating the child to live in the world which surrounds him.

Pattengill also recommended the study of the child and stated that the teacher should note any defect in hearing and

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[222] The Daily (Marquette, Michigan) Mining Journal, October 7, 1895.

[223] Hillsdale (Michigan) Standard, May 26, 1896.

[224] Cf. ante, p. 61.

seeing in the pupils. He believed that by detecting these defects a child might be kept from being classified as dull, when actually such was not the case.[225]

Patriotism came in for its share of attention in a speech he made in Alma, Michigan, entitled "Intelligent Patriotism." In this speech he mentioned that he would talk patriotism as long as people walked out of a meeting while "America" was being sung and as long as national holidays were celebrated with baseball and football games.[226] It looks as if he would be quite disappointed if he were on the national scene today when double-header baseball games are the thing for holidays.

The evidence indicates that Pattengill was an interesting speaker and could hold the attention of the audience for a considerable period of time. His talks were educational and patriotic with a bit of patriotism in his educational talks and a bit of education in his patriotic speeches. Further, he spoke in

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[225] Hillsdale (Michigan) Standard, May 26, 1896.

[226] Alma (Michigan) Record, January 17, 1896.

words which everyone could understand and had a sense of humor which appeared in nearly every lecture.[227]

The Moderator

During Pattengill's two terms as Superintendent of Public Instruction, the major emphasis of The Moderator was on publicizing and supporting his efforts as a public official. Yet it offered a variety of material to its readers, as shown by the following list:

> Gleanings. - A page of choice short selections from educators.
>
> Miscellaneous Articles. - From association papers, district school teachers, high school and college men and women.
>
> Geographical Notes. - The latest news, and interesting facts for the geography class.
>
> Current Events. - A fortnightly summary of all important news of the day, - a page or more of each issue.
>
> School Law Decisions. - The latest rulings on school law.
>
> Examination Questions. - All the questions used in State examinations, as well as many others.
>
> Mathematical Department. - A live and valuable exchange of problems and nuts to crack.

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[227] Mr. and Mrs. James G. Moore, parents of the writer, as well as many other individuals, commented on what an excellent speaker Pattengill was. In addition, R. E. Olds, former Lansing industrialist, discussed the humorous side of Pattengill with the writer.

Commissioners' Department. - Notes fresh from the field, full of suggestions to teachers.

Primary Department. - Songs, games, devices for lower grades.

Superintendents' Department. - Has proved of great interest.

Reports of Educational Meetings. - State, district, and county associations.

School News. - Nearly two pages in each issue telling about schools and teachers.

Asked and Answered. - Miscellaneous questions answered.

Morning Exercise Suggestions. - Anecdotes and selections to use for opening reading.

Sample Blocks. - An inspiration to little folks in language.

Special Day Exercises. - For every noted day of the year.

Enigmas, Hidden Names, etc. - Puzzles for pupils.

Friday Afternoons. - Dialogs, speeches, recitations, etc.

Hints from Squints. - Suggestions from Ye Editor.

Drawing. - Prof. McFarlane of the State Normal will furnish a series of articles on this topic.

Elementary Science. - This will be continued by Supt. Simmons and Prof. A. J. Cook.[228]

The above list illustrates the general content of The Moderator during Pattengill's term as Superintendent. One editorial in The Michigan Farmer gave some indication as to how the journal was used when it stated "It is a poor organ

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[228] Michigan School Moderator, Vol. XIII, No. 20 (June 15, 1893), 626.

that will not defend its maker."[229] Pattengill did put the duties and obligations of his office first, but he was not averse to using his journal to support his program.

In addition to The Moderator, Pattengill compiled another collection of literature which was patriotic in nature and was published under the title of the Old Glory Speaker.[230] The purpose of this little collection is best expressed in Pattengill's own words. He wrote:

> No efforts should be spared to make patriotic citizens of our youth. President Lincoln's call for troops in 1861 was so heartily received because during the years preceding it pupils in the schools had been reading over and over again patriotic selections from Adams, Henry, Webster, . . . and others. Selections from famous orations, and thrilling lyrics had filled the pages of our readers and the youth had become thoroughly impregnated with the sentiment of patriotism.
>
> That patriotic literature has been increased magnificently during the past thirty years, but our readers are largely filled with other kinds of reading. It is to furnish convenient access to patriotic selections that this collection is made. . . .[231]

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[229] The Michigan Farmer, October 19, 1895.

[230] Henry R. Pattengill, Old Glory Speaker (Lansing, Robert Smith, 1894), p. 127.

[231] Ibid., Introduction.

It was not an original writing, but was, like his other books, a compilation published to serve a specific purpose. Patriotism was the moving spirit behind this work.

CHAPTER VI

EDUCATIONAL JOURNALIST AND ORATOR 1897-1918

Timely Topics and Moderator-Topics

On December 31, 1896, Pattengill laid aside the duties of the Superintendent of Public Instruction. There seems to be no evidence to indicate that he sought a third term in office. On the other hand, there is some indication that he was as glad to be relieved of the duties as he had been to leave the office of Village President in Ithaca.[1] In the first issue of The Moderator in 1897, he wrote:

> Ye editor most cheerfully lays by the cares and duties of official life, and devotes himself undividedly to business. For four years he has given a good share of both time and energy to the duties of State Superintendent. From now on the time and energy will be given to private interests, which it is hoped will be more remunerative than public office. As superintendent we had certain policies we considered worth fighting for, hence we fought. We thank our friends and respect our enemies. Though a private citizen once more, we are by no means out of touch with schools and school interests. It shall be our

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[1] Cf. ante, p. 46.

aim to fight ignorance and battle for better schools as hard as ever.[2]

He did return to his business and, in accordance with the agreement he had drawn up with Robert Smith,[3] resumed the printing and publishing of textbooks.[4] In addition, he put his interest in current events to a practical use. On January 7, 1897, he published and put on sale the first number of his new current events magazine, Timely Topics, which he classified as a weekly non-partisan newspaper in which would be found news, history, science, politics, geography, and literature.[5] It also included a department devoted to patriotism which was to stimulate love for country and the flag.[6] The table of contents was divided into six general divisions: news

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[2] Michigan School Moderator, Vol. XVII, No. 9 (January 7, 1897), 261.

[3] Cf. ante, p. 163.

[4] When Pattengill left office, the advertisements in The Moderator concerning his tests were once again using his name as publisher.

[5] Timely Topics, Vol. I, No. 1 (January 7, 1897), 1. See Appendix F.

[6] Ibid., p. 3.

summary, current events, good literature, patriotic, and review questions.[7] Timely Topics was published weekly for a period of forty weeks which corresponded roughly to the length of the school year. The editorial comments of Pattengill were still reserved for The Moderator, and no effort was made to duplicate the material of one magazine in the other. Of the sixteen pages contained in Timely Topics, eleven and one-half pages were devoted to the magazine proper, one page to the frontispiece, and three and one-half pages to advertising.[8]

Timely Topics was published as a separate current events paper from January 7, 1897, until January 8, 1903, when this paper was combined with The Moderator to form the journal known as Moderator-Topics.[9] According to Pattengill, the reason for the merger was that he found it too strenuous to publish two newspapers, conduct institutes, and give lectures. He stated that, when he started Timely Topics, he had believed

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[7] Ibid., p. 1.

[8] This information was obtained from examining the first number of Timely Topics.

[9] Timely Topics, Vol. VII, No. 17 (December 26, 1902), 259.

the demand on his time for speeches and institute work would diminish, but it had turned out just the opposite. He had felt that there was room for a current events paper in Michigan. He further stated that he believed readers of both papers would benefit from having the two magazines brought together.[10]

From January 7, 1897, until January 8, 1903, when it was merged with Timely Topics, The Moderator continued to be primarily an educational journal. On the September 17, 1896, issue of The Moderator appears the motto which Pattengill had adopted for the journal: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged. - Ordinance of Northwest Territory, 1787."[11] Even though the motto did not appear in the journal until this date, Pattengill wrote in a later issue of the paper that it had been the motto of The Moderator for years.[12] In light of his

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[10] Loc. cit.

[11] Michigan School Moderator, Vol. XVII, No. 2 (September 17, 1896), 37.

[12] Ibid.; No. 14 (March 18, 1897), 422.

interests and activities in education, it might be said that this motto was but a brief statement of his own philosophy. The content of The Moderator, during this period, did not change appreciably.

However, with the merging of the two papers, the make-up of Moderator-Topics was modified to include parts of both magazines. Pattengill used all the divisions of Timely-Topics which were as follows: Something for Everybody, Good Literature, Current Events, News Summary, Patriotic, and Questions for Review.[13] In the first editions, not all of these sections were found in each issue of Moderator-Topics. All of the afore-mentioned topics appeared in each issue with the exception of Good Literature and Patriotic, which were alternated with each issue. On March 12, 1903, all six parts of Timely-Topics appeared in Moderator-Topics. This was the exception rather than the rule until the first issue of volume twenty-four when all divisions of Timely Topics appeared in nearly every Moderator-Topics. Pattengill used the following sections of

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[13] This information was obtained by examining the first few issues of Moderator-Topics.

The Moderator in Moderator-Topics: Editorials, The School Commissioners Department, Department of Public Instruction, State Educational News, The Schoolroom, Book Notes, and the miscellaneous articles and reports.[14]

The preceding analysis points out the shift in emphasis which resulted when the two papers were merged. With the omission of some of the educational features, Moderator-Topics seemed to emphasize the news approach rather than the educational. Even though the content per issue was reduced in both educational and news fields, the total content was approximately the same because the new journal was issued weekly.[15] It was twenty pages long, with the equivalent of thirtten pages

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[14] This information was obtained by examining Vol. XXIII and Vol. XXIV of Moderator-Topics. See Appendix 6.

[15] In examining copies of The Moderator, Moderator-Topics, and Timely Topics, it is found that there were eleven and one-half pages of news in Timely Topics; an average of twenty-two pages of news, information, and materials in The Moderator; and thirtten pages in Moderator-Topics. However, since Moderator-Topics was issued weekly, the readers received twenty-six pages over a two weeks period or about seven and one-half less pages than when they received both Timely Topics and The Moderator every other week. If anything lost out in this merger, it would appear that the educational news of The Moderator was reduced more than the current news from Timely Topics.

devoted to content and the remainder to advertising. The subscription rate for this new venture was one dollar per year.

During the remainder of his lifetime, Moderator-Topics continued to be Pattengill's written expression of his educational beliefs as may be evidenced by the references made to it throughout this paper. Whether or not it was Pattengill's main interest might be questioned in light of his numerous speaking engagements and his participation in other business ventures.[16] On January 2, 1908, he announced that after the first of February the subscription price of the journal was to be increased from one dollar a year to one dollar and a quarter a year. The necessity for this raise lay in the increased cost of labor, materials, and living. At the same time, he commented that other educational journals throughout the country were also raising their prices and mentioned that Moderator-Topics was

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[16] Pattengill was involved in numerous other business ventures such as a resort settlement, a fruit plantation, a gold mine, and his own printing and publishing outside of his magazine or paper. Furthermore he was active in politics and anti-saloon work. Then his speaking engagements both within the state and outside of the state took up a good share of his time. The writer believes that because of these activities the quality of his paper was lessened and that it was not as good as before he was Superintendent of Public Instruction.

one of two educational journals published weekly in the nation.[17] The price raise actually did not go into effect until February 13, 1908.[18]

After his superintendency, Pattengill had stressed the use of Moderator-Topics for the study of current events. Now, with the advent of the county normal, he suggested that the educational journal should be used as instructional material in the normals. It should be used, he said, because ". . . (it) stands for growth, initiative, inspiration, true patriotism, loyalty to high ideals, and service for the state in which we live and love, train and teach, work and worship."[19] The evidence indicates that he was not averse to advertising the journal nor to suggesting uses to which it might be put. However, the evidence also indicates that he did so because he believed it would help education in Michigan.[20]

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[17] Moderator-Topics, Vol. XXVIII, No. 16 (January 2, 1908), 306.

[18] Ibid., Vol. XXVIII, No. 22 (February 13, 1908), 425.

[19] Ibid., Vol. XXXV, No. 29 (March 25, 1915), 566.

[20] Ibid., Vol. XXXVI, No. 17 (January 6, 1916), 326. See Appendix.

In the fall of 1916, the price of Moderator-Topics was increased to one dollar and a half.[21] He had offered his subscribers a choice of keeping the price the same and publishing the paper semi-monthly or of increasing the rate. The latter was the decision he made on the basis of public opinion.[22]

From its inception until the time of Pattengill's death, the content of Moderator-Topics did not change materially. It contained school news, current events, school exercises, reports of conventions and institutes, adventure series, reports from the Superintendent of Public Instruction, and examination questions.[23]

On July 1, 1918, the publishing businesses conducted by Henry R. Pattengill and the Hammond Publishing Company were merged. The name of the new company was The Michigan Education Company.[24] Mr. Pattengill was a stockholder in the

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[21] Ibid., No. 40 (June 15, 1916), 785.

[22] Loc. cit.

[23] Cf. ante, pp. 248-51.

[24] Moderator-Topics, Vol. XXXIX, No. 1 (September 4, 1918), 8.

company and was a member of the board of directors. His chief responsibility was to continue editing Moderator-Topics. The reason for this merger is not quite clear. It could be that it was because of the similarity in business between the two companies and also because Pattengill's health was failing.[25]

One of the last editorials which Mr. Pattengill wrote was on the use of Moderator-Topics for current events work. He wrote as follows:

> Why not use Moderator-Topics for current event work in school classes? It has a mighty fine department of that sort and the paper is a weekly visitant. It keeps close watch of events which more especially pertain to Michigan. No other current event paper does this. We emphasize the biographical and character building side so far as possible without sacrificing the important news features. We try not to bury the outstanding epoch-making events by a hodge-podge of catch items so numerous and unclassified as to allay the foundation of a fickle memory. All this in a journal each week freighted with inspirational articles on school, home, and community affairs that supplement most acceptably the general information of our readers, mature or juvenile. Finally the school news items of the state, and the official departments putting us in touch with the educational affairs of the commonwealth add to the foregoing and make a very complete

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[25] The information concerning Pattengill's health was related to the writer by his daughter, Margaret Pattengill Foster.

> school paper combining all interests at the price of one. No wonder that many of our teachers are planning to use Moderator-Topics in their schools, and more and more boards of education are subscribing for it.[26]

Moderator-Topics was the service magazine in education in Michigan. It was the forerunner of the present Michigan Education Journal. Original and thought-provoking it may or may not have been, but a fighting newspaper it was. For the teacher who wished to find teaching helps, the news of the world and state, and what ideas there were in the educational world, Moderator-Topics was the magazine. For the teacher in the small community or in rural areas, this educational journal provided more information concerning current events and the educational scene than could be gathered from the local weekly newspaper. This might not hold true in larger cities where the newspapers were larger and contained more of the news, but these papers did not include educational matters to any great extent.

Moderator-Topics as an educational journal contained as accurate reports of conventions and institutes as the present

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[26] Moderator-Topics, op. cit., No. 11 (November 14, 1918), 164.

Michigan Educational Journal does. The actual news reports of educational happenings throughout the State were probably better reported in Pattengill's paper than at the present time. Today articles and ideas from school teachers and administrators are found in the educational journals just as they were found in Moderator-Topics.

The current events contained in Moderator-Topics were not as complete as would be found today, but, for that period, were covered fairly well. It is apparent, upon examination and comparison with a news magazine of that period, The Independent, that Moderator-Topics did not give a complete and detailed coverage of the national and international news, but gave a summary account. In comparison with today's news magazines such as Time and Newsweek, Pattengill's paper was lacking in the full treatment of news in the sense that today editorial comment is contained within the article reporting a particular news event. Moreover, today's news magazine covers more than just news of world and national events of political, social, or economic consequence, but includes articles on art, music, religion, and sports. This Pattengill's journal did not do. In addition, today's news journals usually devote

part of their content to a feature article on some important incident or personality. However, as the editor maintained, Moderator-Topics contained more Michigan news than could be found in The Independent, Time, or Newsweek. In addition, Frank G. Carpenter's letters on his travels abroad gave the Moderator-Topics readers an opportunity to "see" foreign countries, their peoples, and their customs.[27] Today, of course, this is done through the medium of motion pictures.

For the rural teacher, Moderator-Topics provided a combination of current and educational news which met his purposes, needs, and pocket-book. As an instrument for the classroom, it was probably of more value for the later elementary grades, the secondary grades, and the county normals, than it was for the early elementary grades. The Moderator's value probably was just the reverse. It is the judgment of the

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[27] Frank Carpenter's letters on Africa were, in the opinion of the writer, more accurate and detailed descriptions of North Africa than may be found in most books written about this area. The writer has traveled in this part of the world and read many books and magazine articles describing North Africa and Frank Carpenter's letters are the best so far. So it would appear that Pattengill had an excellent correspondent for this part of his paper and one that would give accurate information to the readers.

writer that Moderator-Topics met the needs of education in Michigan in those days as much as The Michigan Educational Journal meets them today. Then too, today's Michigan educational paper has an organization back of it while Moderator-Topics was the property of one man.

Pattengill also published another book during this period, Hints from Squints.[28] He wrote in The Moderator as follows:

> It will cause no cataclysm in educational circles, but here's hoping that every one that reads it will enjoy better digestion, see a little more of the jolly side of life, keep his liver in better trim, and think kindly of the fellow that inflicted it on a long-suffering and greatly be-booked community. Laugh, and the world laughs with you; snore, and you sleep alone.[29]

The book was a collection of quotations divided into "Hints Comical," "Hints Quizzical," "Hints Ethical," "Hints Pedagogical," and "Hints Miscellaneous."[30]

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[28] Henry R. Pattengill, Hints from Squints (Lansing, Henry R. Pattengill, 1905), p. 144.

[29] Moderator-Topics, Vol. XXVI, No. 23 (February 15, 1906), 445-6.

[30] Henry R. Pattengill, op. cit., Table of Contents.

Educational Philosophy

During Pattengill's earlier teaching days, before he stressed the importance of current events and before he was Superintendent of Public Instruction, his educational philosophy tended to stress subject matter as being of great importance. Now Pattengill tended to turn more in the direction of those things which were outside of the subject matter found in texts. It almost seems as if there was a relationship between Pattengill's growing interest in current events and his emphasis upon citizenship and character training in the classroom. Yet this does not mean that he reversed himself regarding his belief in subject matter, but only that he seemed willing to give more attention to other matters. Pattengill wrote as follows:

> "The public school is the nation's safeguard." True indeed; but it would be far from true if the schools taught only language, science, mathematics. Good morals, gentle manners, kindness, thrift, temperance, co-operation, dignity of labor, patriotism are as essential to general welfare as are shrewd thinkers, good writers, bright intellects.[31]

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[31] Moderator-Topics, Vol. XXII, No. 20 (June 12, 1902), 614.

In addition he commented that the schools were not made to give someone a job, but were to give youngsters a chance in life.[32] In 1908, he wrote: "Education in its last analysis is character building."[33] He thought that pupils should know how ". . . to work hard, to play hard, to know a little about many things, to know a few things well, to love much, to hate little, to be honest and to be kind."[34]

Pattengill reaffirmed his belief that every youngster should be trained to accept his responsibilities as a citizen.[35] He commented:

> Schools are to prepare the youth for life, make good citizens of the republic, and to give enough of true culture to inspire the citizen to "look up to the hills" occasionally. At times some one of these three great aims of education has apparently occupied the entire horizon, then comes on another, etc. All three should be kept in mind all the time.[36]

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[32] Ibid., Vol. XXIII, No. 15 (February 19, 1903), 381.

[33] Ibid., Vol. XXVIII, No. 32 (April 23, 1908), 625.

[34] Ibid., No. 20 (January 30, 1908), 385.

[35] Ibid., Vol. XXV, No. 8 (October 27, 1904), 145.

[36] Ibid., Vol. XXXVIII, No. 39 (June 6, 1918), 611.

He believed that the youth of the land should be trained to be useful and happy.[37] Further, he felt that too many times the training to be useful overshadowed the training for a happy life. He stated: "We must teach the future citizen how to use his hour of leisure."[38] If Pattengill stated this idea forty-seven years ago, he would no doubt make the same statement even more forcefully today when leisure time is greater than ever before. He believed it was necessary to teach happiness because he felt the future of the country depended upon happy homes as well as useful citizens.[39] He would have achieved this goal through the teaching of music and art.[40] Pattengill's method of achieving happiness through music and art would be generally accepted today, but would also be criticized as not going far enough. Today, the goal of the well-adjusted individual is sought through many means,

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[37] Ibid., No. 10 (November 10, 1904), 185-6.

[38] Ibid., p. 186.

[39] Loc. cit.

[40] Moderator-Topics, Vol. XXVII, No. 5 (October 4, 1906), 85.

such as clubs, classes in human relationships, and participation in many activities outside of the classroom. Moreover, the individual is encouraged to seek happiness through the practical every-day existence to which he is subjected in making a living. He seemed to have insight into the factor of happiness as an element in effective living, but did not see the means which might achieve this goal.

One point on which Pattengill expressed himself was that all individuals should have an opportunity for an education. He wrote: "There's not much democracy or equity in a system that gives the children on one side of a road but half as much schooling as those on the other side of the road get."[41] Along this same line Pattengill believed that it was not enough just to offer an education to all children, but parents should be compelled to put and keep their children in school.[42]

The journalist also maintained that one of the goals of education was to increase an individual's understanding and

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[41] Ibid., Vol. XXIX, No. 5 (October 8, 1908), 85.

[42] Cf. ante, pp. 223-31.

knowledge of himself.[43] Two of the factors concerning the individual which he felt were of prime importance were health and morality. According to Pattengill, everything else was comforting and convenient to have, but these two were a must.[44] Other factors which he believed the individual should develop to improve himself were initiative, self-control, and perseverence.[45]

With the introduction of manual training, domestic science, and agriculture into the public schools, Pattengill had some warnings to offer. He believed that they were excellent additions to the curriculum of a school, but did not believe that they were the answer to all the ills of civilization. The editor warned that many able men had been turned out by schools before these subjects were introduced. He stated: "Agriculturist, engineer, inventor, physician, lawyer, teacher, preacher, forester, reformer - there's work for all. Let us

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[43] Moderator-Topics, Vol. XXXVII, No. 11 (November 16, 1916), 205.

[44] Ibid., p. 685.

[45] Ibid., Vol. XXXIII, No. 9 (October 31, 1912), 165.

[43] Moderator-Topics, Vol. XXXVII, No. 11 (November 16, 1910), 203.

[44] Ibid., p. 685.

[45] Ibid., Vol. XXXIII, No. 9 (October 31, 1913), 165.

find out what we are best fitted for then soonest and best fit ourselves to do that thing."[46] He believed that all the individuals in these fields had some service which they could render to the world.[47] Further, he felt that teachers should instill in the pupils the desire to serve loyally and well the community in which they live and the larger world outside of their own immediate environment.[48]

Pattengill defined education in several ways, all of which seem to have the same tone. He wrote: "Education is a life work."[49] Later on he wrote: "Education is life."[50] Perhaps the statement which shows his philosophy during this period was his statement concerning the best educated man which read as follows: "The best educated man is not one trained for a living but for a life."[51] Whether or not these

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[46] Ibid., Vol. XXX, No. 17 (January 6, 1910), 346.

[47] Loc. cit.

[48] Ibid., p. 706.

[49] Ibid., Vol. XXXII, No. 4 (September 28, 1911), 65.

[50] Ibid., Vol. XXXIV, No. 13 (November 27, 1913), 245.

[51] Ibid., Vol. XXXI, No. 14 (December 8, 1910), 277.

ideas were original with Pattengill is difficult to determine. John Dewey's philosophy approaches this problem in much the same way, with its emphasis on education as a way of life. Pattengill and Dewey had met each other, their first contact having been at the founding of the Michigan Schoolmasters' Club.[52]

Two different statements by Pattengill seem to indicate that he was a combination of the old and the new in education. In 1908, he wrote: "'Keep the schools close to their mission' is a much better slogan than 'Keep the schools close to the people.'"[53] Yet in 1911, he stated that "Educational aims must be adapted to civic needs."[54] If the latter statement represents Pattengill's philosophy, it is possible that both of his previous comments are necessary. Perhaps it is necessary to keep the schools conscious of their goals, but in order

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[52] In a written communication from John Dewey, the writer was informed that Mr. Dewey had met Pattengill, but could not at this time enlighten the writer concerning Pattengill's philosophy or activities.

[53] Moderator-Topics, Vol. XXIX, No. 5 (October 8, 1908), 85.

[54] Ibid., Vol. XXXII, No. 9 (November 2, 1911), 165.

to do that it is necessary for the schools to know what the people want. In connection with his definition of education, Pattengill cautioned that it is necessary to distinguish between education and schooling. He stated it as follows: "There are well educated people who have had little schooling, and there are many who have had plenty of schooling yet possess little education."[55] The evidence seems to indicate that, although Pattengill believed in a formal education for all, or at least exposing all to a formal education, he was under no illusions that the total numbers of the product turned out by the schools were really educated or had completed their education.

Any attempt to classify Pattengill in a particular school of educational philosophy is difficult because his philosophy changed as the years passed by. In his earlier days he was an idealist and believed that there were certain truths of right and wrong which could be gained through the use of subject matter. Later, although he still professed a belief in the value of subject matter, he seemed to have some of the characteristics of a pragmatist with emphasis upon the experiences

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[55] Ibid., Vol. XXX, No. 4 (September 30, 1909), 65.

which youth had and the determining of truth by the test of whether or not a thing worked. Perhaps a more apt description would be that he was an eclectic or a combination of different philosophies.

Another way of classifying Pattengill might be to use the methods he used and promoted. This might result in Pattengill's being classified as a paternalistic democrat. This would mean that he used an autocratic means to achieve a democratic goal, i.e., he worked for the good of the individual, but determined himself what was best for the individual.

Curriculum

Pattengill's interest in citizenship as a goal for education appeared in his ideas concerning the curriculum. Current events had been the basis for questions in the teachers' examinations when he had been Superintendent of Public Instruction.[56] In addition, as was noted at the beginning of this chapter, he began to edit and publish a news magazine after

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[56] Cf. ante, p. 183.

he left office.[57] He was not content just to print a newspaper nor to merely mention current affairs as an added feature in the classroom. He had an eye for both by proposing that teachers could improve their history, civil government, and geography classes through introducing current events at least one day a week.[58] In order to do this, editor Pattengill offered to furnish, free of charge, from five to twenty copies of Timely Topics for a four-weeks trial. Pattengill believed that a study of the news would make students more intelligent citizens as well as providing them with valuable information.[59] He mentioned that one of the functions of the school was to interpret every-day affairs, and the study of the weekly news was the agent for stimulating and developing this facility.[60] He added: "The proper study of current events vitalizes all school work."[61]

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[57] Cf. ante, p. 253.

[58] Michigan School Moderator, Vol. XVIII, No. 7 (December 2, 1897), 197.

[59] Loc. cit. See Appendix H.

[60] Moderator-Topics, Vol. XXXII, No. 11 (November 16, 1911), 205.

[61] Ibid., Vol. XXXIV, No. 24 (February 19, 1914), 465.

Pattengill also believed that political cartoons could be used in the teaching of current events. He argued that in order to understand the meaning of the cartoons, a student would have to have a knowledge of daily happenings which dealt with both men and things. The editor also wrote: ". . . it (political cartoons) would stir the risibles, provoke a hearty laugh, and put the student in touch with the lively old world."[62]

He also suggested that the study of the news could be made more meaningful and interesting by using the messages of the President of the United States,[63] the daily newspapers,[64] the acts of Congress, and the events occurring in the State of Michigan.[65] In addition, he suggested that teachers themselves could study current affairs to improve their teaching, broaden their outlook, and obtain a more humanized and vitalized viewpoint.[66]

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[62] Ibid., Vol. XXVII, No. 28 (March 21, 1907), 557.

[63] Ibid., Vol. XXXI, No. 15 (December 15, 1910), 297.

[64] Ibid., No. 18 (January 12, 1911), 357.

[65] Ibid., No. 31 (April 13, 1911), 617.

[66] Ibid., Vol. XXXV, No. 10 (November 5, 1914), 185.

Closely allied to current events was the editor's proposal that teachers in their geography classes use the illustrated pamphlets issued by railroad and steamship lines. He believed that both state and national geography could be made more interesting by using these folders.[67] He also stated that the daily news fitted well into the geographical picture, especially during the period of the Spanish American War. He wrote, at the time of this war, "More history and geography will be taught this year than in the preceding ten or twenty. Cause why? We're interested."[68] He tied geography in with the news when he suggested that now was the time to get out the maps and find out where the names of cities in the news of the war were located. He asserted that the "true teacher" would keep abreast of current changes in the world when he taught geography, but the ". . . school keepers will jog on in utter oblivion that there has been any history making since their text-book was published."[69] He even suggested that the

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[67] Michigan School Moderator, Vol. XVII, No. 17 (May 6, 1897), 517.

[68] Ibid., Vol. XVIII, No. 18 (May 19, 1898), 549.

[69] Ibid., Vol. XIX, No. 1 (September 8, 1898), 6.

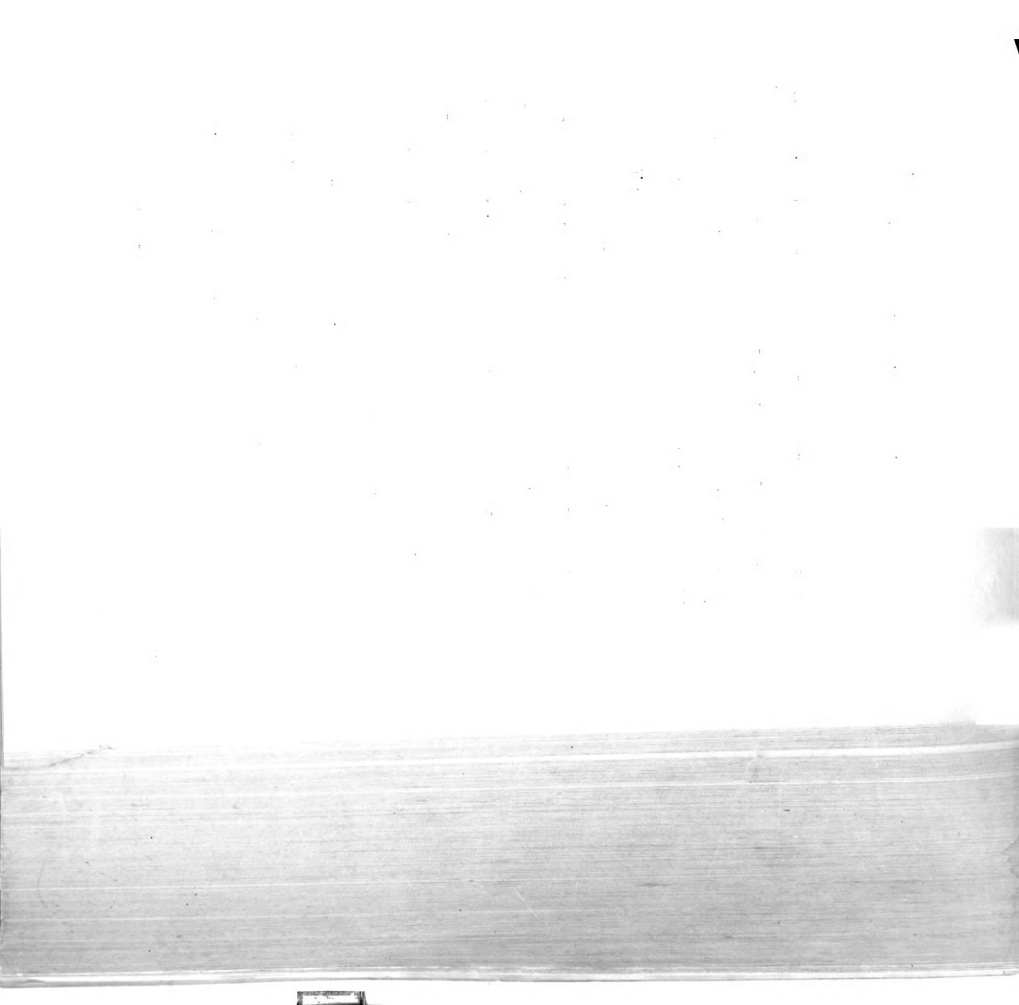
"Michigan Institute Song" in the School Song Knapsack furnished enough hints to keep the history and geography classes occupied.[70]

The evidence seems to indicate that Pattengill saw the relationship between daily events and the teaching of history, government, and geography. Yet, at the same time it might be asked whether or not he saw how to tie these subjects in with the news in order to make both more meaningful. He recommended a separate period set aside once a week to study current events. It would seem that he failed to see that by studying a certain piece of news while it was still in the minds of the student it might be more meaningful than setting the news aside until the study period arrived perhaps four or five days later.

Pattengill did perceive that an appreciation of the news required more than the reading of a current events magazine, but needed all the available resources and materials for understanding. The news magazine was, perhaps, just a device to

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[70] Moderator-Topics, Vol. XXV, No. 10 (November 10, 1904), 185.

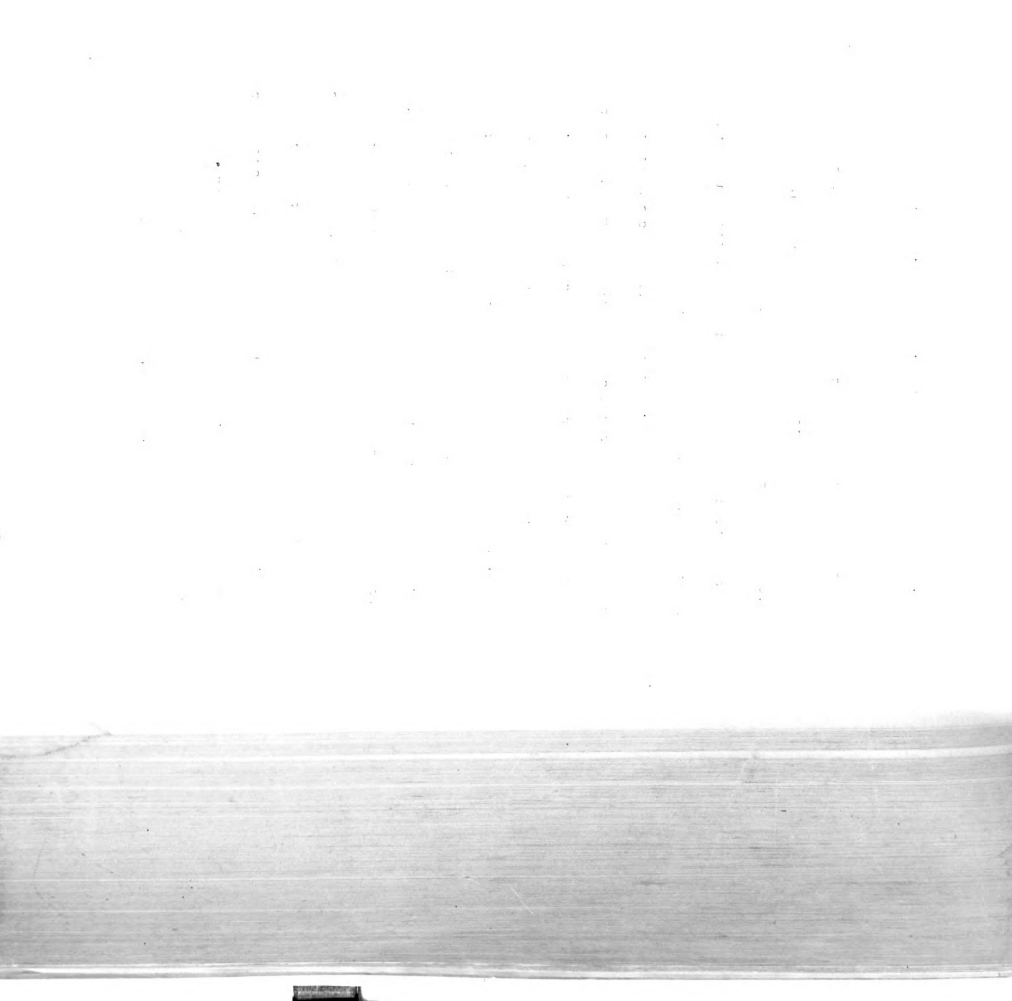


bring it to the attention of all individuals. Today, current events are brought into the picture no matter what the course; not in all schools, but in many of them. He restricted his use of this topic for government, history, and geography. Today with the core curriculum, daily events may furnish a major share of the interest and foundations for the curriculum. The evidence seems to indicate that Pattengill should be given credit for introducing current events into the schools in Michigan. The journalist had been accused of introducing current events into the schools because of his paper; however, he stated he had used current events in school long before there was such a paper.[71] The writer is inclined to agree with this statement because, even though Pattengill was a shrewd business man, he had the interests of education at heart.

Closely allied to his interest in current events was his interest in the history of Michigan and local history. During this period of his life he stressed this in Moderator-Topics. He wrote: "Collecting and writing up the story of your community's settlement and growth; its naming, its prominent

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[71] Ibid., Vol. XXIX, No. 1 (September 10, 1908), 6.



pioneers, its industries, are things of interest, and make the basis of very practical work in composition."[72] He also suggested the use of The Michigan Pioneer and Historical Collections in the classroom.[73] He believed that youth could not become the best possible citizens of the state unless they knew the contributions of their state and appreciated them.[74] Perhaps Pattengill had a point here when one considers the knowledge that the British have of their local communities and of British history and the effect it has on them when their country is in a crisis. They seem to know what they are living and fighting for. Pattengill's suggestion would not be amiss today because, today, money left by J. Munson, former President of Michigan State Normal College, is being used to write a history of Michigan for the schools of that State.[75]

Pattengill had suggested that one of the songs in The Knapsack could be used to secure ideas for teaching history

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[72] Ibid., No. 6 (October 15, 1908), 106.

[73] Loc. cit.

[74] Ibid., Vol. XXXV, No. 30 (April 1, 1915), 586.

[75] This information was obtained from the Michigan Historical Commission.

and geography.[76] However, he was also interested in singing just for the joy of singing.[77] He had published a song book which was used throughout the State of Michigan.[78] He believed, too, that people should know the patriotic songs of the country and should be able to sing them from memory. In addition, he felt that music should be taught in the schools from the elementary grades through the high school. He wrote that pupils should have training in four-part songs and chorus work.[79] Yet, he stated that mere technical training in singing was not enough; pupils should be allowed to sing the old songs just for the joy and pleasure they would receive from them. According to Pattengill, singing should be fun.[80]

He was enthusiastic about the singing in Michigan because he believed that nowhere else in the United States did the people

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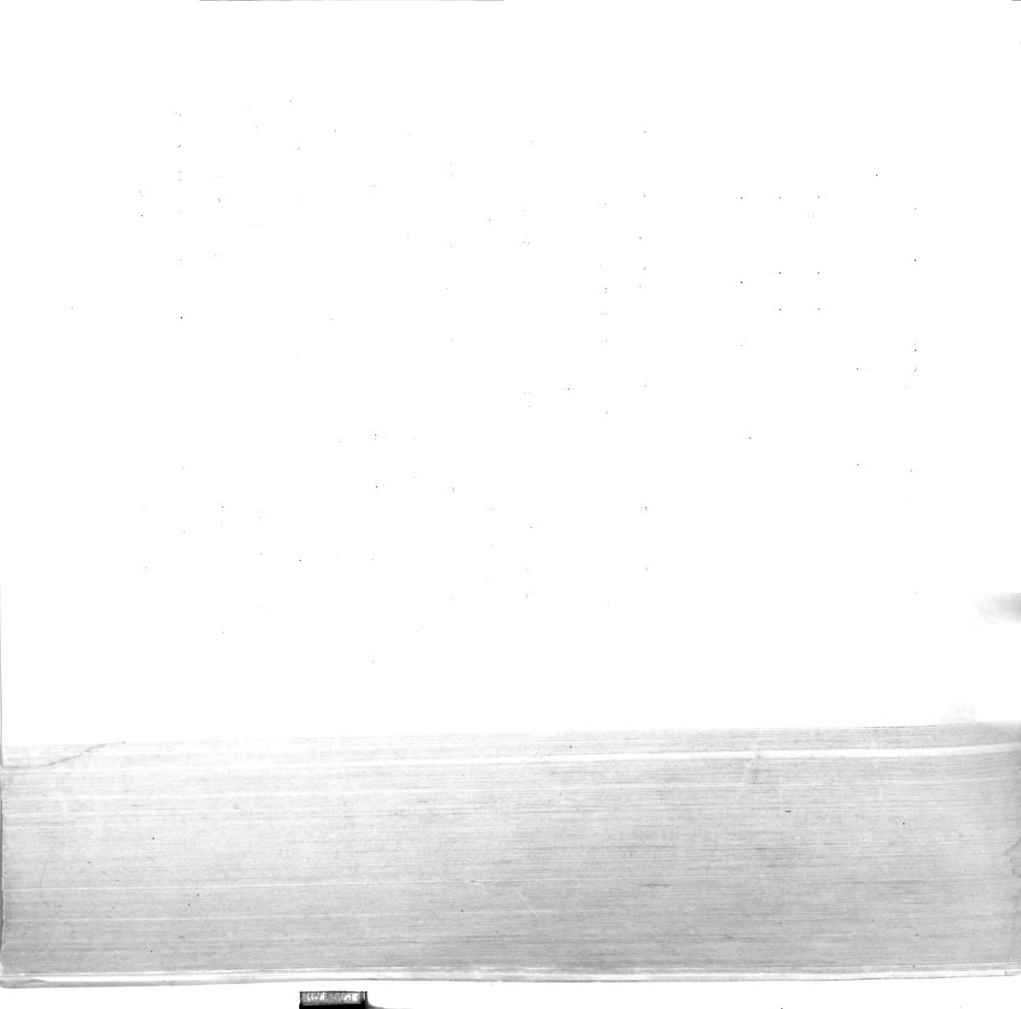
[76] Cf. ante, pp. 277-8.

[77] Cf. ante, p. 18.

[78] Cf. ante, p. 39.

[79] Moderator-Topics, Vol. XXIV, No. 19 (January 21, 1904), 365.

[80] Ibid., Vol. XXV, No. 3 (September 22, 1904), 45.



know the patriotic songs as well.[81] The reason for this, according to the journalist, was the Song Knapsack.[82] In order to further the cause of group or community singing in Michigan, he published a companion book to go along with the Song Knapsack. This book was called "Pat's" Pick and was first published in the summer of 1905.[83] "Pat's" Pick contained the music to the songs in the Song Knapsack. In the foreward to "Pat's" Pick is contained his philosophy regarding singing:

> One chief element in a nation's strength is a happy as well as a useful people. Happy the land whose people sing. Song lightens labor and lends attractiveness to home and school. Singing is as natural to children as to birds. Music is a potent factor in school government. You can sing into youth what you cannot preach into them. Sweet, wholesome, joyous songs are prime factors in character building. Unfortunate, indeed, the school where singing is omitted. Songs for youth should be cheery, lively, and catchy. Let there be much singing by rote. Sing for the fun of it. Teach the good old songs by heart. Sing for opening, sing for closing, sing between meals.[84]

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[81] Ibid., No. 8 (October 27, 1904), 145.

[82] Loc. cit.

[83] Ibid., No. 40 (June 15, 1905), 785-6.

[84] Henry R. Pattengill, Compiler, "Pat's" Pick (Lansing, Robert Smith Printing Co., 1905), Foreward.

One who has listened to young children sing may well question Pattengill's correctness in stating that singing is natural for youngsters. However, many individuals who have had experience in camps would agree that music may be used to teach youngsters and to govern them.

Pattengill's advertising campaign for "Pat's" Pick and the Knapsack was the term "Lucky 13" which meant twelve Knapsack and one "Pat's" Pick.[85] Even in music he was the business man as well as the song leader.

In 1910, he mentioned group singing as "community singing" for the first time in Moderator-Topics.[86] And community singing it is today, i.e., that type of singing which everyone feels should take place at a group meeting and for which no one receives much credit. Pattengill may not have introduced the idea of community singing in the State of Michigan, but the evidence seems to indicate that he did everything in his power to keep it going. If one is to judge today, it

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[85] Moderator-Topics, Vol. XXVI, No. 2 (September 14, 1905), 21.

[86] Ibid., Vol. XXX, No. 20 (January 27, 1910), 406.

would appear that he was successful. Numerous individuals have commented on the fact that they learned to sing by using the Knapsack or "Pat's" Pick. At meetings of all types where Pattengill was in attendance he would take the lead in singing if no one else seemed so inclined. It was one way in which Pattengill expressed his enthusiasm for youth, for country, and for happy living.

Manual training was brought to the attention of Michigan educators at the turn of the century[87] and Pattengill, in keeping with his belief that both the hands and the head should be trained,[88] claimed that it was one of the best ways to teach the dignity of labor.[89] In the introduction of manual training into the schools, he suggested that the state normal schools should be the ones to experiment with this innovation and report to the state on the results.[90] Today, the majority of manual training

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[87] Michigan School Moderator, Vol. XX, No. 15 (April 5, 1900), 464.

[88] Cf. ante, p. 115.

[89] Michigan School Moderator, op. cit., p. 253.

[90] Ibid., Vol. XXI, No. 2 (September 20, 1900), 38.

teachers in Michigan come from the normal schools. He noted that the majority of labor unions in the State favored the idea and he believed they should do so if for no other reason than that it taught the dignity of labor. Moreover, he believed manual training would keep more pupils in school for a longer period of time.[91] He especially believed manual training would be of value to the rural and smaller village schools. Further, he even lent the full support of Moderator-Topics by opening a Manual Training Department in the journal to ". . . answer queries, suggest plans, discuss methods, arouse interest and in every way possible help the cause along."[92] The Manual Training Department appeared for the first time in the November 10, 1904, issue of Moderator-Topics.[93]

Closely allied to manual training was the concept of vocational education which Pattengill supported. He believed that it did not conflict with a liberal education but supplemented

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[91] Ibid., No. 3 (October 4, 1900), 70.

[92] Moderator-Topics, Vol. XXV, No. 4 (September 29, 1904), 66.

[93] Ibid., No. 10 (November 10, 1904), 189.

and reinforced it. He thought that it was necessary to have such training and that every new school house should be planned so as to ". . . accommodate classes in manual training and domestic art."[94] He also believed that, since the state benefited from people trained vocationally, the state should assist financially those high schools which provided for vocational training.[95] He cautioned against schools using the vocational training department as a source of labor for the maintenance work around the schools. He felt the schools should not exploit the vocational students nor run competition with private business.[96] He wrote: "By all odds, go on teaching boys and girls skill in handicraft, inculcate the dignity of toil, habits of thrift, and manual efficiency, but don't run the schools to beat down home industries by unfair competition."[97]

In connection with vocational education, the editor supported the concept of vocational guidance. He believed that

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[94] Ibid., Vol. XXXII, No. 35 (May 9, 1912), 713.

[95] Ibid., Vol. XXXIII, No. 7 (October 17, 1912), 126.

[96] Ibid., No. 20 (January 23, 1913), 385-6.

[97] Ibid., p. 386.

every effort should be made to fit the individual to the proper job and then train him so that he could get the most out of the job. He stated that the individual should take a person inventory of his potentialities: ". . . brain power and hand power; intellectual, moral, physical, social, economic phases. Call into service the aid of some vocational guidance expert."[98] He also suggested that since these experts were scarce, the educational institutions should assume the responsibility of developing a supply.[99]

Another area which might possibly be considered a part of vocational education, but is usually treated separately is that of agricultural education. Pattengill supported this type of training and, as in the case of general, liberal, and vocational education, urged that teachers of agriculture be well prepared and well qualitied. In light of this belief, he commended Michigan Agricultural College on its establishment of a chair of agricultural education. The purpose of this department was to prepare courses and teach individuals to enter into

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[98] Ibid., Vol. XXXV, No. 2 (September 10, 1914), 26.

[99] Loc. cit.

the field of agricultural teaching in the public schools.[100] He also endorsed the college's appointment of Walter H. French as head of the department of agricultural education as Pattengill felt that French knew the common schools, their possibilities and their limitations.[101]

Pattengill believed that agricultural courses should be established in the regular high schools rather than in special county agricultural schools. However, he did not mean to preclude the establishment of rural high schools. He wrote:

> Let's have for our slogan: "A good high school within reach of every youth, free to all; home life for the high school pupils; strong courses in industrial arts, including agriculture, under competent instructors; teach and train youth how to live as well as how to make a living."[102]

He believed that the farmer who clamored for agricultural schools and then turned against the township high school and consolidation was not reasoning too well.[103] Perhaps he was right.

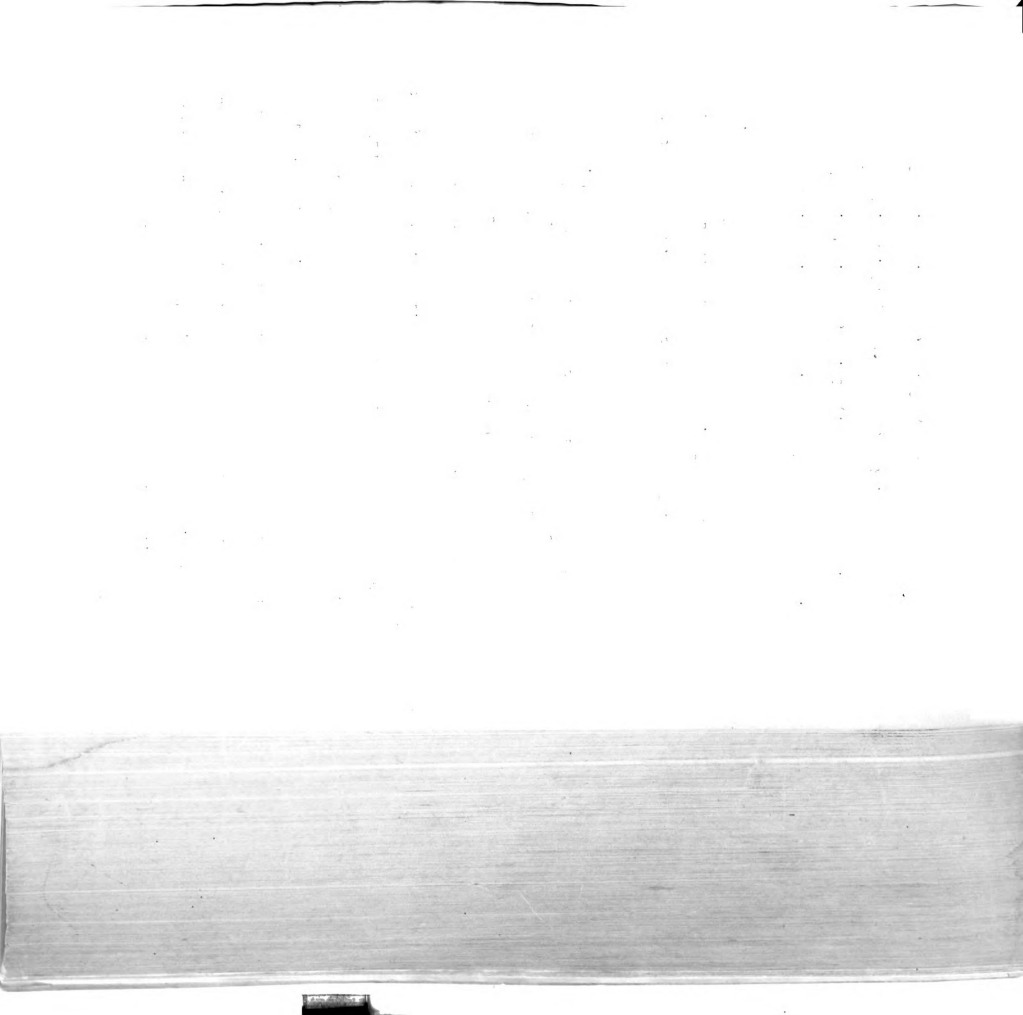
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[100] Ibid., Vol. XXVIII, No. 29 (April 2, 1908), 565-6.

[101] Ibid., Vol. XXIX, No. 36 (May 20, 1909), 706.

[102] Ibid., No. 27 (March 18, 1909), 525.

[103] Ibid., Vol. XXXIV, No. 25 (February 26, 1914), 484.



He also stated that agriculture could and should be correlated with such subjects as botany, chemistry, and physics.[104] In addition he believed there was a lesson in economics to be learned by teaching the pupil how to take care of farm equipment and to plan good housing.[105]

The journalist threw the weight of Moderator-Topics behind agricultural education by establishing an Agricultural Education section in the paper. This department was supervised and written by Walter H. French.[106] While it did not appear in every issue, it appeared on the average of once a month. The choice of French to write this column was almost inevitable because of Pattengill's belief in what the Professor of Agricultural Education was doing. He stated:

> With 33 high schools in the state employing a specially prepared man teacher in Agriculture and 78 men electing the course in agricultural pedagogy with Prof. W. H. French this fall at M. A. C. it looks as if Michigan is laying the proper foundation and building wisely and well.[107]

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[104] Ibid., Vol. XXX, No. 12 (November 25, 1909), 234.

[105] Ibid., Vol. XXXI, No. 5 (October 6, 1910), 85.

[106] Ibid., No. 27 (March 16, 1911), 540.

[107] Ibid., Vol. XXXIV, No. 7 (October 16, 1913), 125.

Pattengill commented that French's work in this area was "the most important new educational work now going on in the state."[108] Moreover, he believed that this work aided the men who went out into the field to help the moral conditions of a community as well as the economic conditions.[109] It would appear from this statement that the editor realized the influence which a teacher might have in a small community and also the fact there is a relationship between social and economic conditions in a community.

In all probability his ideas concerning the fields of manual training, vocational education, and agricultural education were not original in their entirety. However, it would seem that his support of these new areas in education aided in their spread throughout the State of Michigan. He had suggested that the State give financial assistance to schools in the areas of vocational and agricultural education and that is what is found today, not only from the State, but from the National government as well. While there are rural agricultural schools,

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[108] Ibid., No. 35 (May 7, 1914), 686.

[109] Loc. cit.

they do offer the pupils subjects in other areas. In addition, agricultural courses are offered in many of the regular high schools and junior high schools.

Another activity which Pattengill thought should be part of a school's curriculum was debating. He did not propose it as a class, but as a good thing around which to organize a club.[110] He believed that debating could be used to bring out the various viewpoints that were to be found in the daily news.[111] In other words he would tie debating in with current events. Moreover, he felt that boys who tended to be "smart alecks" were usually disputatious and that this tendency might be directed towards debating by the wise teacher.[112] Not only would debating aid the pupils in correcting their wayward habits, but he felt it would tend to bring together history, civics, geography, and language.[113] This was not contemplated in the sense of

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[110] Michigan School Moderator, Vol. XX, No. 2 (September 21, 1899), 37.

[111] Ibid., Vol. XXII, No. 10 (January 16, 1902), 294.

[112] Moderator-Topics, Vol. XXV, No. 12 (November 24, 1904), 225.

[113] Ibid., Vol. XXVII, No. 17 (January 3, 1907), 333.

the present-day theory of a core, but was designed to bring these subjects together in the same class or group as individual subjects. His thoughts concerning debate were as follows: "Debates bring out points and reveal truth; properly conducted they train to courtesy in manners, self possession, alertness in intellect, and readiness in speech. There is no better form of oral language work."[114] Later on he wrote that "There's no finer language drill than debating; it also trains to ready thinking; it arouses interest in research; it is so valuable an educational factor that 'tis strange, schools use it so little."[115] One may confidently assume that Pattengill would support the high school debating teams of today and would heartily endorse the elimination contests that are held in this field. Whether or not cantankerous and obstreperous boys make good debators might be questioned, but he may have been right.

The editor made one or two comments concerning the teaching of the Bible in the public schools. He believed that

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[114] Ibid., No. 30 (April 4, 1907), 597-8.

[115] Ibid., Vol. XXVIII, No. 12 (November 28, 1907), 225.

all students should have some knowledge of this book[116] and even suggested that credit be allowed for Bible study done outside of the school hours.[117] He felt the Bible should be used because it was the basis of all ethical training and was a model for English literature.[118]

During World War I Pattengill was opposed to military drill in school because he felt any physical training derived from such drilling could be acquired better in gymnastic exercises. He stated that obedience to commands could be inculcated in the gymnasium class as well as in any form of military drill.[119] However, he did support the idea of military training in college since it provided youth the opportunity to continue their college education and at the same time be trained to assume military responsibilities upon the completion of their college education.[120] It may be that he would have endorsed

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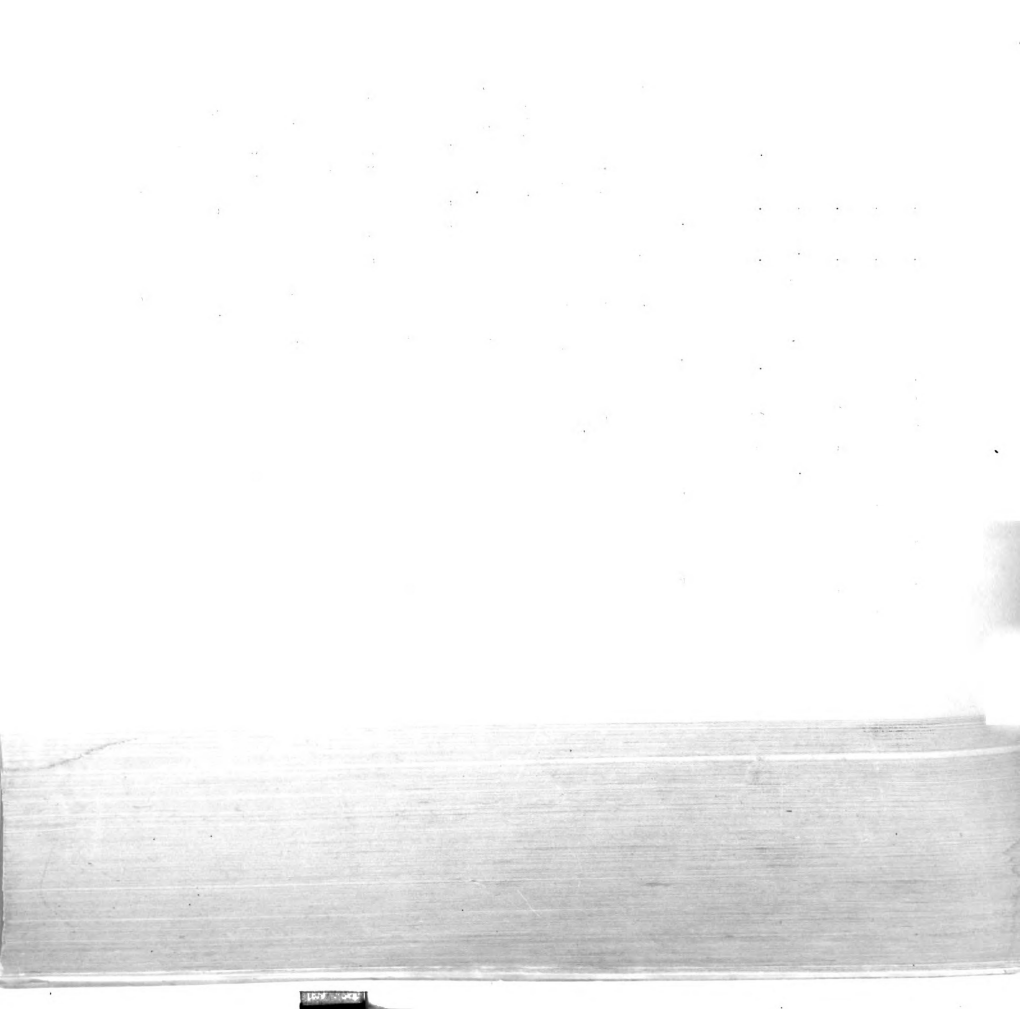
[116] Ibid., Vol. XXXIV, No. 28 (March 19, 1914), 545-6.

[117] Ibid., No. 32 (April 16, 1914), 625.

[118] Ibid., Vol. XXXV, No. 29 (March 25, 1915), 567.

[119] Ibid., Vol. XXXVI, No. 4 (September 30, 1915), 65.

[120] Ibid., Vol. XXXVIII, No. 39 (June 6, 1918), 612.



the present program for deferring college students from the draft until their college education is finished.

In reviewing Pattengill's ideas concerning the school curriculum in light of the purpose of this study, it seems that his proposals for the study of current events might be considered a contribution to education in M chigan. His other ideas were more or less along the lines of supporting new subjects which were being introduced into the schools. It is difficult to determine exactly how much weight his influence carried, but no doubt Pattengill's support of something new aided its acceptance.

In addition it should be remembered that Pattengill had not forgotten about "reading, writing, and arithmetic." He still believed in the necessity for youngsters to have these subjects, but during this period he placed his emphasis upon the newer fields of study.

Pattengill made one comment concerning the use of electives in the curriculum. He wondered whether the youngsters were electing "soft snaps" to such an extent that they

were irked with any difficult task.[121] One frequently hears the same comment today.

Methodology

Closely related to the curriculum is the methodology used in the classroom. Pattengill believed that there were at least two common errors among high school teachers: first, not taking into account the abilities of the students; second, placing too much faith in the student's ability to motivate himself. He believed that when new subjects and materials were introduced the first lesson should be short and based upon the previous knowledge and experience of the learner.[122] This idea resembles very closely the modern concept of John Dewey which bases learning on the experiences of the individual. He further felt that the teacher should do everything to arouse the interest of the pupil.[123] This too is closely allied to Dewey's

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[121] Ibid., Vol. XXXIV, No. 28 (March 19, 1914), 545.

[122] Michigan School Moderator, Vol. XXIII, No. 2 (September 18, 1902), 38.

[123] Loc. cit.

concept of interest and effort. In addition, Pattengill believed in the value of review, which he felt should be very frequent.[124] He wrote: "Review, review, review is the key-note of successful school work."[125] This idea of review would follow the principle of frequency in the laws of learning.

Recitation by pupils in class had an important place in Pattengill's methodology. He believed that students should have the opportunity to participate in every class period and stated that a teacher who failed to offer pupils this chance was not a first-class teacher.[126] In order to reach this goal, he suggested that the superintendent should go into class occasionally and ask, publicly, how many times each pupil had been called upon to recite. If any of the pupils had been missed, the superintendent should make a note of it and talk with the teacher later on.[127] This visitation by the superintendent suggests that

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[124] Loc. cit.

[125] Moderator-Topics, Vol. XXXVII, No. 20 (January 25, 1917), 385.

[126] Ibid., Vol. XXVI, No. 27 (March 15, 1906), 525.

[127] Ibid., No. 8 (October 26, 1905), 145.

[124] Loc. cit.

[125] Modern Topics, Vol. XXXVII, No. 20 (January 28, 1917), 386.

[126] Ibid., Vol. XXVI, No. 27 (March 15, 1906), 423.

[127] Ibid., No. 8 (October 26, 1903), 143.

Pattengill believed in some type of supervision. It was not supervision as proposed today with its emphasis on self-supervision and visitation by request, but paternalistic supervision handed down to the teacher because it was good for him and because the supervisor knew best.

During Pattengill's term as Superintendent of Public Instruction he had suggested a state spelling contest which he thought would help to improve spelling throughout the State.[128] After leaving office he continued to support the idea that pupils should know how to spell. He proposed that spelling should be taught by using both the most frequently mispelled words and the difficult words that appear in the daily recitations and assignments.[129] He condemned those teachers who had students spell long lists of words which they did not use in their daily living or had them spell words which are too easy and which most of the students already know. The journalist had chosen

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[128] Annual Report of the Superintendent of Public Instruction, 1884, Part I (Lansing, Robert Smith & Co., 1895), p. 21.

[129] Michigan School Moderator, Vol. XXII, No. 3 (October 3, 1901), 74.

a list of eight hundred words from letters he found in the Department of Public Instruction files, letters from his business, and misspelled words from teachers' examinations and other tests.[130] These words were used in the state spelling contest and were known as "Michigan's 800."[131] He condemned the so-called "old fashioned" spelling contest in which the students stand up and try to outspell each other. He had a plan for spelling contests in which the students spelled all the words but dropped out of the contest when they made their first mistake.[132] The editor had no use for the promoters of simplified spelling schemes. He stated that spelling changes occurred over a long period of time and, if people would spend as much time on spelling the words in their present form as they do in trying to develop new ways of spelling, there would probably be better spellers.[133]

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[130] Moderator-Topics, Vol. XXIV, No. 10 (November 12, 1903), 185-6.

[131] Annual Report of the Superintendent of Public Instruction, 1884, op. cit., p. 23.

[132] Henry R. Pattengill, A Manual of Orthography and Elementary Sounds, Twenty-fifth edition (Lansing, H. R. Pattengill, Publisher, 1917), pp. 67-8.

[133] Moderator-Topics, Vol. XXVI, No. 33 (April 26, 1906), 646.

While Pattengill may have been a stickler for correct spelling, the evidence seems to indicate that he wanted spelling to be useful and practical. This would tend to illustrate his leanings towards pragmatism or experientialism.

One method in which he believed was the memorization of selections from literature. He commented that a teacher was a failure if he did not have students do some memory work.[134] He believed that memorizing good literature led the pupil to appreciate the beautiful thoughts found therein, if not at the present, later when the student matured.[135] He failed to perceive that this would be true only if the student's desire to read at all had not been destroyed through having to memorize lines of some poem. This belief in memorization had caused Pattengill to publish a book of selected memory gems graded for the different grades in the school.[136] He would have had the teachers in each succeeding grade review the

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[134] Michigan School Moderator, Vol. XVII, No. 18 (May 20, 1897), 549.

[135] Moderator-Topics, Vol. XXIII, No. 14 (February 12, 1903), 361.

[136] Cf. ante, pp. 151-3.

students on the memory gems they had learned in the previous grade.[137] He even suggested that visitors to the class room, commissioners, and superintendents should ask the students to recite selections that had been memorized.[138] However, he did not carry over memorization to all things. He did not believe that dates and names should be memorized[139] and also felt that teachers should not let pupils with excellent memories fool them into believing that they understood a subject.[140]

The evidence reveals some discrepancies in Pattengill's belief in the use of memory work. He had commented previously that nothing could be taught to a student unless he saw a connection between that which he was studying and that which he desired to do.[141] In addition, if the memorization of dates

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[137] Moderator-Topics, Vol. XXIV, No. 20 (January 28, 1904), 385.

[138] Michigan School Moderator, Vol. XVIII, No. 13 (March 3, 1898), 389-90.

[139] Cf. ante, p. 118.

[140] Moderator-Topics, Vol. XXIII, No. 10 (January 15, 1903), 381.

[141] Cf. ante, p. 57.

and names did not add to the pupils' understanding of history and geography, there could be no assurance that the student would have a better appreciation of good literature merely because of memorization. Then too, he had stated that students might fool teachers if they memorized easily without understanding the meaning of dates and names. It seems that he failed to realize that this might happen when a student memorized good literature. This may have been a "Blind Spot" in Pattengill's educational beliefs.[142]

During this period Pattengill became conscious of the role that emotions played in the learning process. At least he commented in Moderator-Topics that "Fear, humiliation, and ridicule are not good incentives to study and recitation."[143] He also wrote that emotions of pleasure were important in securing a pupil's interest and attention but would be of no avail if such things as poor ventilation, hunger, unnecessary repetitions, and noises distracted the student.[144] He also stated

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[142] Cf. ante, p. 245.

[143] Moderator-Topics, Vol. XXXVII, No. 14 (December 7, 1916), 265.

[144] Ibid., No. 24 (February 22, 1917), 465.

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[142] Cf. ante, p. 245.

[143] Moderator-Topics, Vol. XXXVII, No. 14 (December 1, 1916), 205.

[144] Ibid., No. 24 (February 22, 1917), 465.

that imitation, play, and curiosity were great educators.[145] His reactions to emotions would seem to agree with present-day educational psychology.

Pattengill suggested that teachers could develop leadership characteristics in pupils by permitting them to lead in situations within their own experience.[146] However, he cautioned that in order for an individual to be a good leader he should know how to be a good follower.[147] It is doubtful whether he had the concept of creative leadership or the rotation of leadership or of training leaders. However, he did take a step in this direction by permitting students to perform acts of leadership.

According to Pattengill "The playground, the athletic field is the immediate and truest test of a school's character building power."[148] He believed that learning to win or lose

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[145] Ibid., Vol. XXXIV, No. 32 (April 16, 1914), 625.

[146] Ibid., Vol. XXIX, No. 16 (December 24, 1908), 305.

[147] Ibid., Vol. XXXVIII, No. 17 (January 3, 1918), 259.

[148] Ibid., Vol. XXX, No. 1 (September 9, 1909), 6.

on the playground was the test which brought out an individual's true character.[149] Since he believed in the value of the playground, he recommended that cities should provide both playgrounds and parks which could be used by children and adults. One reason he gave for this recommendation was that the streets were no longer safe to play in because of the dangerous automobile.[150] If the streets were dangerous then because of the automobile, it seems that the journalist would more than agree that the streets today are dangerous for the same reason.

Pattengill wrote as follows:

> Of what good are high moral principles if not worked out in every day life? The school room and play grounds, the diamonds, gridirons, and basket ball arenas, the spelling matches, oratorical and declamatory contests, are the laboratories for character testing and building. These are the places where honor, honesty, courtesy, truthfulness, co-operation, sincerity, kindness and self control may be wrought into the warp and woof of life. Use them.[151]

Pattengill's ideas concerning examinations for school children were similar to those he held for teachers' examinations.

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[149] Loc. cit.

[150] Ibid., Vol. XXXIV, No. 33 (April 23, 1914), 645.

[151] Ibid., Vol. XXXIII, No. 14 (December 5, 1912), 265.

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149 Loc. cit.

150 Ibid., Vol. XXXIV, No. 33 (April 23, 1914), 646.

151 Ibid., Vol. XXXIII, No. 14 (December 5, 1912).

These ideas concerning examinations for pupils were not developed during this period, but this seemed to be the time when he mentioned his ideas. The editor believed that written examinations, if properly conducted, were of great educational value. He believed they were valuable because they enabled one to get a comprehensive view of the entire subject studied during the term. In addition, he believed tests gave an individual the opportunity to learn to express himself in a clear and lucid manner.[152] The comprehensive system at Michigan State College might have secured his approval because one of the reasons for it is to enable the student to see the course as a whole. On the other hand, he probably would have condemned the objective type questions frequently used because they would not give a student the opportunity to express himself.

Pattengill sold examinations from his Moderator office as a service to commissioners and teachers in the field.[153] He said that the examinations were to show not only the

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[152] Michigan School Moderator, Vol. XX, No. 15 (April 5, 1900), 453-4, cf. ante, p. 121.

[153] Moderator-Topics, Vol. XXIV, No. 35 (May 12, 1904), 685.

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[152] Michigan School Moderator, Vol. XX, No. 15 (April 5, 1939), 453-4. cf. ante, p. 121.

[153] Moderator-Topics, Vol. XXIV, No. 35 (May 13, 1939), 683.

proficiency of the students, but the efficiency of the teachers as well.[154] He did not believe that examinations should be used to test students on details such as the names of counties of states, office holders, or even the names of cabinet officers and congressmen. He believed that study of these things should be left to current events.[155]

Pattengill had the following to say about making up examinations:

> The tendency is to make lists that require too much time in writing the answers. To avoid this, a good plan would be for the maker of the questions to write out the answers himself and note the time he requires to prepare the answers, then assume that the applicant cannot do the work one-half as fast as the maker of the questions, who has already thought on the subject, and has the question in mind.[156]

Perhaps that would not be too bad a suggestion even today.

None of these examinations has been available for perusal, but from his teachers' examinations and the review questions in Moderator-Topics it may be surmised that the tests were probably

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[154] Ibid., Vol. XXVI, No. 21 (February 1, 1906), 405.

[155] Ibid., No. 30 (April 5, 1906), 585-6.

[156] Ibid., Vol. XXVII, No. 14 (December 6, 1906), 273-4.

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154 Ibid., Vol. XXVI, No. 21 (February 1, 1906), 643.

155 Ibid., No. 30 (April 5, 1906), 945-6.

156 Ibid., Vol. XXVII, No. 14 (December 6, 1906),

quite factual in nature. It may well be that they followed the pattern of his teachers' examinations but were constructed to meet the age level of each grade.

Teaching and Teachers

During this period Pattengill's attitude towards the qualifications of a good teacher changed from what they had been previously. In earlier days he had said that a teacher should have tact, a knowledge of methodology, and good scholarship, with the latter the most important.[157] In addition, he had stressed subject matter as being one of the things of basic importance.[158] In 1914, he had changed his mind and wrote "Love for children ranks as the first qualification of a teacher."[159] Other qualifications which he thought a teacher should have were initiative and personality;[160] dexterity, insight, firmness, and

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[157] Cf. ante, p. 174.

[158] Cf. ante, pp. 55-9.

[159] Moderator-Topics, Vol. XXXIV, No. 30 (April 2, 1914), 585.

[160] Ibid., Vol. XXXI, No. 7 (October 20, 1910), 125.

137 Cf. ante, p. 174.

138 Cf. ante, pp. 55-9.

139 Moderator Topics, Vol. XXXIV, No. 30 (April 2, 1949), 393.

140 Ibid., Vol. XXXII, No. 7 (October 20, 1947), 125.

moral force.[161] Pattengill gave this characterization of the teacher:

> The teacher must have the health of a hired man, the firmness of a Roosevelt, the kindness of McKinley, the wisdom of Solomon, the patience of Job, the diplomacy of a Hay, the get up and go of Horatio Earle, the everlasting stick-to-it-ive ness [sic] and never-say-die of a Grant, the humor of Artemus Ward, the heart of a child and the courage of a Daniel, . . .[162]

This represents a definite change in his attitude of what should be considered the most important elements in a teacher's character.

As for his change in philosophy concerning what should be taught, he suggested that a teacher who was not teaching good morals had no business in the school.[163] He wrote: "Moral character is not secured by mere training of the intellect."[164] The evidence seems to indicate that he would train

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[161] Ibid., Vol. XXXII, No. 15 (December 14, 1911), 309.

[162] Ibid., Vol. XXVIII, No. 37 (May 28, 1908), 726.

[163] Ibid., Vol. XXX, No. 5 (October 7, 1909), 85. Since Pattengill mentions Dewey's Moral Principles in Education, it could well be that he was influenced by that book.

[164] Ibid., Vol. XXVII, No. 21 (January 31, 1907), 417.

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[163] Ibid., Vol. XXVII, No. 15 (December 14, 1911), 379.

[162] Ibid., Vol. XXVIII, No. 37 (May 28, 1909), 724.

[163] Ibid., Vol. XXX, No. 3 (October 7, 1899), 83.
Since Battengill mentions Dewey's *Moral Principles in Education* here, it could well be that he was influenced by that book.

[164] Ibid., Vol. XXVII, No. 21 (January 31, 1907), 417.

the youngster for citizenship not alone through subject matter, but also by stressing the moral training of the youth.

Earlier in his educational career he had discovered the value of interest in assisting the pupil to meet educational goals.[165] In 1909, he had this to say about interest:

> Teachers, while the master mechanics are figuring out what "interest" is and getting it properly tagged and pigeon-holed in the psychological cabinet, you just keep right on arousing it, holding it, and using it; for it's the elixir of life for your school and your studies.[166]

The evidence indicates a slight tinge of skepticism on the part of Mr. Pattengill in reference to the work being done by the psychologists. However, he still believed in interest as a means of motivation.

At the same time that Pattengill was urging teachers to use the interests of the pupils he also cautioned against coddling them. He believed that there was no disgrace in a student failing a subject and even suggested that the reason for this failure did not always rest with the student, but frequently

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[165] Cf. ante, pp. 62-3.

[166] Moderator-Topics, Vol. XXIX, No. 28 (March 25, 1909), 545.

[103] Cf. ante, pp. 82-3.

[104] Midwinter Topics, Vol. XXIX, No. 26 (March 25, [illegible]), 385.

lies with the teacher or even both. One thing he did not want to see was a teacher who would pass a student who was not doing satisfactory work.[167] Even though he was stressing the importance of character development, he could not eliminate entirely the feeling towards subject matter which he had held previously. The evidence indicates that Pattengill would question the modern method of not holding a child back, but keeping the youngster with his own social group. The following statement, written in 1918, seems to exemplify the journalist's thoughts and feelings about teaching:

> What a glorious time is this to be teaching school! With the national administration looking to the teachers and their pupils for first aid in preparedness, conservation, and general mobilization of forces for patriotic home service; with the nation realizing as never before the inestimable value and absolute necessity of general, liberal, and specific education; with no end of circulars, bulletins, pamphlets, editorials, magazine articles by great experts freely distributed for school use; with the rapidly moving panorama of great events, civic and military, economic and social; all of these things contribute to enhance the value of the school, inspire teacher and pupil, and make one feel as never before the oft repeated statement of Col. Parker and John Dewey: "School is not merely preparation for life, it is life." But say, isn't it tragic to see now and

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[167] Ibid., Vol. XXXII, No. 38 (May 30, 1912), 774.

> then a crustacean teacher snoozing along with no quickening pulse, and never a heart-throb! Where's the chloroform bottle or the elixir of life?[168]

If a date were not given for this quotation it might well be that it could have been written today rather than in the past. In the quotation there seems to be evidence that Mr. Pattengill was familiar with the writings of John Dewey and Francis Parker. It could be that some of Pattengill's ideas which he voiced in Moderator-Topics had their source in the writings of these two men.

The editor believed that teachers should maintain close contacts with parents for two reasons. First, so that the teachers would become acquainted with the mothers and fathers of their pupils and thus get to know the backgrounds of the youngsters. Second, to make it possible for the parents to learn more about the school.[169] In addition, he felt that teachers should be students right along with their youngsters, should be studying subjects which would challenge their mental abilities,

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[168] Ibid., Vol. XXXVIII, No. 31 (April 11, 1918), 483-4.

[169] Ibid., Vol. XXIV, No. 32 (April 21, 1904), 628.

[168] Ibid., Vol. XXXVIII, No. 31 (April 11, 1818), 243 ff.

[169] Ibid., Vol. XXIV, No. 35 (April 21, 1804), 278.

and should read good books.[170] He had definite ideas concerning the duties of teachers, pupils, and patrons. He believed that there must be cooperation between the parents and the teachers in order to have an efficient school.[171] He suggested that this could be accomplished if teachers would be frank with parents and if parents would invite the teacher into the home for a meal and an evening together.[172] As for the pupil-teacher relationships, he commented that the teacher must respect the student and the student must respect the teacher.[173]

Pattengill seemed quite positive early in this period that the schools should be run by the school authorities, and that they were better qualified to determine how a school should be operated than either parents or pupils.[174] He was definitely

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[170] Michigan School Moderator, Vol. XXII, No. 4 (October 17, 1901), 103.

[171] Moderator-Topics, Vol. XXXIV, No. 27 (January 1, 1914), 525.

[172] Ibid., No. 11 (November 13, 1913), 205.

[173] Ibid., Vol. XXXI, No. 12 (November 24, 1910), 229. See Appendix I.

[174] Michigan School Moderator, Vol. XXIII, No. 6 (November 20, 1902), 166.

against any such action as strikes by students and believed that in such a case parents were not to be trusted. The parents were not to be trusted because they were at too long a range from the school to know what the situation really was. In addition, he stated that, while the school authorities might have been indiscreet in some of their actions, the one-sided stories which parents heard from the students could not be relied on.

On this point Pattengill presents an interesting picture because he advocated that the expert was the one who should determine policy and that the parents and pupils should follow those who know best, i.e., the teachers and school officials. It seems to have been what might be called a paternalistic philosophy in that he was interested in the good of the pupil, but used autocratic means for achieving this goal. Yet, at the same time, he wanted closer cooperation between parents and teachers and wanted them to know each other better. It might be said that he did not realize the full implications of democracy in action in the schools. He did not seem to have insight as to the role of the expert in a democratic organization.

Teachers' wages and salaries were not what they should have been according to Pattengill. He commented on a subscriber

against any such action [illegible]

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same time, he wanted all [illegible] interests and

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ern [illegible] in the schools. He did not seem to have [illegible]

as to the role of the expert in a democratic organization.

Tradesmen's wages and salaries were not what they should

have been according to Patterson. He commenced on a subscription

to The Moderator who wanted to take Timely Topics, but could not afford to do so because she received but eighteen dollars per month. He stated that she probably would save for one teaching year about sixty dollars, out of which she had to pay board and room during vacation, take a little trip, and realize some investment on the money she spent to obtain an education. He indicated that the common domestic and farm hand did better than this.[175] This sounds very much like similar comments heard today about the janitor of a school receiving more than some of the teachers.

He proposed that no one with experience should teach for less than forty dollars a month and that the average should be around fifty dollars per month. A beginner should not accept a position for less than thirty dollars per month.[176] The editor also believed that better wages for teachers would keep better instructors in the profession and attract better people to turn to teaching.[177] Even in answer to the plea that there

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[175] Ibid., Vol. XX, No. 5 (November 2, 1899), 134-5.

[176] Ibid., Vol. XXII, No. 20 (June 12, 1902), 615.

[177] Ibid., No. 3 (October 3, 1901), 70.

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[175] Ibid., Vol. XX, No. 5 (November 2, 1899), 134-5.

[176] Ibid., Vol. CXXII, No. 20 (June 15, 1901), 615.

[177] Ibid., No. 3 (October 3, 1901), 70.

was a shortage of teachers, Pattengill argued against lowering the qualifications and reasserted his belief that higher wages would attract better people.[178] If school districts could not afford to pay sufficient wages they should be consolidated and thus keep the teaching standards at a high level.[179]

Another thing which he felt should be done was to pay teachers on a yearly basis because, while they only work nine or ten months, they have to live twelve months of the year.[180] Today the ten month salary frequently is divided into twelve equal payments and in some instances teachers are hired for twelve months work with one month of paid vacation. The difference now from Pattengill's time is that the teacher would be paid a full year's salary for a full year's work. It would appear that the relationship between well-qualified teachers and high salaries was the same then as it is now.

However, it was not a one-sided affair as far as Pattengill was concerned. He stated that the teachers had an obligation

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[178] Ibid., No. 10 (January 16, 1902), 294.

[179] Ibid., No. 30 (June 12, 1902), 615.

[180] Moderator-Topics, Vol. XXX, No. 3 (September 23, 1909), 45.

to meet by proving to the public that they were worth more money. The way to do this was to show by their actual work that they were good teachers.[181] He wanted higher wages for teachers, but not at the expense of the public; the teachers had to be good teachers and merit the increase in salary. At the same time he condemned the public for attempting to hire the cheapest help possible because he believed that it appeared in the product turned out by the schools.[182] It would seem that Pattengill's thoughts on teachers' salaries and responsibilities would be accepted today without much reservation.

Another financial aspect of the teaching profession which the Moderator-Topics editor supported was the establishment of a teachers' retirement fund. From February, 1911, until April, 1917, Pattengill threw the weight of his journal behind the campaign to secure the passage of legislation establishing a retirement fund. He urged a retirement program in which both the State and the teachers would participate.[183] He

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[181] Ibid., Vol. XXIV, No. 40 (June 16, 1904), 785.

[182] Loc. cit.

[183] Ibid., Vol. XXXI, No. 22 (February 9, 1911), 437.

believed that a pension plan would tend to keep the better teachers within the profession.[184] It would also enable those who were no longer fit to teach to retire.[185] Not that he was responsible for the passage of such a bill any more than any other one person or organization, but such a bill was passed by the 1915 legislature.[186] Today, Michigan has a retirement plan in which both the State and the teachers participate. The evidence would seem to indicate that the editor foresaw the future in this area. It certainly is not out of line today since industry and business are now proposing and securing pensions for the workers in these fields.

One comment Pattengill made about teaching and teachers referred to college teaching. He wrote that "Scholarship is but one qualification of a good teacher whether in common school, college, or university."[187] He believed that beginning students in both high school and college should have the best

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[184] Ibid., No. 28 (March 23, 1911), 557.

[185] Ibid., Vol. XXXV, No. 30 (April 1, 1915), 586.

[186] Ibid., No. 35 (May 6, 1915), 685.

[187] Ibid., Vol. XXVI, No. 24 (February 22, 1906), 466.

teachers and that no instructor in college should be allowed to teach freshmen unless he has had some success as an experienced teacher. He believed that it would have been "Better (to) sacrifice a little learning for some teaching power, sense, spirit, sympathy, and gumption. There's too much holy reverence for a Ph. D."[188] He stated that it should be remembered that there is but three months difference in age between the high school graduate and the entering college freshman and that it was expecting too much to believe that this youngster had suddenly transformed into a mature man during this period.[189] Some college instructors today make this mistake and then blame the students if they do not learn (or memorize) the material. Thus Pattengill raised a question that is still unanswered today as far as college teaching is concerned. Should teaching ability count in college to the same extent as a doctor's degree does? Unfortunately the answer seems to be no.

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[188] Loc. cit.

[189] Loc. cit. See Appendix J.

The Schools

Teachers and schools usually go hand in hand, and Pattengill did not neglect the one for the other. He expressed himself concerning schools: their general characteristics, their interiors and exteriors, and their consolidation.

He believed that a school district's chance for having a good school rested for the most part on the school board. He urged that school boards select the best teachers available and, if they did not feel competent to do so, they should consult those who knew what the characteristics of a good school teacher were. He wrote:

> May the lord give more lime to the spinal columns of all school boards that know enough to use it aright; and may he enlighten those who have more lime than sense. As is the teacher, so is the school. The board selects the teacher. People choose the board.[190]

He believed that the schools in the Upper Peninsula were the best maintained in the State. He wrote about them as follows:

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[190] Michigan School Moderator, Vol. XVIII, No. 2 (September 23, 1897), 38.

> How well housed, equipped, manned, warmed and conducted they are! How little of parsimony, penuriousness, and cheese-paring is apparent! The schools, like the other industries, are run on business principles. The superintendents, like the mine captains or camp bosses, are given power consonant with their responsibilities, and then held accountable for results. And that's the way it should be.[191]

The following year, after another tour of the Upper Peninsula, he wrote, "We wish that all the schools of Michigan were as well supplied with good teachers and equipment."[192]

Schools differed individually in those days as much as they do now. Pattengill commented that some high schools did such poor work that none of their graduates could answer one question in arithmetic on the third-grade examination. Further, he believed that in many schools not only were the standards low, but the spirit of the school was low too. He attributed this state of affairs to too much amusement and social activities.[193] According to Pattengill, "The greatest fault of

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[191] Moderator-Topics, Vol. XXIII, No. 11 (January 22, 1903), 301.

[192] Ibid., Vol. XXIV, No. 15 (December 17, 1903), 288.

[193] Ibid., Vol. XXIII, No. 13 (February 5, 1903), 341.

the schools today is lack of thoroughness."[194] This sounds very much like the criticisms today when the schools are attacked because the children do not know their fundamentals. Frequently the critics fail to mention and justify what they think are the fundamentals. He wrote that it should be stressed that work is the business of the schools. However, there should be time devoted to physical exercise as well as mental exercise. As he wrote it, "Hard work and plenty of it, mixed with a saving salt of fun and play, won't hurt any one."[195]

During this period Pattengill continued his support of "school consolidation" and the "township unit."[196] He defined the meanings of these two terms, plus that of "centralization," in order to clarify any misinformation concerning them. Under the township unit system ". . . it would make the whole township one school district under one board elected by the township at large."[197] According to the editor, school centralization

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[194] Loc. cit.

[195] Ibid., p. 342.

[196] Cf. ante, pp. 138-44.

[197] Moderator-Topics, Vol. XXIX, No. 29 (April 1, 1909), 566.

meant ". . . one school for all the children of the township, and all the children transported to that school . . ."[198] The last term, school consolidation, he defined as ". . . the consolidating of two or more small schools into one good sized school."[199] Besides defining these terms, he continued his blasts at the Grange for opposing consolidation, centralization, or the township unit system.[200] In commenting on centralization, with its problem of transportation, he reminded the people that "It is not essential that a school house should be placed next to every child, but it is essential that every child should be placed next to a good school."[201]

Pattengill also believed that the people of Michigan wasted school money on scattered little schools and that the only way to save these schools was through consolidation. Further, he wrote that many rural boys and girls dropped out of school

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198 Loc. cit.

199 Loc. cit.

200 Ibid., Vol. XXXI, No. 16 (December 22, 1910), 218.

201 Ibid., Vol. XXIX, No. 32 (April 22, 1909), 626.

just when education would do them the most good. The way to remedy that, he said, was to provide rural high schools and then take the pupils to them.[202] One reason he advocated consolidation was the cost of maintaining small schools.[203] Moreover he believed that better teachers could be hired, teaching standards could be maintained, and higher salaries could be paid through the consolidation of schools.[204]

However, he did not propose to consolidate the schools in every township, but only where it was feasible.[205] He also proposed that every township provide a high school for its pupils who graduated from the eighth grade. If the township could not provide a high school of its own, then it should pay the tuition of its pupils to a nearby high school. One argument he offered for the township high school was that it could serve as a center for both educational and community activities.[206]

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[202] Ibid., Vol. XXIV, No. 5 (October 8, 1903), 85-6.

[203] Michigan School Moderator, Vol. XXII, No. 9 (January 2, 1902), 260.

[204] Ibid., No. 10 (January 16, 1902), 294.

[205] Ibid., Vol. XXIII, No. 8 (December 18, 1902), 229.

[206] Moderator-Topics, Vol. XXVI, No. 22 (February 8, 1906), 425.

Thus it seems that he was not content to maintain the status quo in education, but was willing to suggest for trial anything which would advance the cause of rural education. His ideas of consolidation were centered around a small geographical area as compared with the present when the county or different-sized community areas are considered in consolidating schools. Once again the journalist seems to have met the qualifications of a frontier thinker in extending education to the people and bringing them to education. In suggesting that the school be used for community activities outside of school hours he was advocating a practice which still is being stressed in educational administration, i.e., the community school.

In supporting this conclusion concerning Pattengill and the community school concept one comment of his was that "The country schools do not express the community's needs as they should."[207] In addition he stated that the rural school was the natural center of activity for the community.[208] Moreover

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[207] Ibid., Vol. XXXVI, No. 17 (January 6, 1916), 325.

[208] Ibid., Vol. XXXVII, No. 12 (November 30, 1916), 245.

he suggested that the schools should spend more time on community and national problems.[209] Thus it can be seen that, while he did not advocate the community school as it is known today, the germ of this idea was present in his thinking during this period.

While Pattengill wished to see the rural schools improved he believed that they had made gains during the past few years and stepped to their defense and tried to answer the criticisms of educators concerning the accomplishments of these schools. He wrote:

> The last 10 years has seen the interiors of schoolhouses decorated, furniture put in excellent condition, teachers better paid, one-third of our rural teachers at least having some professional training, the minimum age of teachers increased to 18 years, teachers employed for the entire school year, the number of pupils completing the eighth grade more than quadrupled in rural schools.[210]

In answering these critics he suggested they go out into the rural schools and teach and perhaps this would give them a better perspective for their criticisms. He even hinted that since these learned men were the products of the schools

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[209] Ibid., Vol. XXXVIII, No. 35 (May 9, 1918), 547.

[210] Ibid., Vol. XXX, No. 19 (January 20, 1910), 386.

they criticized, perhaps the rural schools weren't too bad.[211] It was not his purpose to whitewash the rural schools, but neither did he feel that it was fair to condemn them all. He even suggested that in many instances the rural schools were better than the city schools.[212] That could be true today as well as yesterday. The size of the school does not necessarily indicate its quality.

He supported Michigan schools by writing:

> Evidence multiplies with every trip we take that the schools of Michigan are doing exceedingly well. The grade youngsters stand the gaff of a rapid fire quiz on the fundamentals . . . . But best of all, they are so polite, well behaved, responsive, buoyant, lovable, and loyal that it warms the cockles in a fellow's heart. The high schools are fuller than ever of happy young people. They, too, rise to the message of high ideals and worthy purposes. . . . The equipment for physical exercise, vocational training, and good laboratory work is certainly admirable. . . . Debating, oratory, choruses, orchestras, pageants, Shakespearean presentations, cantatas, school gardens, agricultural institutes, community service and wholesome sports and athletics make up the varied activities to provide the youth with a balanced ration. Let some of the "sob-squad" stop writing, talking and theorizing on "use-to-be" conditions take a good, long eye-opening, heart-warming trip along the firing line.[213]

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[211] Ibid., Vol. XXXIII, No. 19 (January 16, 1913), 365-6.

[212] Ibid., Vol. XXXVI, No. 30 (April 6, 1916), 585.

[213] Ibid., No. 37 (May 25, 1916), 725-6.

The above paragraph probably exemplifies his attitude towards education during the latter part of this period as well as any other quotation that might be chosen. It illustrates how he had accepted the innovations in education during the years he was active in educational matters. Yet, at the same time, it should not be forgotten that he still believed in the benefits of subject matter such as reading, arithmetic, and science. Certainly today one would find many of the activities he has mentioned in present-day schools.

While Pattengill was Superintendent of Public Instruction, and prior to that time, he had made some very specific recommendations concerning the construction and care of school buildings; their ventilation and lighting, and the care of school grounds.[214] He continued these remarks during this period. One thing which he proposed was that the Superintendent of Public Instruction should have the power to disapprove or approve proposed building plans.[215] In Moderator-Topics, dated March 26, 1914, The Department of Public Instruction announced:

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[214] Cf. ante, pp. 131-4, 212-9.

[215] Moderator-Topics, Vol. XXXIII, No. 33 (April 24, 1913), 645.

> If every school board in Michigan will so arrange its plans that they will conform to the specifications hereinafter described the superintendent of public instruction will designate the school as a standard school.[216]

While this was not compulsory, at least it was a step in the direction of compulsory supervision of school buildings and, as such, received the support of Henry R. Pattengill.[217] In the 1915 legislative session an act was passed which required that the Superintendent of Public Instruction approve the plans for school buildings or additions to school plants before they were built. He could also condemn school houses under certain conditions.[218] As to the success of the law, the editor wrote:

> Never before in any five years has there been so much improving, revamping, and repairing of Michigan school houses, rural and village, as in the past year. . . . Less money is wasted, more and better improvements are made for the money; sanitation, efficiency, and beauty enhanced. . . . All important jobs of school house construction are inspected several times during the progress of the work to see that specifications are being followed, to correct possible errors while correction is easy, and to expedite the work.[219]

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[216] Ibid., Vol. XXXIV, No. 29 (March 26, 1914), 567.

[217] Ibid., No. 35 (May 7, 1914), 685.

[218] Ibid., Vol. XXXV, No. 29 (March 25, 1915), 568-9.

[219] Ibid., Vol. XXXVIII, No. 3 (September 30, 1917), 36.

Today this law is still operative and, in addition, the Department of Public Instruction sends its experts out to assist and consult with boards of education wishing to build new school plants or make additions to old ones.

Libraries

Pattengill had supported libraries while he was Superintendent of Public Instruction and believed that they went hand in hand with good schools.[220] After he left office he continued to support school libraries and suggested to teachers that, if the district would not buy a library, then they should think up some money-raising scheme in order to secure funds for one.[221] One comment he made conerning schools without libraries was as follows:

> A school without a library! A farmer without a plow! A blacksmith without a forge! A carpenter without a plane! A preacher without a Bible! A doctor without pills! A lawyer without Blackstone! A soldier without a

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[220] Cf. ante, pp. 203-7.

[221] Michigan School Moderator, Vol. XVII, No. 11 (February 4, 1897), 326.

> gun! A housekeeper without a broom! A printer without his stick! A boy without a jackknife![222]

The evidence indicates that he still believed that the school and the library went hand in hand. He felt that, if a teacher could show the public how valuable a working library was, it would be possible eventually to secure funds.[223]

Editor Pattengill was not satisfied with a school just physically possessing a library; he wanted it used. He wrote: "Teachers, do you know the books of your school library - if you have any? Read the volumes, call attention to the good ones, give short readings . . . Lead your pupils to form good reading habits."[224] In addition, he suggested that teachers prepare lists of books for the library and submit the list to the school officers for purchase. In this, he cautioned them about ascertaining that there were library books for the younger pupils.[225] He further suggested that schools take advantage of

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[222] Ibid., Vol. XVIII, No. 11 (February 3, 1898), 325.

[223] Ibid., No. 13 (March 3, 1898), 389.

[224] Ibid., Vol. XXIII, No. 6 (November 20, 1902), 165.

[225] Moderator-Topics, Vol. XXIII, No. 16 (February 26, 1903), 400-1.

the right they have to a complete set of the Michigan Pioneer and Historical volumes.[226]

Teachers and commissioners were warned by Pattengill to guard against county treasurers and boards of supervisors diverting moneys from the library fund to other funds.[227] The diversion of these funds was against the law and it was up to the school to see to it that the law was enforced.[228]

He did not stop with supporting school libraries, but also supported municipal libraries. He suggested that every community and school should take advantage of Andrew Carnegie's offer of financial support for libraries. The evidence seems to indicate that his support of libraries led to his appointment to the State Board of Library Commissioners in 1902.[229] Henry R. Pattengill was a member of this board until his death in 1918,[230] and this, in turn, may have reinforced

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[226] Ibid., Vol. XXV, No. 20 (January 26, 1905), 385.

[227] Ibid., No. 4 (September 29, 1904), 65.

[228] Ibid., No. 6 (October 13, 1904), 105.

[229] Certificate of Appointment, March 3, 1902, in Pattengill Papers, Vol. V.

[230] Certificate of Appointment, October 6, 1917, in Pattengill Papers, Vol. V.

his support of libraries in Moderator-Topics. Pattengill had no original ideas concerning the libraries and their use, but urged that school districts take advantage of the opportunities offered them in having a school library. Therefore the evidence indicates that his support of libraries was one of his contributions to education in Michigan.

Textbooks

Between 1897 and 1918, Pattengill continued his campaign against uniformity of textbooks and for compulsory free textbooks.[231] During the legislative session of 1897, an act was passed which provided for a commission, appointed by the governor, whose duty it was to select textbooks which would be used uniformly throughout the State. The act also stated the conditions under which a district either came under the act or could avoid coming under the provisions of the statute. A school district did not have to adopt uniform textbooks if it already was providing free texts. In addition, it could avoid uniformity of them if it had voted for free ones. Also, a

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[231] Cf. ante, pp. 135-6.

district could vote not to come under the provisions of the law. If the school district met none of the afore-mentioned conditions, then it must comply with the act.[232]

In 1897, Pattengill was asked, "What is The Moderator's position concerning the textbook question?" The editor answered by writing ". . . the position of this paper for several years past has been, and is now, decidedly in favor of free text books."[233] He believed that uniformity of textbooks would result in poorer books, would not reduce the cost of texts, would throw out many good books now in use, and would permit the establishment of a monopoly within the State. He believed that competition caused book companies to be continuously improving their texts and resulted in better books for everyone. Moreover, he criticized uniformity because it would not provide for community differences and also because he believed no commission could know the conditions which would prevail in all parts of the

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[232] Act number 198, Public Acts of 1897, Michigan, pp. 252-7.

[233] Michigan School Moderator, Vol. XVII, No. 15 (April 1, 1897), 454.

State.[234] He was against Public Act 198, known as the Graham-Forsyth uniformity textbook law, and wrote:

> Let no district fancy that by taking no action it will not have to change books. Only free text-book districts are safe. A vote must be taken or the Graham-Forsyth octopus, the deformity text-book law, will fasten its clamps on the unwary. Bring on your lightning rod agents, your bold brick swindlers, your Bohemian oat speculators, but deliver us from the patriots who wish to saddle on the state, "unsight and unseen," a system of books which is as yet a mere chimera, and whose shibboleth "uniformity," is but a decoy duck with which to wheedle the simple minded. The entire scheme is but a skillful dodge to bring about a wholesale change of text-books.[235]

Rather than uniformity of textbooks, Mr. Pattengill argued for free textbooks because:

> They are cheapest. They are the best. They give every pupil his necessary books every day of school. They increase school attendance. They teach pupils to keep books in better order. They are right in line with the American doctrine of free schools. They distribute more equitably the burden of educating the youth.[236]

Any school district could vote to furnish free text-books,[237] but this did not satisfy Mr. Pattengill. He wished

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[234] Loc. cit.

[235] Ibid., Vol. XVIII, No. 20 (June 16, 1898), 614.

[236] Ibid., Vol. XIX, No. 15 (April 6, 1899), 454-5.

[237] Act number 147, Public Acts of 1889, Michigan, pp. 166-8.

to make it compulsory for every school district to furnish texts free to the pupils.[238] However, he did not live to see this wish fulfilled, nor was it accomplished after his death. Later on he admitted that the idea of compulsory free textbooks might as well be abandoned and all energy devoted to securing free textbooks for as many pupils as possible under the provisions of the optional free textbook law.[239] During Pattengill's Moderator campaign on textbooks he was on the opposite side from the Grange who opposed free textbooks and supported uniformity of textbooks.[240]

In 1911, Pattengill attacked H. E. Straight, a state legislator from Coldwater, Michigan, who was particularly active in proposing uniform textbooks for Michigan.[241] Just ten days before adjournment, Straight had presented a bill for state

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[238] Michigan School Moderator, Vol. XIX, No. 15 (April 6, 1899), 455.

[239] Ibid., Vol. XXI, No. 11 (February 7, 1901), 326.

[240] Moderator-Topics, Vol. XXVII, No. 18 (January 10, 1907), 358.

[241] Ibid., Vol. XXXI, No. 16 (December 22, 1910), 318.

uniformity of textbooks, and Pattengill raised the question of why such a bill should be kept in hiding until the last minute. This was not the first time Straight had interested himself in such a bill, since he had supported a similar bill in 1909.[242]

One general answer which Pattengill used to oppose uniformity was the following passage from Moderator-Topics:

> Come now, wouldn't it be a good plan to pass a law compelling uniformity in coal wagons? Fix a price just a little lower than it is possible to make a good wagon for, make cheapness the sole criterion, give the manufacture and sale into the hands of one firm that has a lot of coal wagons on hand, wagons that are so defective that the firm could not sell them in open market in competition with good wagons, and wishes to unload the lot at bargain prices. Compel dealers to take the "uniformity wagon," no matter if the one they now have is far better. The wheels must all be red, the boxes green, a yellow streak running clear around the box, the tongue facile and wabbly. Oh yes, the committee to select the "uniformity-wagon" must be composed of the presidents of the ladies' aid societies in the five largest churches in the state.[243]

A slight tinge of sarcasm is evident in this paragraph and, it is written in the style Pattengill used when he wanted to ridicule a particular proposition. However, the educational journalist was not satisfied with just a general answer to the

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[242] Ibid., No. 33 (April 27, 1911), 661.

[243] Ibid., No. 18 (January 12, 1911), 358.

proponents of uniform textbooks, he attacked Mr. Straight directly in Moderator-Topics. He wrote as follows:

> Any such bungling, graft inviting, pernicious measure as that advocated by . . . Straight . . . would set the schools of Michigan back 40 years. . . . Mr. Straight is busily traveling about the state making specious and distorted pleas for his text-book hobby, and always taking occasion to impute improper motives to all who dared to oppose his worthless bill and expose his unworthy scheme to railroad through the legislature a vicious, crude, and retrogressive law. . . . Mr. Straight made his boast last year that he was going to hold his bill back till near the close of the session, and then rush it through. He planned it thus, he tried his dark lantern scheme at the latest possible moment, and now condemns in his rage, the 40 or 50 school board members and school superintendents from all parts of the state, who rallied in time to block his crafty game. We would respectfully move an amendment to Mr. Straight's name by dropping the "gh."[244]

Becoming satirical again, he commented that perhaps he should engage the services of Mr. Straight to propose legislation compelling all the school boards in Michigan to subscribe to Moderator-Topics. He stated: "We may not be able to meet Mr. Straight's price, but then, just think how much more beneficial the measure would be than the one he is now giving his energies to!"[245] If this statement showed nothing else, it

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[244] Ibid., Vol. XXXII, No. 27 (March 14, 1912), 554.

[245] Ibid., No. 28 (March 21, 1912), 573-4.

would demonstrate the confidence Pattengill had in his own product, Moderator-Topics.

Mr. Straight did not take these remarks without an answer. He threatened to ruin Mr. Pattengill's reputation and business and demanded that the Department of Public Instruction give H. R. Pattengill no institute work. Pattengill answered this vilification by asking Straight whether he did not think men could honestly oppose a measure? The editor wanted to know who paid Mr. Straight? Pattengill also stated that he knew that a paid lobbyist assisted Mr. Straight in preparing his 1911 textbook bill. His final challenge to Straight was as follows: "We would like no better fun than to have a series of debates with him on the merits of the Straight text-book bill."[246] This challenge by Pattengill was accepted and a public debate on the Straight-Young state uniformity bill was held in Coldwater, Michigan, on the evening of June 11, 1912.[247] The question debated was formulated by Mr. Straight as follows:

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[246] Ibid., No. 32 (April 18, 1912), 654.

[247] Ibid., No. 38 (May 30, 1912), 773.

> "RESOLVED, That the enactment into law of the Straight-Young text-book bill would be for the best interests of Michigan schools; that the efforts used to pass it were honorable; that its authors were working in the interest of the children of the state and a better school system; that its opponents were working in the interest of the book trusts and for confusion."[248]

In his opening remarks Mr. Straight accused Mr. Pattengill of being a representative of the American Book Company which Straight characterized as a gigantic trust. The legislator criticized the educational journalist for opposing legislation pertaining to uniform textbooks. Mr. Straight stated that the reason he introduced his bill so late in the 1911 legislature was because of overwork. Then he went on to explain his reasons for supporting uniformity of textbooks which were to the effect that people moving from one part of the state to the next would not have to change texts, and secondly, that the books would be cheaper if they were all of the same kind. However, the main part of the debate was a series of thirty-six questions which Straight submitted to the journalist and demanded that he answer.[249]

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[248] The Sun (Coldwater, Michigan) Star, June 13, 1912.

[249] Moderator-Topics, Vol. XXXIII, No. 22 (February 6, 1913), pp. 427-30. See Appendix K.

In closing his remarks, prior to the time allotted to Pattengill, Straight spoke as follows:

> I expect him to do everything he can to belittle me, and to belittle the content of this bill and the bill that finally passed the house. It is his purpose to do so, and I want him to tell you and tell me who is paying him for it; I want him to tell you and tell me who it was that said I told him I was holding this bill in the house for the purpose of rushing it through at the last minute, and I want you to tell me the name of the lobbyist who told you that he helped me to prepare this bill, and I want, my friend, if you have got a moving picture film to show my every act, - I want you to display it to the people here; I want you, my friend, to take that bill and stamp upon it and hear the voices from the people of Michigan in their groans against you; I want you to take it if you can and tear it to pieces, but from every throat will come the cry of 70,000 children of Michigan - treason, treason, treason![250]

At this juncture in the speech Straight threw a copy of his bill into Mr. Pattengill's face and according to The Sun Star, lost the sympathy of his home town audience because of this display of ungentlemanly behavior.[251] Many of the questions which Mr. Straight asked Pattengill were personal questions attempting to put the latter in an embarrassing situation rather than questions directed towards finding out Mr. Pattengill's position in reference to the textbooks question.

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[250] Ibid., pp. 427-8.

[251] The Sun (Coldwater, Michigan) Star, June 13, 1912.

In the body of this speech that night, Pattengill presented the following arguments against uniformity:

1. Uniformity tended to create a monopoly and limit free competition.

2. Uniformity invariably lowered the quality of the books.

3. Frequently, books in states with uniformity cost more than in states without uniformity.

4. Books costing less are poorer books in uniformity states.

5. The best educational thought is against uniformity.

6. Most of the people of the United States do not live under a system of uniformity.

7. State uniformity of textbooks causes the teachers to become less alert to the trends around them.

8. State uniformity centralizes too much power in the hands of a political board not in touch with the needs of each community.

9. Uniformity does not consider the diversity of conditions.

10. All the so-called benefits of uniformity can be met best by compulsory free textbooks.[252]

The debate did not settle any problems nor did the people come to a decision as to who was correct. The paper stated: "Much information was presented on both sides, and while the contest was beneficial from an instructive standpoint, the result seemed to be to leave the minds of most of the auditors unsettled upon the question."[253]

The evidence seems to indicate that this debate did not deter either Mr. Straight or Mr. Pattengill from their chosen courses of action because, in 1913, Pattengill attacked Straight for his proposal to take textbook legislation away from the regular standing committee on educational legislation in the house and appoint a special committee to study the issue. Pattengill claimed this action was an insult to the members of the education committee. Furthermore he suggested that the Michigan State Teachers' Association had an able committee working on that very problem and since they had been studying the

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[252] Moderator-Topics, op. cit., pp. 431-2.

[253] The Sun (Coldwater, Michigan) Star, June 13, 1912.

issue for two years they could do a much better job than any quickly-appointed legislative committee.[254]

In 1915, Mr. Straight again introduced a bill for the uniformity of texts, but made no headway in the senate to which he belonged at that time.[255] Thus it could be said that Pattengill did win out in the debate over uniformity since no law was enacted establishing such a system. Moreover, it would appear that his efforts were in the direction of maintaining the prerogatives of the local community.

High School Fraternities

In addition to schools, teachers, and textbooks, Pattengill had some comments to make about activities of students in schools. One thing he discussed were fraternities in high school. He wrote that they would gain favor only if their members attained and maintained high standards in both scholarship and deportment. He stated that there was some suspicion

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[254] Moderator-Topics, Vol. XXXIII, No. 23 (February 13, 1913), 446.

[255] Ibid., Vol. XXXV, No. 36 (May 13, 1915), 705.

that school fraternities were not conducive to the best of scholarship.[256] However, rather than commending fraternities, Pattengill turned more and more to condemning them. He believed that school fraternities should be abolished because "They push the youth into 'society' too soon and detract from study. . . . They promote irregular and late 'feeds' and late hours which undermine health. . . . They tend to develop 'prigs, snobs, and molly coddles.' "[257] He recommended that the Michigan State Association of Superintendents make a study of school fraternities and suggest whether or not they should be abolished.[258] He seemed to be against fraternities, but wanted to have them investigated before condemning them. In 1909, however, there seems to be no doubt as to his beliefs for he wrote:

> They are undemocratic and tend to form caste and cliques; they develop friction and unfriendly feeling among students, they defy school authority, they tend to moral degeneration of their members, they are snobbish and selfish, they dissipate energy, set up wrong standards, foster habits

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[256] Ibid., Vol. XXIV, No. 2 (September 17, 1903), 25.

[257] Ibid., Vol. XXV, No. 7 (October 20, 1904), 125.

[258] Ibid., Vol. XXVII, No. 27 (March 14, 1907), 537-8.

> of extravagance. Not all of these charges can by any means be laid to every such society. Fraternities are more culpable than sororities; but youth of high school age are too young for club life, and doubtless schools, on the whole, would be better off without than with such organizations.[259]

In this paragraph, Pattengill condemned clubs for school youth, but did not state exactly what he meant by clubs. It seems evident that he condemns them if they are to be social clubs in which the membership is selective. If it doubtful whether he had in mind the type of clubs centered around some type of constructive activity such as are found today.

In 1911, when legislation was passed which required boards of education to abolish school fraternities and sororities, Pattengill endorsed the action.[260] The evidence indicates that the editor was opposed to fraternities because the principles of democracy were violated. Yet, as has been mentioned previously, his concept of democracy in the schools did not include student participation in school government.[261]

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[259] Ibid., Vol. XXIX, No. 30 (April 8, 1909), 585.

[260] Ibid., Vol. XXXI, No. 33 (April 27, 1911), 658. Pattengill wrote: ". . . Peace to their ashes."

[261] Cf. ante, pp. 121-2, 311-2.

Athletics

Athletics was another activity connected with the schools which brought forth comments from Pattengill during this period of his life. He did not believe in sacrificing proficiency in the classroom for proficiency on the playing field. He even believed that the desire to excel on the playing field might transfer over into the classroom. Even if this did not prove true, at least a youngster might be kept in school because of his desire to play football or baseball.[262] He believed that properly-conducted athletics and sports could be used as allies in high school work. He stated that athletics provided an outlet for play, mischievousness, and strife which seem to be a part of every boy's make-up. In addition, he believed athletics could be used to teach self-control, manliness, promptness, fair-play, obedience, alertness, resourcefulness, and judgment. If this goal was not achieved, it was not the fault of the sport,

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[262] Michigan School Moderator, Vol. XXI, No. 4 (October 18, 1900), 102.

but of persons managing the program.[263] Today, it might be appropriate to add the alumni of schools to the managers.

One game which he came to the defense of was football. According to Pattengill, football in Michigan was subject to criticism, and it was believed by some that football coaches should be dismissed from their positions. However, the editor did not believe that football was responsible for poor sportsmanship on the part of teams or on the part of their supporters. Nor did the mere fact of having a coach mean unsportsmanlike behavior; it depended on each situation and individual connected with the game. According to the editor, the ultimate responsibility for athletics in college rested with the president and the faculty.[264] While he believed the teachers should be held responsible for athletic policy, he did not have any sympathy for instructors who were such bookworms that they could not cooperate in athletic affairs. He accused these faculty members of forgetting that the whole boy went to school whether

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[263] Moderator-Topics, Vol. XXV, No. 30 (April 6, 1905), 585.

[264] Ibid., Vol. XXVI, No. 9 (November 2, 1905), 166.

it be primary, secondary, or higher education. He stated that by proper guidance the youth could be directed both in the classroom and on the play field.[265]

Pattengill had no use for the argument that football should be abolished because only eleven boys could play on the first team. He pointed out that, from the grade school on up, boys played football in the vacant lots and gained a good deal of experience in learning how to get along with others. Not only that, but he argued that a person might better do away with baseball because only nine boys could play on the first team.[266]

It might be surmised that he would favor the intra-mural type of sports program that is held in both high school and college today. In this program individuals who might not be able to make the first team have an opportunity to participate.

In relationship to baseball, he could see nothing wrong with a student playing baseball in the summer for pay and then playing on the college team. He argued that as long as

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[265] Ibid., No. 17 (January 4, 1906), 325-6.

[266] Ibid., No. 19 (January 18, 1906), 365-6.

the player maintained his scholastic standing in the school it was no different from a debater or an orator coaching or tutoring a student for pay. He wrote:

> We have no use for the school that tolerates "ringers" in any of its athletic contests, and we believe in clean college sports, but we acknowledge openly that we are too obtuse to see any reason for the rule against real students participating in summer ball games for pay.[267]

It might be that he would not frown upon subsidization of athletes as it is done in some colleges today. Perhaps his attitude is more honest than the paying of an athlete for some menial task when in all probability the pay is actually for his athletic prowess.

Another point in athletics on which Pattengill had something to say was eligibility. He stated that school work was the principle thing in school and that sports were just interesting and valuable side lines.[268] He believed that teachers should meet the boys halfway when they were busy with football, but did not want anyone to lower the scholastic standards for the

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[267] Ibid., Vol. XXX, No. 23 (February 17, 1910), 466.

[268] Ibid., Vol. XXIX, No. 24 (February 25, 1909), 465.

athletes.[269] He did not explain this statement, but it could be that he was willing to be a bit lenient during the season but expected the players to be able to meet the requirements at the end of the school year. He summed up his attitude on this point when he stated: "Schools must direct athletics or athletics will direct the school."[270] This might be a good slogan for the present day when the financial returns from sports seem to dictate the policies of the schools and colleges.

Primary Fund

Another factor concerning the schools in which the journalist was interested was the financial support of the schools. Anyone who suggested that the moneys in the primary fund be diverted to the general fund took the risk of incurring the wrath of Henry R. Pattengill.[271] The editor opposed any tampering with the primary fund and stated his position that, if there

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[269] Ibid., Vol. XXXIV, No. 8 (October 23, 1913), 145.

[270] Ibid., Vol. XXXI, No. 3 (September 22, 1910), 45.

[271] Ibid., No. 22 (February 9, 1911), 438.

seemed to be surplus money in the township to which the fund was distributed, it was because of the way the fund was disbursed or because of the way the money was spent by the school district.[272] He suggested that districts with a surplus in their allotment of the primary fund should use it to increase the salaries of the teachers.[273] He warned against using the fund for anything else in the following manner:

> Once on a time, the story goes, an inquisitive boy investigated a mule's feet. The fable states that ever after the boy had much more sense but far less beauty. That boy's beauty, however, is simply supernal compared with the looks of that legislature foolhardy enough to toy with the primary school fund. . . . Instead of diverting any portion of this fund, let the legislature fix a minimum salary of $40 per month, and a minimum limit of six months school, with a special appropriation for the few poor districts where such a law would prove oppressive. If any one attempts to belittle the primary school fund haul him down on the spot.[274]

Pattengill did not believe that this fund should be distributed on the basis of the number of pupils, but first suggested that Walter French's proposal of dividing it on the basis of

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[272] Ibid., Vol. XXX, No. 35 (May 12, 1910), 706.

[273] Michigan School Moderator, Vol. XXI, No. 10, 294.

[274] Moderator-Topics, Vol. XXIII, No. 11 (January 22, 1903), 301.

the number of teachers within each district.[275] Later on he recommended that it be divided on the basis of need in each school district.[276] However, it is still disbursed to school districts on the basis of the number of children between five and twenty within each district.

Normal Schools

Money for the support of education, and normal schools to prepare better teachers for the schools; these seemed to be two things which interested Pattengill a great deal. He had supported the legislation establishing a new state normal at Mount Pleasant, Michigan, when he was in office.[277] After leaving office he supported the suggestion of Northern Michigan Association that three more normal schools should be established; one in the Upper Peninsula, one in the northern part of the Lower Peninsula; and one in the southwestern part of

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[275] Ibid., Vol. XXVII, No. 21 (January 31, 1907), 417.

[276] Ibid., Vol. XXIX, No. 28 (March 25, 1909), 546.

[277] Cf. ante, p. 233.

the State.[278] In 1899, a new normal school was established in the Upper Peninsula at Marquette, and in 1903, a normal school was established in the southwestern part of the state at Kalamazoo.[279] Pattengill approved the location of the college in the Upper Peninsula, but objected to Kalamazoo as the location for the other, on the grounds that it was too close to the normal at Ypsilanti, Michigan, and to the colleges located at Albion, Hillsdale, Olivet, and Kalamazoo.[280]

In 1903, Pattengill commented on the newly-organized county normals by writing, "If they are well equipped, well planned, well run, it will mean much to the state."[281] Later on he warned that the teachers in county normals should be just as expert as those in the state normals. Further, he believed that the head of a county normal should have been

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[278] Michigan School Moderator, Vol. XIX, No. 7 (December 1, 1898), 198.

[279] Ibid., No. 17 (May 4, 1899), 518; Moderator-Topics Vol. XXIII, No. 27 (May 14, 1903), 622.

[280] Moderator-Topics, Vol. XXIV, No. 1 (September 10, 1903), 6.

[281] Ibid., No. 10 (November 12, 1903), 185.

raised in a country home. In addition, he should have gone to a country school and should have been a successful teacher in a rural school. Further, the teacher should have been to high school and attended a normal school.[282] By 1906, he supported the county normal school and wrote "If any one needed proof of the value of these schools, he needed but to see and hear the alert, intelligent, cultured, attractive ladies composing the corps."[283] The evidence indicates that he was cautious in supporting anything new in education, but, once convinced of its value, gave it his full support.

Institutes

During this period Pattengill maintained his interests and activities in teachers' institutes throughout the State. Even though as Superintendent of Public Instruction he had urged the abolition of institute fees,[284] he maintained that as long as the law was on the books teachers should pay their fees and school

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[282] Ibid., No. 30 (April 7, 1904), 586.

[283] Ibid., Vol. XXVI, No. 35 (May 10, 1906), 686.

[284] Cf. ante, p. 170.

officers should do everything in their power to collect the fees.[285]

An addition to the types of institutes was made during this period, i.e., the traveling institute.[286] In this type of institute Pattengill would travel to and speak at many of the schools in one county. He was active in this type of institute as well as in the inspiration institute.[287]

Between 1897 and 1918, Pattengill participated in at least six hundred educational meetings throughout the State.[288] In addition he spoke at educational meetings in Illinois, Tennessee, Ohio, Indiana, Oregon, Iowa, Pennsylvania, New Jersey, Nebraska, North Dakota, Utah, Wisconsin, Montana, West Virginia, Massachusetts, New Mexico, Arizona, Nevada, Minnesota,

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[285] Michigan School Moderator, Vol. XVIII, No. 2 (September 23, 1897), 38.

[286] Moderator-Topics, Vol. XXV, No. 7 (October 20, 1904), 127.

[287] See Appendix L.

[288] This information was obtained from a search of the news items and reports of institutes in Moderator-Topics for this period. See Appendix M.

and Florida.[289] It is not the purpose of this thesis to discuss Pattengill's out-of-state activities, but at these meetings in other states, Pattengill either gave speeches at State Teachers' Associations or teachers' institutes or he was an instructor or conductor of teachers' institutes. Most of his out-of-state activities were in Indiana, Illinois, Ohio, and Pennsylvania. Not that he was not popular in the other states because, if his press notices may be believed, he was, but perhaps geographical location had something to do with his return engagements in the last four mentioned states. The speeches he gave at these meetings outside of Michigan were the same as he delivered in Michigan.[290]

Pattengill's Speeches

Since most of Pattengill's speeches were given at institutes or commencements or educational rallies, many of them

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[289] Pattengill frequently listed his itinerary in Moderator-Topics so that people who needed to could get in touch with him. It was from these lists and the reports of his travels that this information was gathered.

[290] Clippings from Pattengill's out-state speeches are in the Pattengill Papers, thus verifying this statement.

were reported in the local newspapers. "The Educational Sandwich" was one of his speeches which he used in his travels throughout the State. In this talk he described the sandwish as consisting of attention, interest, and attention. He maintained that a teacher should secure the attention of the student in order to obtain his interest and then, in turn, the interest of the pupil will further attention. He did not believe that an individual could get attention by demanding, pleading, or scolding for it. It might be that today, the editor would say the sandwich was interest, motivation, and interest, because he seemed to be interested in determining those factors which led an individual to learn.[291]

Pattengill believed that the reason America led the world in technical inventions during the latter part of the nineteenth century and the early part of the twentieth century was because of the educational system of this country. This was the main theme of his talk "Made in America." The Daily Mining Journal of Marquette reported his comments as follows:

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[291] The Adrian (Michigan) Daily Telegram, December 9, 1907.

> These triumphs of American mechanical genius have been made possible Mr. Pattengill said, because "the hand of the school master has been laid on the head of the child" ever since our country had its inception. All classes of society can gain the benefit of the superb educational advantages that are everywhere offered.[292]

He stated that it was impossible, though, for the present generation to get along with the same type of education their forefathers received. Moreover, the editor stated that the future of the country depended upon the education of the children.[293]

In a speech entitled "The Teacher's Creed" he set forth the following articles as parts of the creed:[294]

> . . . I believe in boys and girls, the men and women of tomorrow.
>
> I believe that what the boy soweth the man shall reap.
>
> I believe in the curse of ignorance and the efficacy of schools; the dignity of teaching and the joy of serving others.

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[292] The Daily (Marquette, Michigan) Mining Journal, December 5, 1903. This speech was also reported in The Daily (Marinette, Wisconsin) Eagle, June 13, 1902; Livingston (Howell, Michigan) Republican, July 2, 1902; Cheboygan (Michigan) Democrat, November 3, 1900.

[293] Loc. cit.

[294] This speech was reported in the Coldwater (Michigan) Daily Reporter, June 27, 1906, under the title "A Yankee Creek." A comparison of this talk with the speech quoted above shows them to contain the same articles in each creed.

> I believe in wisdom as revealed in human life as well as in the pages of a printed book, in lessons taught, not so much precept as by example.
>
> I believe in laughter and love and all the distant hopes that lure us on.
>
> I believe in beauty in school, home and out of doors.
>
> I believe that for every day and every hour we receive a just reward for all that we say and do.
>
> I believe in life and love, hope in the future and its promises, the past with its magnificant history, and in the divine joy of living.[295]

In this speech, he also commented on the fact that the government of this country depended on the "general and liberal education of the people."[296]

One of Pattengill's most popular speeches during this period was one entitled "Nancy Hanks and the Twentieth Century." The Nancy Hanks in this speech was not the mother of Abraham Lincoln, but the name of a famous horse who had set records in racing. The speaker said that the "training of boys and girls is similar to the training of horses."[297]

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[295] The Mining (Houghton and Calumet, Michigan) Gazette, October 18, 1903.

[296] Loc. cit.

[297] The Evening (Benton Harbor, Michigan) News, March 9, 1901. This speech was also reported in the Ironwood (Michigan) News Record, September 26, 1896; The Sault Ste. Marie (Michigan) News, April 21, 1894; The Newberry

He commented that, as the trainer of a horse has power over a colt, so does the school teacher have power over the child. Both must know the characteristics of this entity they are training and must know how to use these characteristics to the best advantage of the trainee.

In addition, the speaker mentioned that the boys and girls of today must have an education in keeping with the times and should receive a better and different education than their fathers and mothers had. Also, the speaker stated that the great changes brought about in the latter part of the century were due to three things: the steam engine, the telegraph and telephone, and public school education. The one which contributed the most was public school education.[298]

After having heard Pattengill deliver his lecture on "Nancy Hanks," The Ontonagon Herald had this to say about the speaker:

(Michigan) News, October 12, 1894; The Constantine (Michigan) Record, April 8, 1898; Cass City (Michigan) Enterprise, December 6, 1895; The Ontonagon (Michigan) Herald, April 6, 1907.

[298] Loc. cit.

> He is not a "High faluting" orator, nor does he make any such pretension. However, what is of still greater value to the public speaker, he is a close student of human nature, an entertaining talker and he says things which make you think and in the right direction. He is an optimist of the first water and he believes that the world in general is growing better and this country in particular. . . . After listening to Mr. Pattengill one cannot help but feel a desire for accomplishing better things.[299]

One speech was based around the theme of seven requisites for a successful life and was entitled "Hearts of Health." These requisites were a love for labor, skill in effort, joy of appreciation, sensitiveness for the right, tenderness of sympathy, alertness of intellect, and the power to hang on.[300] This speech supports the contention that Pattengill's philosophy had changed since his earlier days because he now stressed elements which might be listed as personality traits rather than subject matter.[301] Also in the speech were comments concerning the

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[299] The Ontonagon (Michigan) Herald, April 6, 1907.

[300] The Lawton (Michigan) Leader, June 22, 1906. This speech was also presented in the following newspapers: The Hastings (Michigan) Banner, March 25, 1908; The St. Johns (Michigan) News, June 18, 1908; Coldwater (Michigan) Daily Reporter, June 11, 1914; The Centreville (Michigan) Observer, June 16, 1910; The Battle Creek (Michigan) Enquirer, June 23, 1910.

[301] Cf. ante, pp. 266-9.

opportunities offered youth in this country and also emphasizing the fact that all children should receive an education fitted for the present. In addition, he suggested that although education should be for the present, one could not omit the experiences of the past.[302] This might compare favorably with Dewey's concepts concerning the value of experience in the learning process. It could be that Pattengill borrowed the idea from Dewey.

In a talk entitled "Full Hand and a Heart Full" he mentioned five things which he believed were essential to be a good teacher. They were a love for laughter; a love for humanity, pupils, and the good (of) the human, the decent, and the beautiful; faith in oneself, folks and in the Almighty. In addition, he must be able to inspire boys and girls to be better men and women.[303]

Inspiration was the key-note of Pattengill's talk, "America First," in which he stressed that America was first in

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[302] The Lawton (Michigan) Leader, June 22, 1906.

[303] The Daily (Three Rivers, Michigan) Commercial, January 30, 1913.

power, resources, mechanical genius, and democracy and also an America which should be first in the hearts of all mankind. He stated his feelings towards his country by saying "I am inclined to say, 'My country, right or wrong, but my country.' That is when my heart has its innings, when my head has its innings I say, 'My country if she's right, and if she's wrong, right her.'"[304] The one thing which he believed America was "right" in was its form of democratic government.

Pattengill's speeches were a combination of two things: patriotism and education. He had a great belief in America, a belief that it was the best land in the world, and he believed it was the greatest because of the educational system. While Pattengill's enthusiasm for the United States might seem chauvinistic today, it probably was not at all. In all probability it was a sincere and honest loyalty to a land which, during his lifetime, was a great "melting pot" and offered many advantages to people who had to work to obtain them. Perhaps his

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[304] St. Joseph (Michigan) Herald-Press, June 14, 1918. This speech was also reported in The Cadillac (Michigan) Evening News, June 8, 1916.

patriotism is best exemplified by this statement from Moderator-Topics:

> Patriotism like charity, should begin at home; it is not an intangible far-away, gin-fizz affair, to be trotted out in times of war, or on certain days. It is true patriotism that emphasizes a person's duty to the community in which he lives; that prompts him to be clean in person and life, and by thought, time, and means to cooperate in making the neighborhood clean and beautiful. The man shows fine symptoms of true patriotism who works for good roads, streets, and schools, for pure water and food, for playgrounds for children, for abolishing the evils that undermine character, and degrade humanity. Let's not wait for further opportunity.[305]

As a speaker, he seems to have been able to speak in a language that was understandable to nearly all of his listeners. His talks were not deep with thought, yet they contained some type of challenge which the audience could take home with them. People who have heard him speak say that he could hold an audience's attention for over an hour, and people would listen eagerly and intently. It is said that his power of description was magnificent and that to hear him describe something he

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[305] Moderator-Topics, Vol. XXX, No. 18 (January 13, 1910), 366.

had seen was nearly the same as having been there in person.[306] In traveling around the State of Michigan, one finds people who remember having heard Pattengill speak and who comment on what an impression he made on them. After mentioning his talks, they would comment on The Knapsack and then perhaps on Moderator-Topics. It could well be that Pattengill is remembered more because of his speaking and music than he is because of his educational journal.

Michigan State Teachers' Association

As in previous years, Pattengill continued his activities and interest in the State Teachers' Association. At the 1897 meeting of the Association, he was selected to act as manager of the State Headquarters at the National Education Association meeting to be held at Washington, D. C., in 1898.[307] In the

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[306] This was told to the writer by his mother, Mrs. James G. Moore, who had heard Pattengill describe the Panama Canal. In addition, many individuals throughout Michigan made the same comment.

[307] Michigan School Moderator, Vol. XVIII, No. 9 (January 6, 1898), 274. Material for this section was taken from Moderator-Topics rather than from the minutes of the meetings of the Michigan State Teachers' Association which

commissioners' section of the Association, Pattengill acted as song leader at one of the meetings.[308] In answer to a question raised in this section pertaining to teachers who pass examinations but are incompetent to teach, Pattengill suggested ". . . that Horace Greeley's cure for catarrh might work well with such teachers, i.e., 'cut their ---- heads off!'"[309] Actually Pattengill suggested that it be left in the hands of the school commissioner to decide whether or not an incompetent teacher should remain in the classroom.[310]

At one of the general sessions of the 1897 meeting, Pattengill, in discussing a panel presentation of the subject, "Is it desirable in the grammar grades to begin any of the high school studies, and to what extent?" criticized the panel for omitting the natural sciences and for presenting only Latin,

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are available from December 26, 1901, to October 28, 1915. The reason for this is that the minutes of the proceedings of the meetings frequently consisted of the reports contained in the Moderator-Topics which had been cut out and pasted in the book of minutes.

[308] Ibid., p. 276.

[309] Loc. cit.

[310] Loc. cit.

mathematics, and German.[311] The editor reaffirmed his belief that a teacher had to be more than a good scholar, but had to have an understanding of youngsters as well.[312]

In 1898, Henry R. Pattengill was appointed to the committee on necrology.[313] In addition, he was appointed to be manager of the State Headquarters of the National Education Association convention to be held in Los Angeles.[314] He also offered two resolutions at the 1898 meeting which proposed that the legislature repeal the uniformity textbook law of 1897 and that free textbooks should be made compulsory throughout the State. Both resolutions were adopted by the Association.[315] In addition to the resolutions, he discussed the problem of uniform and free textbooks in the commissioners' section of the Association.[316]

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[311] Ibid., p. 271.

[312] Ibid., No. 10 (January 20, 1898), 298.

[313] Ibid., Vol. XIX, No. 9 (January 5, 1899), 263.

[314] Ibid., p. 265.

[315] Loc. cit.

[316] Ibid., No. 10 (January 19, 1899), 299-300.

Pattengill delivered an address entitled "Michigan's Trend Educationally" at the 1899 meeting of the Michigan State Teachers' Association. In it he stated that Michigan's university, colleges, and high schools ranked high, but the state still needed to improve the rural schools. He also felt that the teachers needed to have more enthusiasm and professional zeal in order to keep the schools of Michigan progressing. Moreover, he believed it was necessary to secure better wages and to have a more permanent teaching staff in the rural schools before they could be improved.[317]

Once again he was appointed to the committee on arrangements and transportation for the National Education Association meeting by the 1899 convention. This may have been done because of his organizational ability and also because of his wide contacts outside of Michigan.

The Michigan State Teachers' Association, he felt, could be improved and its meetings would draw more attendance if better talent were asked to participate at the meetings. He stated, at the 1900 meeting of the Association, that he would

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[317] Ibid., Vol. XX, No. 16 (April 19, 1900), 490-1.

put ". . . a little more of the band wagon . . ." into the meetings and that the evening lectures should be by men of national prominence.[318] Since the National Education Association meeting was in Detroit, the journalist did not receive an appointment to head the state's headquarters. However, he was appointed to the arrangements committee in 1901.[319]

In 1902, he was unanimously elected President of the Michigan State Teachers' Association for the year 1903.[320] In addition, he was appointed to the committee on necrology for 1902.[321] At this meeting he read a paper entitled "Some Things Which the Association Has Been Influential in Accomplishing" and in it he listed twenty things which, to some extent, he believed the association had achieved. However, he did caution that it was impossible to determine just how much

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[318] Ibid., Vol. XXI, No. 9 (January 3, 1901), 269.

[319] Ibid., Vol. XXII, No. 9 (January 2, 1902), 283.

[320] Moderator-Topics, Vol. XXIII, No. 9 (January 8, 1903), 264.

[321] Loc. cit.

the Association, as one factor, had influenced these accomplishments.[322] He listed the following achievements:

1. Establishing an esprit du [sic] corps.
2. Elevating educational ideals.
3. Introducing Michigan's foremost educators to the teachers of the state, . . .
4. Bringing to Michigan educators of national prominence: . . .
5. Improving methods of teaching.
6. Abolishing the odious rate bill, and establishing free schools.
7. Establishing a fine system of high schools.
8. Aiding the cause of co-education in the State University.
9. Founding a "Journal of Education," . . .
10. Fostering teachers' institutes.
11. Securing better supervision of schools and examination of teachers.
12. Establishing and maintaining both district and township libraries.
13. Greatly improving the moral and religious instruction in the schools.
14. Making the school month 20 days.
15. Establishing normal schools and training classes.
16. Securing good compulsory school laws.
17. Promoting manual training, kindergarten, physical culture, music and drawing in the schools.
18. Repealing the abominable law of State publication of text-books.

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[322] Ibid., No. 14 (February 12, 1903), 364. In considering this list it is difficult to determine the relationship between the Association and its influence and Pattengill and his influence. Perhaps it more or less illustrates the interrelationship between institutions and individuals or groups of individuals.

19. Securing laws favorable to free text-books.
20. Educating the people on rural high schools, consolidation of rural schools, and centralization.[323]

President Pattengill was in the chair when the annual meetings of the Michigan State Teachers' Association opened on December 29, 1903.[324] At the 1904 meeting of the Association, Pattengill was present, but no evidence was found that he was appointed to any committees or participated in any official action. He did, however, extend an invitation to the Association to visit the State Pioneer Room in the Capitol.[325]

In 1905, Pattengill missed the annual meeting of the Association after having attended thirty consecutive sessions.[326]

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[323] Loc. cit.

[324] Ibid., Vol. XXIV, No. 18 (January 14, 1904), 345.

[325] Ibid., Vol. XXV, No. 17 (January 5, 1905), 328.

[326] Ibid., Vol. XXVI, No. 16 (December 21, 1905), 305-6. Pattengill wrote: "For 30 consecutive years the editor of this paper has attended the meetings of the Michigan State Teachers' Association. He has kept a joyous acquaintance with the old fellows, the young fellows, the youngish old and the oldish young. He remembers with much pleasure the kindly recognition and reception that some of the older members and 'away uppers' gave him as he came first a raw young teacher fresh from the 'Varsity' and stood around the fringe waiting for a chance to 'butt in.' . . . He has naught but sweetest recollections of the scores and scores of

The Association at its meeting moved to send a message of greeting to him as follows: "Hon. H. R. Pattengill, Please accept this expression of our remembrance. We miss you. Michigan Teachers' Association."[327]

At the 1906 meeting of the Association, Pattengill led the singing at the Friday afternoon general session and, when the main speaker failed to appear on time, he filled in until the speaker arrived. He commented that the two factors which led to indecision and unstableness in an individual were the incapacity to think and the inability to maintain attention.[328] In addition, at an executive committee meeting of the organization, held on October 27, 1907, Pattengill was asked to print

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jovial reunions, . . . Each year the pleasure broadens, deepens and sweetens. He has noted with a twinge, how year by year some familiar faces disappeared. . . . All this comes to him . . . that were it not for his life long break with the Montana State Teachers' Association, and instead of attending their meeting . . . he would remain in Michigan and have one more jolly old bout with the boys."

[327] Ibid., No. 17 (January 4, 1906), 324, 329.

[328] Ibid., Vol. XXVII, No. 9 (November 1, 1906), 172.

the proceedings of the meeting and was paid fifty dollars to do so.[329]

From 1909 until the time of his death, Pattengill did not play as active a role as he had previously in the conventions of the Association. It could be that he was now of the older generation and newer blood was playing its role in the running of the Association.

However, he was still the inspirationist as evidenced by the fact that he led the 1909 general session in ". . . three cheers and a rousing 'tiger' for the speaker and the greatest session ever held by the association. . . ."[330] Moreover he did comment in Moderator-Topics that since women teachers constituted more than two-thirds of the membership of the Association, he thought there should be some women among the officers.[331]

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[329] Minutes of the Executive Committee, Michigan State Teachers' Association, November 15, 1907, to November 2, 1915, p. 23.

[330] Moderator-Topics, Vol. XXX, No. 9 (November 4, 1909), 167.

[331] Ibid., No. 12 (November 25, 1909), 233.

In 1910, Pattengill led the session in some community singing of numbers which in all probability were from the Knapsack.[332] In 1911, the first women were nominated and elected to office in the Association. One woman was chosen as second vice-president and another was elected to the executive committee.[333] Also at this 1911 meeting a resolution to split the convention into two parts was declared out of order. The reason for this resolution was that the Association was too large to be accommodated in any city other than Detroit.[334] The editor supported the idea of a split meeting in Moderator-Topics.[335] This idea plus the inspiration institute may have been the basis for the present regional meetings of the Michigan Education Association.

At the 1912 meeting he seconded a motion that the State Teachers' Association cooperate with the Michigan Historical

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[332] Ibid., Vol. XXXI, No. 9 (November 3, 1910), 168.

[333] Ibid., Vol. XXXII, No. 11 (November 16, 1911), 208.

[334] Loc. cit.

[335] Ibid., No. 16 (December 21, 1911), 330.

and Pioneer Society in raising funds to secure a statue of John D. Pierce, the first Superintendent of Public Instruction in Michigan.[336] Pattengill was appointed as a member of a three-man committee to carry on this project and at the 1913 meeting presented the report of his committee.[337] In May, 1916, a bust of John D. Pierce was presented to the State of Michigan by the Michigan State Teachers' Association and was placed in the state capitol building at Lansing.[338]

In 1917, the editor was appointed to a committee to check on requiring "life certificate" teachers to have instruction in library methods.[339] This was the last meeting Pattengill attended of the Michigan State Teachers' Association.

An evaluation of Pattengill's activities in the Association during this period might show that he played several roles.

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[336] Ibid., Vol. XXXIII, No. 12 (November 21, 1912), 228.

[337] Ibid., Vol. XXXIV, No. 12 (November 20, 1913), 229.

[338] Ibid., Vol. XXXVI, No. 38 (June 1, 1916), 745.

[339] Ibid., Vol. XXXVIII, No. 13 (November 29, 1917), 197.

First, a service role as evidenced by his appointments to the committees in charge of the State's arrangements and headquarters at the National Education Association meetings; second, the participant's role as evidenced by his presentation of papers and by his discussions of papers presented by others; third; the general handyman who could lead the singing or fill in if someone failed the program. He was a faithful, as well as an active member of the group as evidenced by the fact that he had attended thirty consecutive meetings before missing one in 1905. In addition, he played the role of the leader as is shown by the fact that he was elected President of the Association even though he was not an active teacher or administrator.

During this period Pattengill's name appeared from time to time as a member of the Michigan State Association of Superintendents of City Schools. In addition his name appeared in the minutes as having participated in some of the programs.[340]

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[340] This information was obtained by examining the Minutes of the Michigan State Association of Superintendents of City Schools, September 17, 1874, to May 3, 1906.

In 1913, Henry R. Pattengill was nominated by the National Progressive Party of Michigan for the office of regent of the University of Michigan. However, included in the party platform was a plank endorsing uniformity of textbooks. This was too much for the journalist and he declined the nomination even though it appears that nothing would have pleased him more than to be a regent of his alma mater. He wrote in Moderator-Topics:

> Appreciating fully the honor conferred by the progressive party . . . the editor yet feels in duty bound to decline the honor because of the plank in the platform declaring for state uniformity of text-books, . . . For 25 years and more the editor of this paper has fought for free schools and free text-books, better schools and better books. . . . He cannot now stultify himself by accepting a nomination upon a ticket with a platform favoring such a measure, hence his letter of declination.[341]

In replying to Pattengill's letter to the Progressive Party, Mr. Charles F. Hoffman, Secretary of the Party, expressed his regret to the editor that the latter found it necessary to withdraw his name. Mr. Hoffman believed that Mr.

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[341] Moderator-Topics, Vol. XXXIII, No. 27 (March 13, 1913), 526.

Pattengill could have drawn many votes for the good of the party. However, the secretary still hoped that the journalist would aid the party in the coming election.[342] The evidence indicates that Pattengill really adhered to a belief when he felt it was a correct one.

Adult Education

Pattengill was active in church affairs and at the First Baptist Church in Lansing he was leader of a Sunday school class organized in 1910 and named the Christian Sociology Class. It was more than a Bible Class in that topics other than those connected with religion were discussed. The class was conducted on the basis of an open forum with speakers invited to talk on such topics as democracy, taxation, conservation, athletics, the Grange, education, and many other topics. After the speech, the class entered into a general discussion session in which the members could discuss the topic or ask

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[342] Letter of Charles F. Hoffman to Henry R. Pattengill, March 12, 1913, In Pattengill Papers, Vol. V.

questions of the speaker.[343] This was not the type of adult education which is prevalent today, but it was a step towards offering older people an opportunity to become acquainted with topics of current interest. The evidence indicates that Pattengill drew up the list of topics and secured the speakers rather than the class as a whole.

In addition, he was instrumental in establishing an Open Forum meeting for the City of Lansing. The first meeting of this group was held in December, 1916, and Pattengill presided at the meeting.[344] This Open Forum was conducted in the same manner as the Sociology Class.[345] It might be that the idea of the Lansing Open Forum evolved from the Sociology class of the First Baptist Church. It can only be surmised that Pattengill would have supported the extensive adult education programs which are found today with their many varied

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[343] This information was furnished the writer by Mrs. D. D. Mills, a member of the First Baptist Church at Lansing and a charter member of the Sociology Class.

[344] Lansing (Michigan) State Journal, December 11, 1916.

[345] Ibid., December 5, 1916.

activities. However, it seems that he would have done so since he was interested in furthering the educational interest and activities of the people and also because he believed democracy rested on the foundations of an educated citizenry.

Death

On November 26, 1918, death stilled the pen and silenced the voice of Henry R. Pattengill. He died from a liver disease after an illness of but a few weeks.[346] In commenting on his death Walter H. French stated:

> It seems to us that his one marked characteristic as an educator was inspiration and his one great desire seemed to be that the children of Michigan should be so trained that they would be able to think higher thoughts and perform nobler deeds.[347]

Fred L. Keeler, Superintendent of Public Instruction at the time of Pattengill's death, wrote: "It is perhaps correct to say that Mr. Pattengill's main contribution to Michigan education is the improvement of the qualifications of teachers."[348] These two

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[346] Ibid., November 26, 1918.

[347] Moderator-Topics, Vol. XXXIX, No. 14 (December 5, 1918), 213.

[348] Loc. cit.

comments seem to reinforce any statement made to the effect that Pattengill could be called both an educator and an inspirationist.

Dr. Orlo J. Price, Mr. Pattengill's pastor, said that as a man, Pattengill was a humanist, a democrat, a patriot, and a Christian. In addition, Price stated that Pattengill's love for children was unbounded.[349] Perhaps that was why Pattengill took such an interest in schools and education.

Pattengill is still remembered today by many people in Michigan. His name has been given perpetuity through the naming of two schools after him; one in Lansing, Pattengill Junior High School,[350] and the other in Detroit, Pattengill Grade School.[351] In addition, a monument was erected to his memory in Ithaca.[352]

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[349] Ibid., pp. 215-6.

[350] Minutes of the Board of Education, Office of the Board of Education, Lansing, Michigan, March 13, 1922.

[351] Proceedings of the Board of Education, Detroit, Michigan, January 8, 1920.

[352] A Catalogue of the Stones in the Pattengill Memorial Monument on the Old Schoolhouse Site (Ithaca, Comstock & Fringe, 1925), p. 5.

While he was alive, a living monument was dedicated to Mr. Pattengill in the form of the Pattengill Reunion which was organized in 1889.[353] This consisted, at first, of those students who had had him as a teacher. Later on, memberships were extended to all those who had been in school while he was Superintendent at both St. Louis and Ithaca. The meetings of this group were held annually and the honored member did not miss a single reunion while he was alive. It was said that Pattengill always ate two meals at these annual reunions; one with the group at the regular "feed," the other with the kitchen crew after the others were finished.[354] The organization was disbanded upon the fiftieth anniversary of its founding.[355]

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[353] Minutes of the Pattengill Reunion, October 5, 1889.

[354] As told to the writer by Mr. C. A. Van Devanter, Ithaca, a former pupil of Pattengill.

[355] Detroit (Michigan) Free Press, July 25, 1938.

CHAPTER VII

CONCLUSION

The relationship between society's institutions and the individual represents the fulcrum on which an evaluation of Pattengill rests. In this particular instance, it is the relationship between Pattengill and society's institution of the school which is to be considered. Within this framework, the activities and contributions of Pattengill in the field of education in Michigan are to be judged.

In the field of education, Pattengill's activities may be divided into four general classifications: public school teacher and administrator, educational journalist and publisher, state official in the Department of Public Instruction, and public speaker. However, before evaluating each of these areas, one should point out that Pattengill's early life experiences in high school and college gave him some preparation for the future and aided in developing his interests in writing and speaking. Because of his experiences in writing during the Websterian days and his editorship on The Chronicle, he early developed

an interest in journalism. Another pressure was exerted upon Pattengill in the person of his mother, who urged that he consider teaching as a profession. He did not obtain a position in journalism on graduating from college, so he turned to teaching. Thus it is found that early in life the two environmental factors of home and school seemed to determine what his eventual life work was to be. Also, during this early period, Pattengill developed leadership characteristics through his activities in the Websterian Society and at the University of Michigan. Leadership, education, journalism and oratory; in all four areas Pattengill's early experiences seemed to lay the foundations for his life work.

Public School Teacher and Administrator

He soon developed a liking for teaching and indicated that he liked the youngsters in school. According to those who were in school at that time, he evidently was a strict, but fair teacher. Furthermore, he seems to have been an able administrator, not only in school, but also in village government. Moreover, the evidence indicates that he was creative in his teaching to the extent that he could improvise in order

to make school more interesting to the youngsters and perhaps to himself as well.

During this period, three things seem to stand out in Pattengill's philosophy of education. First, psychologically, Pattengill tended to be a believer in faculty psycholoty. He mentioned that the mental, the physical, and the moral factors in man should be trained. Yet, he commented that they should be trained equally and not one faculty at the expense of any of the others. It might be said that he was part faculty and part organismic psychologist.

Second, Pattengill, philosophically speaking, during his teaching days might be considered as either an essentialist, an idealist, or a fundamentalist. He believed that subject matter was the important factor in education and in teaching. He believed that the lessons of life and preparation for life could be gained from studying such subjects as English literature and grammar, mathematics, geography, history, civil government, and the natural sciences. There are individuals today who still have this belief. However, Pattengill may have had some doubts concerning this philosophy. He asserted that people had to see the reasons for things they were doing and had to perceive

the present relationships among these things. Only thus could they have some effect on the future. He was on the brink of understanding the concept of the transfer of training, but never fully realized its implications.

During this period Pattengill believed that students should be kept busy merely for the sake of being busy. He did not seem to realize that mere activity was no sign of learning or interest. Pattengill had some insight into the fact that interest should play its part in the learning process and that youngsters should begin their education where they were. Yet, at the same time, he felt that they should be exposed to certain subjects. Perhaps Pattengill was having the same trouble that bothers educational philosophers today: How does a youngster gain an education which will meet his own needs and interests and at the same time meet the needs and demands of the society in which he lives? The implication seems to be that Pattengill was awre of this problem but had, as yet, not defined and clarified it for himself. He did believe that youth should be trained for citizenship.

Third, Pattengill was a strict disciplinarian in his teaching days. He believed that the teachers and school administrators

should be the ones to control and run the schools, that education is a matter of going through certain prescribed and predetermined disciplines. He believed that discipline had to be imposed from without and it was not a developmental process. He maintained this belief throughout his life and has many devotees of this belief today. He did not see the possibilities involved in permitting both parents and children to have a voice in running the school. True, he believed that parents, teachers, and pupils were the elements in a good school, but the relationship was not a democratic one.

Yet, Pattengill did not believe that all of education should be labor. He stated that there was a place for song and exercise in the schools. He wanted people to sing, both young and old. He advocated exercise in the schools. When the youth were studying he wanted them to study hard, but when they played or sang he wanted them to put as much effort into those activities also. His songbook, The Knapsack, speaks most eloquently for his belief in singing.

This period in Pattengill's life might be summarized and evaluated by stating that he believed in an essentialist viewpoint because, in all probability, that was the type of

education and training he had had. However, around the fringe of his beliefs there were ideas that did not fit into this pattern. He may have had two types of behavior as far as education was concerned; one that he verbalized and the other which he practiced. The writer has the feeling that Pattengill was on the edge of breaking away from traditionalism, but could never seem to break through the barrier, and only occasionally took a look on the other side.

Editor and Publisher

Probably, because of his institute work, Pattengill found the opportunity to enter into his first love, journalism. He became part owner and then sole owner of The Michigan School Moderator. This educational journal was to be his principal medium of disseminating educational information. The Moderator, Timely Topics, and Moderator-Topics might be classified as service magazines, even though The Moderator was educational, Timely Topics was for news, and Moderator-Topics was a combination of current events and educational news. The writer classifies them as service newspapers because they did not deal primarily with Pattengill's own educational beliefs.

Instead, they furnished the school teacher with materials which could be used in the classroom; provided the teacher with information of the educational affairs of Michigan; gave him an opportunity to express his own opinions; and served as a clearing house for the reports and information from various Michigan educational groups, including the Department of Public Instruction. They did contain Pattengill's opinions concerning many matters, educational and otherwise, but they were not philosophical magazines in any sense of the word.

In the opinion of the writer, when the two papers, The Moderator and Timely Topics, were merged into one, the educational news and features suffered and current events took a more prominent place. However, this may have been an unconscious change on Pattengill's part because of his deep interest in current events at the time of the merger.

It should be stated, though, that Pattengill's journal did provide a paper which met a need in Michigan for some means of communication between teachers and a way for disseminating educational information. Pattengill was not afraid to use his journal to support or condemn educational movements and in

all probability, in Michigan, this factor made itself felt when issues were to be decided.

The books which Pattengill published were not original writings for the most part. They were primarily compilations or collections of poems, plays, exercises, sayings, laws, and anecdotes. Even his Manual of Orthography would fall into this category, though it may have contained more of Pattengill's ideas than any other of his books. They were published because Pattengill believed a service needed to be rendered.

Public Official

Pattengill's contributions to education in Michigan as Superintendent of Public Instruction should be evaluated, in the opinion of the writer, in light of the beliefs and suggestions he had prior to entering office and not solely in terms of the legislative acts which were passed during his tenure in office. In addition, the long-term effect of this legislation and policy should be taken into account.

One of the activities in which Pattengill had been very active prior to his Superintendency was the county institute. At first he believed that the county institute was an organization

which should be used to train young people to enter the teaching profession, but during his tenure in office he felt its main purpose should be to inspire teachers to do a better job. He wanted to leave the training job to the state and county normal schools.

The education councils and rallies, which were used by Pattengill either to obtain or to disseminate information, were a step towards democracy in the administration of schools. Even though the councils were limited primarily to educational workers, they were an attempt to obtain ideas from the teachers and officials rather than handing down all the edicts from above. While the rallies were mainly for the purpose of informing the lay public of what was going on in the schools, at least they attempted to keep the public informed. This was not the type of democracy advocated in educational circles today, but it seemed to be a step in the right direction.

The improvement of rural schools was one of Pattengill's goals, both as an educational journalist and as Superintendent of Public Instruction. One of the things which he believed would improve the schools was to raise the qualifications for teaching. He sought to accomplish this by more difficult

examination and certification procedures. He seems to have been successful in this goal. Teachers could no longer teach without making some attempt to improve themselves. This held true particularly for those who held the lowest-grade teaching certificates. In order to become a teacher, an individual was required to know more. True, it was more or less based upon subject matter, but he did force the teacher to keep up with the world he lived in by including questions on current events in the examinations. Furthermore, he had the age limit raised so that a person desiring to teach would presumably be a more mature person. In addition, teachers were required to be citizens of the United States.

Another way in which Pattengill felt rural schools could be improved was for each school to have a library of its own. He urged that teachers do everything in their power to secure one. He wanted libraries in order to encourage students to read more widely and to enable them to have an opportunity to learn from more than just their textbooks.

Pattengill believed that a democratic nation's future depended upon an enlightened citizenry. He was not satisfied merely to offer the opportunity for children to attend school,

but believed that parents should be compelled to send their children to school. This he accomplished by securing an improved Michigan compulsory school act. This act has been made more effective for present times.

Not only was an educated citizen necessary for a democracy, but this citizen should be patriotic. In his teaching days Pattengill had flown the United States flag over his school on special days and, now that he was Superintendent, he was instrumental in securing the passage of a measure which compelled schools to fly Old Glory. In addition, he advocated the singing of national songs and the recitation and memorization of patriotic poems and sayings. Early in his life his patriotism seems to lack a deeper appreciation of what makes a good citizen, yet it does not seem to have been chauvinistic in its approach. Later on, however, he seemed to develop an understanding that the patriotic citizen must have more than a deep love for his country, that he also needs an appreciation of the responsibilities and obligations that go along with the rights and privileges of citizenship. Perhaps a feeling of love for country and duty to country could be used today in the United States. Maybe more of Pattengill's enthusiasm for this country

is needed today. He believed that the people of this country had many advantages and should appreciate them and work to keep them.

With the introduction of current events into teacher's examinations and with the introduction of Timely Topics, Pattengill put the daily news into the schools. It was a step in the direction of making both student and teacher conscious of the world about them and introduced the problems of the day into the school curriculum. It was not in the manner proposed today, but it was a step along the road and an improvement over what had been.

Another movement he championed as Superintendent was the cause of free textbooks in public schools. He believed that this would make it possible to call the public schools really free public schools. Thus, the poor and rich alike could gain an equal education. Yet, today, with the option of free textbooks and free public schools, the economic status of a family determines to a great extent the educational advantages the children of that family will have.

Pattengill was also active orally and editorially in supporting any movement which would further the cause of

consolidation of schools. He wished to compel schools to consolidate, but was forced to settle for an optional measure.

An evaluation of his program should include the statement that none of the acts passed during his time has been repealed, but some have been extended and broadened to make educational facilities more available to the people of Michigan. His policies and legislative program in Michigan achieved the goal of extending education to more people and at the same time sought to raise the educational standards for teachers and schools.

Journalist and Orator

After his superintendency, Pattengill turned his attention to his paper again, but another activity began to occupy more of his time than previously, public speaking. During the last twenty years of his life some of his earlier ideas changed. Instead of believing in the importance of subject matter as the sole means of educating a youngster, he now believed that the development of one's personality was as important. He no longer believed that scholarship was the main attribute of the good teacher, but believed that a love for children was primary.

Instead of educating being a preparation for life, he turned to the idea that education was life itself. In addition, he began to place emphasis upon vocational training as being important along with academic training. He did not believe vocational training should or could supplant the academic training but that the two could go hand in hand.

As an orator, Pattengill may have affected more people than he did through his educational journal. He was a forceful speaker, whom some of his listeners compare with the late Franklin D. Roosevelt. He spoke in a language which was understandable to all of his listeners. Education as a benefit to the individual and the country as well as patriotism were the two general causes he supported in his speeches. Inspiration seemed to be the key-note of his talks as it was of his institute work.

Conclusion

Education seems to have two types of men in its ranks. There are those who develop the ideas which break through the old barriers and establish new frontiers in education. Then there are those who implement and facilitate these frontier

ideas. The purpose of this study was to describe and evaluate the activities and contributions of Henry R. Pattengill to education in Michigan. As a result of this investigation the evidence indicates that Pattengill fell into the latter category rather than the former. He may have had new ideas, but they were along the lines of the practical and directed towards facilitating school activities and organization. In addition, the evidence supports the contention that a man who left his imprint upon education such as Pattengill did in Michigan was an educational leader of his day.

He lived in an era when Col. Francis Parker, G. Stanley Hall, and John Dewey were expressing their "new" ideas concerning education, and it seems that he may have been influenced by them. Pattengill's change in educational philosophy may be the evidence that indicates this.

The contradictions, the paradoxes in Pattengill's life may have been the result of having lived in what seems to be a transition period in American education. His contribution was to give voice to these new ideas and help put them into effect. Pattengill was the builder who put into effect the plans drawn up by the architect.

If Pattengill did help improve rural education in Michigan, and did help introduce new ideas into the schools, and brought the people and the schools closer together, the problem arises as to the exact amount of influence he had. Other individuals in Michigan played roles in education besides Pattengill. Some of these were Walter H. French, Ernest Burnham, and Woodbridge N. Ferris. In addition to individuals, there were institutions which played their part, such as The Grange and the Michigan State Teachers' Association. Furthermore, the role of Michigan's cultural background probably had its influence. Education was considered to have been better in the Upper Peninsula than in the southern part of the state. The answer to these questions needs to be determined.

It is the interplay of individual and institution which makes for progress in the activities of mankind. It seems to have been thus with the activities and influence of Henry Romaine Pattengill.

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APPENDICES

APPENDIX A

ITHACA SCHOOL STATISTICS, 1876-84

School Year	Valuation of School Property[a]	Salary of Supt.[b]	Number of Teachers[b]	Number of Students			Per Capita Cost[a]
				Total Enrolled	Average Belonging[a]	Average per Teacher	
1876-7	$ 1,600.00	$ 800.00	3	200[b]	-	-[c]	$ -
1877-8	-	800.00	3	243[b]	-	-[c]	-
1878-9	-	-	3	-	-	-[c]	-
1879-80	1,600.00	-	3	306[b]	-	-[c]	-
1880-1	1,500.00	-	4	316[a]	200	50[a]	-
1881-2	6,600.0	1,000.00	4	435[a]	278	69[a]	7.76
1882-3	15,100.00	1,000.00	5	412[a]	263	53[a]	8.19
1883-4	25,000.00	975.00	5	571[a]	281	56[a]	16.81

[a] These figures have been obtained from the Report of the Superintendent of Public Instruction corresponding to the date of the end of the school year.

[b] These figures have been obtained from a speech by H. R. Pattengill reported in The Gratiot County Journal (Ithaca, Michigan), May 16, 1884.

[c] Because the average number of pupils per teacher is based on dividing the number of teachers into the average number of students belonging, it is impossible to give an average for the years 1876 to 1881 inclusive.

APPENDIX B

THE
School Moderator.

VOL. 5. NO. 40. WHOLE NO. 200.

HENRY R. PATTENGILL, - EDITOR.

LANSING, MICH., JULY 16, 1885.

☞ All communications should be addressed to THE MODERATOR, Lansing, Mich.

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Terms, 20 Numbers $1.50

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The Courts have decided that all subscribers to newspapers are held responsible until arrearages are paid and their papers are ordered to be discontinued.

Specimen copies sent free from this office to any address.

Advertising rates will be sent on application. THE MODERATOR.

LANSING, MICH.

NOTICE OF DISSOLUTION.

Notice is hereby given that the firm of Wallbridge & Pattengill is this day dissolved by mutual consent, H. R. Pattengill assuming all debts contracted by the firm, and to continue the publication of THE MODERATOR. All accounts due THE MODERATOR should be sent at once to H. R. Pattengill, Lansing, Mich. Measures will be taken at once to collect all outstanding accounts.

Dated Grand Rapids, July 7, 1885.

IT IS ONE OF THE HARD THINGS in life to part with those we love. I have come to love THE MODERATOR as I love my friends in whose veins my own blood flows. Nearly five years I have held the helm that has guided this little craft on the educational sea. During all this time THE MODERATOR has had a steady onward, upward growth towards success. Four years ago, THE MODERATOR came into my hands at $480. It costs its present owner over $3,800. Then it had a circulation of less than 800. Now it numbers more than five times as many. Then its advertising could all be placed on one page, now it takes eight to accommodate the demands. I mention these facts with some degree of pride.

The past year has been the most prosperous THE MODERATOR has ever had, which is largely due to the labor of its present owner, Mr. Pattengill. I believe Mr. P. *the man* to run this Journal. He is fitted by education and natural tastes to make the paper a success. In saying my good bye, there is no stint to my desire for his prosperity. I shall always love to hear that success in large measure crowns his labors. Even now as I write, a feeling of sadness comes over me as one feels when a friend moves away from one's circle. I wish THE MODERATOR mine again; I desire to talk to its many friends; I feel like planning for its future prosperity, and I only am satisfied when I remember it is in better hands.

God speed it on its useful way, raising up for it such hosts of friends that it shall be the talisman of all that is right, loyal and true, to real progress, intelligence and true thought. May it be the exponent in the future, as in the past, of the rural schools, reaching down to their level, and upward through high school, normal and college to university so that the whole system may rest within its grasp, and be benefitted by its counsel. May it hold knowledge and virtue as twine—the real power that raises one man above another; may all of its ideas be adorned by knowledge born of reason, and action without passion be an essential implement intelligently wielded for the righteousness of truth; may it ever keep in mind, that every addition to true knowledge is an addition to human power.

I can only add in the language of Shakespeare: "Here's my hand, and mine with my heart in't; and now farewell," till time shall bring us together again.

N. H. WALLBRIDGE.

MODERATOR PROSPECTUS FOR VOLUME SIX.

This issue of THE MODERATOR closes the fifth volume of the paper. *The next number will be issued in the early part of September from Lansing.*

Mr. Wallbridge withdraws from all connection with the paper, which he has built up, and leaves it in the hands of an editorial yearling. We first wave Mr. W. a kindly salute at parting and wish for him abundant success in his future fields of labor, and we next address ourselves to the task of stating the plans of THE MODERATOR for the coming year.

That we can suit all the teaching interests of this State we do not for one moment believe, but it shall be our aim to make THE MODERATOR helpful to the great mass of teachers in our rural and city schools.

1. We wish to give full *reports* of *school work* in the state, of teachers' meetings, associations and the like, and just as much *news* about our schools and teachers as we can get.

2. We hope to secure the services of some prominent educators to furnish articles on the philosophy of education and mind study.

3. We shall make the "School Room" attractive by filling it with choice selections, scraps for supplementary reading, interesting facts for the geography, history and literature classes.

4. The study table we shall endeavor to make more systematic and digestable. We hope to secure the services of "Canopy" already so favorably known to our readers, to take charge of the department.

5. A definite space will be given in each issue to a summary of the news from our own and other countries.

6. A series of articles on famous Michigan men will be given during the year.

7. Articles on English Literature with choice selections from the best authors.

8. A series of articles on words and word analysis.

9. Author days, and other celebrations will be outlined as they have been in the past, so that schools may use them for commemorating the days.

10. A series of articles on how to teach Temperance Physiology will be given during the year.

11. Methods in Language and Sciences.

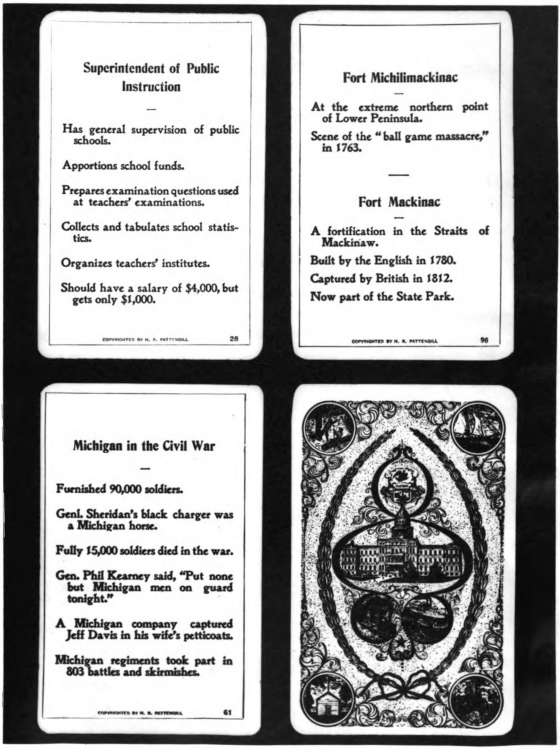
12. The best selections from all our fifty exchanges will be given to our readers.

13. Decisions and reports from the department of Public Instruction will appear from time to time.

THE MODERATOR will be issued hereafter biweekly instead of weekly as heretofore. This change is made, to give more time for careful preparation of each number

Editorial Page of
The Michigan School Moderator
Vol. V, No. 40 (July 16, 1885), 783

APPENDIX C



Specimens of Pattengill's
Michigan Historical and Geographical Cards, 1897 edition

APPENDIX D

Program of an Inspiration Institute as found in the Annual Report of the Superintendent of Public Instruction for 1894, pp. 2-3.

INSPIRATION INSTITUTE FOR BERRIEN COUNTY

To be held at St. Joseph, February 14, 15, and 16, beginning Thursday evening, Feb. 14, and closing Saturday afternoon at 3:00.

(This schedule is based on standard time.)

Conductor: Hon. Henry R. Pattengill.

Instructors: Mrs. Gudron Thorne-Thomsen, Chicago; Dr. R. G. Boone, Ypsilanti; Col. F. W. Parker, Chicago.

Local Committee: Commissioner E. P. Clarke, St. Joseph; Supt. E. A. Wilson, Benton Harbor; Supt. G. W. Loomis, St. Joseph.

PROGRAM

Thursday evening, 7:00.

Music.

Prayer.

Music.

Address—"Blind Spots"—20 minutes—Supt. H. R. Pattengill.

Music.

Address—"Education vs. Training"—15 minutes—Dr. R. G. Boone.

Music.

Friday morning.

8:15 Opening.
8:30 "Inspire or Expire?"—Supt. H. R. Pattengill.
9:00 Singing or Calisthenics.
9:05 "Education as a Process"—Dr. Boone.
9:45 Recess
10:00 "Materials for Nature Study and How to Handle Them"—Mrs. Gudron Thorne-Thomsen.
10:40 Singing or Calisthenics.
10:45 "Education as a Growth"—Dr. Boone.

Friday afternoon.

1:00 Opening.
1:15 "Education as Freedom"—Dr. Boone.
1:45 Singing or Calisthenics.
1:50 "Methods and Devices for Teaching Nature"—Mrs. Gudron Thorne-Thomsen.
2:20 Recess.
2:30 United States History—Supt. H. R. Pattengill.
3:00 Reading and Writing—Mrs. Gudron Thorne-Thomsen.
3:30 Question Box.
3:45 Adjournment.

Friday evening, 7:00.

Music.
Prayer.
Music.
Address—"The Child"—Col. F. W. Parker.

Saturday morning.

8:15 Opening.
8:30 Arithmetic—Mrs. Gudron Thorne-Thomsen.
9:00 Singing or Calisthenics.
9:05 Field Excursions in Geography—Col. Parker.
10:00 Recess.
10:05 ------.
10:45 Singing or Calisthenics.
10:50 Geography—Col. Parker.
11:20 Intermission.

Saturday afternoon.

1:00 Opening.

1:15 Modeling, Painting, and Drawing. Use of Phonics —Mrs. Gudron Thorne-Thomsen.

1:45 Singing or Calisthenics.

1:50 School Government—Supt. H. R. Pattengill.

2:20 Recess.

2:30 "Round Up."

3:00 Adjournment.

APPENDIX E

STATISTICAL SUMMARY OF PATTENGILL'S SUPERINTENDENCY

	1892	1893	1894	1895	1896
Districts and Schools					
Number of townships and independent districts reporting	1,259	1,262	1,277	1,283	1,281
Number of graded school districts	571	585	597	623	637
Number of ungraded school districts . . .	6,614	6,580	6,555	6,536	6,530
Number of township unit districts	-	67	76	89	97
School census of graded school districts . . .	376,464	381,064	392,864	397,689	399,581
School census of ungraded school districts . . .	297,815	296,612	303,370	302,139	300,488

APPENDIX E (Continued)

	1892	1893	1894	1895	1896
Enrollment in graded schools	237,398	248,099	258,779	264,626	281,485
Enrollment in ungraded schools	210,069	207,499	210,200	212,058	212,684
Percentage of attendance in graded schools . .	63.1	65.1	65.8	66.5	70.4
Percentage of attendance in ungraded schools. .	70.5	69.9	69.2	70.2	70.7
Number of districts reporting having maintained school	7,130	7,066	7,069	7,078	7,046
Average duration in months of graded schools	9.4	9.3	9.3	9.37	9.35
Average duration in months of ungraded schools	7.7	7.7	7.7	7.77	7.95

APPENDIX E (Continued)

	1892	1893	1894	1895	1896
Teachers and their employments					
Number of teachers necessary to supply graded schools . . .	4,758	5,017	5,202	5,532	5,397
Number of teachers necessary to supply ungraded schools . .	6,605	6,602	6,563	6,549	6,530
Number of teachers employed in graded schools	4,942	5,264	5,452	5,713	5,959
Number of teachers employed in ungraded schools	11,158	11,041	10,738	10,300	9,937
Average number of months taught by males in graded schools	9	9	9.17	9.11	9.13
Average number of months taught by males in ungraded schools	5	5	5.16	5.33	5.65

APPENDIX E (Continued)

	1892	1893	1894	1895	1896
Average number of months taught by females in graded schools	9.42	8.91	9.42	9.28	9.56
Average number of months taught by females in ungraded schools	4.41	4.66	4.74	5.08	5.14
Average monthly wages of male teachers in graded schools . . .	$78.30	$77.22	$79.12	$76.32	$74.00
Average monthly wages of male teachers in ungraded schools . .	$32.02	$33.29	$31.53	$30.50	$29.22
Average wages of male teachers in all schools . . .	$47.72	$48.89	$48.00	$46.17	$44.62

APPENDIX E (Continued)

	1892	1893	1894	1895	1896
Average monthly wages of female teachers in graded schools . .	$42.13	$44.65	$43.24	$43.91	$39.31
Average monthly wages of female teachers in ungraded schools .	$25.79	$24.41	$25.71	$24.67	$30.49
Average wages of female teachers in all schools . .	$34.15	$34.36	$35.08	$35.09	$35.49
Examination and certification of teachers					
Number of public examinations held	426	422	417	396	323
Number of applicants for regular certificates . .	16,173	16,553	15,842	16,626	16,251
Number of first-grade certificates granted .	245	274	155	125	151
Number of second-grade certificates granted .	682	708	551	1,181	1,411
Number of third-grade certificates granted .	9,376	9,846	8,799	8,561	7,558
Whole number of regular certificates granted	10,303	10,828	9,505	9,867	9,120

APPENDIX E (Continued)

	1892	1893	1894	1895	1896
Number of applicants for special certificates . .	1,428	1,106	1,483	1,178	1,286
Number of special certificates granted .	1,078	822	1,170	804	897
Number of teachers who held State or Normal School certificates . .	498	479	498	587	642
Whole number of legally qualified teachers . .	11,774	11,885	11,677	11,914	11,510
Number licensed without previous experience in teaching	2,515	2,798	2,261	2,357	2,281
Number of applicants who attended State Normal School	1,549	1,330	1,337	1,201	1,203
Number of applicants who had attended institutes during the year . . .	4,916	4,510	4,272	5,305	5,227

APPENDIX E (Continued)

	1892	1893	1894	1895	1896
School property					
Estimated value of property in graded school districts . . .	10,897,586	11,532,417	12,104,161	12,506,423	13,271,861
Estimated value of property in ungraded school districts . . .	4,351,117	4,225,504	4,480,238	4,260,459	4,317,708
Total estimated value of all school districts	15,248,703	15,757,921	16,584,399	16,766,882	17,589,569
Number of districts reporting dictionaries in school	4,977	5,265	5,478	5,712	5,989
Number of districts reporting globes in school	2,900	2,999	3,166	3,486	4,828
Number of districts reporting maps in school	3,985	4,093	4,246	4,287	5,433

APPENDIX E (Continued)

	1892	1893	1894	1895	1896
School libraries					
Number of townships reporting libraries . .	520	513	436	484	475
Number of districts reporting libraries . .	1,110	1,094	1,248	1,753	2,295
Total number of libraries	1,630	1,607	1,684	2,237	2,770
Number of volumes in township libraries . .	159,228	165,752	167,801	160,140	164,083
Number of volumes in district libraries . .	389,424	423,558	481,202	528,302	580,761
Total number of volumes in all libraries	548,652	589,310	649,003	688,442	744,844
Amount of taxes voted for township libraries . .	5,860.12	3,849.71	3,739.70	3,916.23	3,284.18
Amount received from county treasurers for township libraries . .	25,944.32	13,003.68	11,497.66	9,842.74	10,957.80

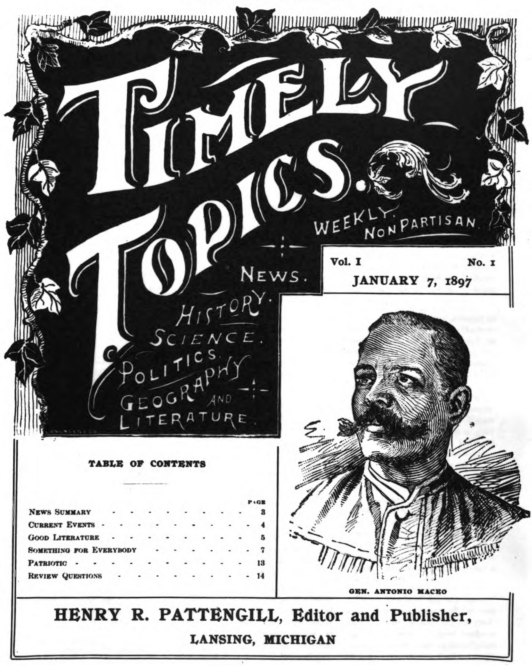
APPENDIX E (Continued)

	1892	1893	1894	1895	1896
Number of townships diverting money to general school purposes	474	576	555	351	526
Number of townships forfeiting library moneys	195	180	210	376	231
Amount paid for support of township libraries .	18,541.00	19,903.86	18,355.85	16,027.04	16,018.76
Amount paid for support of district libraries . .	76,175.33	81,816.93	111,007.45	94,531,56	94,526.37
Teachers' Institutes					
Number of State institutes held	69	70	76	79	83
Number of men enrolled at such institutes . .	1,261	1,450	2,021	2,291	2,532
Number of women enrolled at such institutes	5,085	5,882	7,050	7,418	7,468
Total enrolled . . .	6,346	7,332	9,071	9,709	10,000

APPENDIX E (Continued)

	1892	1893	1894	1895	1896
Miscellaneous					
Number of counties reporting county teachers' associations	61	54	64	65	68
Total amount of primary school interest fund apportioned	1,009,099.40	989,932.57	1,021,001.47	1,000,312.06	858,824.13
Total number of U. S. flags in school districts	-	1,573	1,854	3,307	5,613

APPENDIX F



Title page of Timely Topics. Vol. I (January 7, 1897), 1.

APPENDIX G

Moderator-Topics

Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged. Ordinance of Northwest Territory, 1787.

VOL. XXIII. No. 9. WHOLE No. 549.

Weekly during the School Months.

TERMS: 40 NUMBERS, $1.00.

SINGLE NUMBERS, 3 CENTS.

HENRY R. PATTENGILL, Editor.

LANSING, MICH., JANUARY 8, 1903.

DON'T BE SILLY if these marks are for you —GENTLE READER.

The No. against your name on the address of your paper shows when your subscription ends.

By casting your eagle eye on your address, and on the number of this MODERATOR-TOPICS, you will see what the blue pencil marks mean.

Your subscription has expired. We hope your love for us has not. But should you wish the paper discontinued, drop us a postal card to that effect. Otherwise we shall continue to send the paper to you regularly, and expect a remittance to pay for another year's subscription at your earliest convenience.

MODERATOR-TOPICS is issued every Thursday of each month, excepting July and August. If your paper does not reach you soon after these dates, please inform us at once.

Subscribers asking to have the direction of a paper changed should be careful to name not only the postoffice to which they wish it sent but also the one to which it has been sent.

Specimen copies sent free from this office to any address.

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The New Year.

Superintendent Fall sends greetings to the teachers of Michigan, wishing them a successful and happy New Year. He wishes to give them this one thought for the beginning of the year 1903, "Consider today the cheerful side of conditions on earth. Every human being has his troubles and worries. The luckiest of us all yearns for what cannot be had and sees much to regret. But one great, splendid fact should always be borne in mind: The progress of humanity is incessant. We are infinitely better off now than we have ever been before on this earth, and unlimited possibilities are ahead of us."

[The long reports published in this issue crowd out other Department matters.—P-

VENTILATE, decorate, up-to-date.

LAST year was good; this will be better.

WATCH the MODERATOR-TOPICS for announcements of new school legislation!

NOT, a school house near every child; but every child in a school house, should be our shibboleth.

SHOW us to your neighbor who may not be acquainted with us. Send in her 50 cents for a trial trip.

WE have had to combine our mailing lists. If in the shuffle you are lost, report at once, and we'll make it right.

IT can harm nobody to amend the school law in such way that districts may appropriate school money for transporting pupils.

MODERATOR-TOPICS! It will take a little while to get used to the change. Many have commended the plan, no one has condemned it so far as we know. We can all tell better how we like it by and bye.

OF course the report of the State Association usurps much of our space this week. And why not? That's why we are. The proceedings were good for the 1,000 who were there, and just as good to our big family which was not there.

OUR compliments to the State Grange. Your resolutions concerning improvement in rural schools are good and sensible. Master Horton is all right in a good many things, but he was away off on the school question. He has the acumen, however, to know when he is floored.

NOW, let's pull together for better rural schools. The best kind of lobbying is done by constituents when legislative members are at their homes. Study the proposed bills and amendments, then if possible visit your legislator on some of his many trips home. Write him your desires.

OCCASIONALLY the MODERATOR has had occasion to score school boards for sins of omission or commission. It is now and then necessary to call teachers to account. Here is a case typical. The teacher of science in a certain high school left his position one week before the close of the term without being released by the board of education. What school board would hire a person who cares so little for his word as that? Teachers, how can you hope to be treated fairly and honorably, if such dishonorable practices become at all common? If a teacher's word is not as good as a millionaire's bond, he is not fit to teach our youth.

FOR so long that the memory of man runneth not back to the contrary, A. L. McLaughlin has been the courteous, honest, capable, fair dealing representative of Butler, Sheldon & Co., or of Sheldon & Co., in Michigan. All school men know "Mac" and love him. Well, he is now the Michigan representative of D. C. Heath & Co. We are as pleased that "Mac" has a good house as that the house has good "Mac." When a square-dealing, genial, capable, experienced man like A. L. McLaughlin accepts service with a house, he carries with him a circle of acquaintances, a knowledge of his field, and an influence inestimable in value. Though "Mac" is a veteran in experience, he is still in his prime. His eye is not dimmed nor his natural strength abated. Here's to him for many a happy new year!

THE "Teachers' Library Union" when explained to ye editor was merely a plan for securing the reading of a number of good books at reasonable rates, with an inheritance of a portion of the books at the

Editorial page of Moderator-Topics,
Vol. XXIII (January 8, 1903), 261

APPENDIX H

HOW TO USE A CURRENT EVENT PAPER

From Michigan School Moderator, Vol. XX (September 7, 1899), 25-6

Every one who has used a current event paper in his school is satisfied that it has a great educational and inspirational value. Some schools so plan the work, however, as to get most out of the paper.

Suppose 10, 20, 40 or more copies of the paper are taken. When the papers come they are at once put in the hands, say, of the pupils in the United States history class, and one recitation of the class is devoted to discussing those articles of the issue that are closely related to our country's history. In this way the pupil is led to see that history is constantly making, and to note the close relationship between past and present history. His interest in the study of history is trebled.

Then the geography classes take one day per week in considering those articles of the paper more immediately bearing upon commercial or political geography. There has not been a single issue of Timely Topics [sic] for the past year that has not had ample material to interest the geography class in matters of prime importance.

Another day may be devoted to the paper by the civil government class. Especially while congress is in session, or while treaties and international questions are being discussed.

Then the grammar, rhetoric, or advanced reading classes will find in the extracts from speeches made by our greatest living orators some food for thought, study and criticism. The literature studies also that have appeared regularly in Timely Topics [sic] will prove most stimulating to pupils and teachers alike.

A Friday afternoon or morning exercise drill or drills may be made on "Current Events," per se, by the whole school, who by this time, in one or the other of the classes named have read the paper, and pupils not in any of these classes have

had access to the school files. The questions always given in Timely Topics [sic] prove very serviceable in making the current events periods bristle with interest and educative value.

After the higher grades have made use of the paper the first week, pass it on down to the lower grades. There are many, very many, interesting articles about men and things that will prove highly pleasing to the 5th, 6th and 7th grades. The history stories, the folk tales, the myths, are all good. The patriotic poem in every issue makes a good reading lesson or a fine selection for memorizing.

After the school has seemingly squeezed the orange dry let the pupils take the papers home to keep if they so please, or to spread about the neighborhood. This has proved very popular in many schools. Be sure, however, to keep a file of the papers bound in high school and in grammar school, for reference. The index given by Timely Topics [sic] in the last issue for June makes the file so available that those who keep it need no other annual to their encyclopedia.

Thus see the value derived from the meager expenditure necessary to supply any school with good current reading. Not only this, but the pupils are being thus trained to select the best of reading from the great dailies, and unless thus trained, the disadvantages of a promiscuous reading of a daily paper by the inexperienced is much greater than the advantages.

APPENDIX I

NEW YEAR RESOLUTIONS

From Moderator-Topics, Vol. XXVII
(January 3, 1907), p. 334

The Teacher.

It shall be my endeavor during this new year of 1907:

1. To talk less and teach more.
2. To awaken minds and develop thinking power.
3. To read at least 30 minutes in a good book each day.
4. To take at least 30 minutes each day in open-air exercise.
5. To know my pupils better and love them more.
6. To help pupils to help themselves.
7. To improve the school library, and lead pupils to use it more.
8. To be what I would have the children be.
9. To get all the good, clean fun I can out of life.
10. To speak only good of my fellow teachers.
11. To keep in touch with the world's work.
12. To look on the bright side, and boost the good cause.
13. To earn more than I am paid for, and try to raise teachers' wages.
14. To set my ideals a little higher - yet within reach.
15. To fit myself to be the best teacher possible.
16. To work with patrons to make the school an educational center.
17. To teach wholesome truth by example as well as by precept.
18. To teach the dignity of labor and the joy of service.
19. To keep my head cool and my heart warm.
20. To talk something besides "shop" when out of school.
21. To be loyal to my board, my pupils, my patrons.
22. To care for the health of my pupils.
23. To keep the schoolroom tidy, and secure at least one fine picture for the school.

24. To remember the joys and forget the sorrows.
25. To be clean in person, speech, and thought.

The Pupil.

I shall try this year of 1907:

1. To obey well and study well.
2. To be courteous, kind, and true.
3. To be prompt, punctual, and persistent.
4. To be busy, not buzzy.
5. To dodge no duties.
6. To work as well as I play.
7. To use no language anywhere that I would not use before my mother.
8. To get into the game - both of play-ground and life.
9. To read 30 minutes in a good book each day.
10. To shinny on my own side.
11. To fight fair, not flinch, not foul, and hit the line hard.
12. To do and say the kindest thing in the kindest way.
13. To combine boyhood fun with manly ideals.
14. To learn how to study effectively, steadily, and persistently.
15. To be neither a "sissy" nor a "bully."
16. To be no "mollicoddle" nor "bum."
17. To get just as good an education as I can get.
18. To be as courteous to my own folks as to strangers.
19. To be as polite at home as in company.
20. To appreciate my opportunity and make good.

The Patron.

I'll do my best this year:

1. To encourage the teacher and pupils.
2. To build up a good school sentiment.
3. To help enforce the compulsory school law.
4. To visit the school occasionally.
5. To aid in bettering our library.
6. To read from some good book each day and think about it while I work.

7. To teach by example a clean life.

8. To beautify the school yard and schoolhouse.

9. To help make the old world a little better every day.

10. To enjoy all the decent fun and pleasure that comes my way.

11. To see that teachers get wages in proportion to the worth of their great work.

12. To back up the school officers in providing a good school.

13. To keep the tugs tighter than the holdbacks.

14. To live so that I can be glad each day that I'm a live American citizen.

APPENDIX J

A LETTER TO THE COLLEGE BOY

From Moderator-Topics, Vol. XXVI
(September 14, 1905), p. 27

Now, boy, you're off to college. You leave home never to return. There'll doubtless be a lad of your name returning occasionally to that home, but the same boy will never come back. Will it be a manlier, truer, nobler, stronger, kinder lad? Father has an occasional misgiving and mother a heartache as their memory quickly runs the gamut of your boyhood life. Ah, lad, don't let the new scenes and associations make you for a moment forget the warm old hearts throbbing for you.

Keep clean, be pure, win out!

In the first place make good in your studies; else your college career will be exceedingly short and not especially sweet. Lay out a specific time for study each school day, get your lessons a little better than "well enough" - in these days of competition big fortunes are made or lost on small margins. Take time each day for some healthy, out-door exercise and a systematic training in the "gym." Make good in baseball, football, track events if you can, but don't be fool enough to make athletics and sports your majors.

Choose good associates, but don't be clannish and snobby. One of the best things about a college course is the pleasure of choice and intimate association with tip-top acquaintances. The fun of a college course is no mean factor in a happy life; but the fun must be of the kind that shall leave a good taste in the mouth.

Keep out of the saloons. You have no business there. For the sake of your own good name and that of your home and kin, be found in no place where you would be ashamed to have your father or mother see you. Use no language you would not be willing to have your mother hear. Treat every woman with the courtesy and respect with which you would like to have your mother and sisters treated. Use no tobacco in any form. You'll see some of the professors using it, but on this subject dad knows as much as they do, and he wants you

to wait until you are using none of his money before you take on the handicap of the tobacco habit.

Ally yourself with the Students' Christian Association and the Lecture Course. Use the library. Read the references given by your instructors. You will probably never have another time in your life to make companions of so many noble and inspiring books.

Attend divine services at least once each Sunday. It's a one-sided education that omits the moral and religious phase of man's make up. Write home frequently.

And, finally, as our vigorous and typical American president says: "Fight fair, don't foul, and hit the line hard."

Yours for keeps,

"DAD."

APPENDIX K

THE PATTENGILL-STRAIGHT DEBATE

From Moderator-Topics, Vol. XXXIII
(February 6, 1913), pp. 428-30

Questions and Answers

1. "Is there not an understanding between you and certain city superintendents of schools, certain members of school boards and representatives of book companies to work in harmony to defeat any state-wide textbook bill that may be introduced in the Michigan legislature?"

No, not at all; never has been.

2. "Did not Supt. Samuel Gier, of the Hillsdale schools, send a dispatch to Senator Watkins to defeat my bill, and did he not get a 'tip' from you or Mr. Brunson to do so?"

I don't know whether Mr. Gier sent a telegram or not; I know he didn't get any tip from me, but I wouldn't blame him at all if he saw fit to send a telegram; it was perfectly right for him to send a message, perfectly legitimate for him to do so, just as much so as it is for Mr. Straight to draw the bill, and I say right here in this connection, although I better take that on my own time as I don't want to make a speech now on this subject, but I don't want to forget that business about Mr. Gier.

3. "When the Coldwater city schools wanted a superintendent, a year ago why did Mr. Fred Arbury, a representative of a school book publishing house, interest himself in behalf of said Gier, with members of the Coldwater city school board?"

Mr. Arbury is a representative of a book concern, but he was a former superintendent. He travels about the country and he knows a good man when he sees him, and he knew Mr. Gier to be one of the finest men and one of the best superintendents in this state, and in my judgment was glad to suggest his name to this city as a school superintendent, - - a perfectly friendly act, and a perfectly legitimate act, and you might have gone a great ways further and fared worse. I will say in this connection that a gentleman in this city informed me that Mr. Straight told the school board, while he was before

this school board for consideration, that Mr. Gier was "crooked," and it has developed that the only crooked thing about him was because he couldn't see the Straight bill.

(Applause and laughter.)

I will just simply put that as a little question to Mr. Straight if he thinks that is an honorable way to treat a gentleman merely because his opinion was against a certain kind of text-book bill.

4. "Why was Frank Loomis of Kalamazoo a representative of the American Book Co., also interested in Mr. Gier?"

I presume for the same reason Mr. Arbury was, he felt he would make a good man for the school.

5. "If there is not an understanding between you and The American Book Co., why was the said Loomis in Coldwater a few days ago looking up my record as a coal dealer, etc., and trying to find a certain collection of school books, belonging to a poor farmer who had been moving from school district to school district and buying new books every move? Why was Loomis interested in the difficulty between you and me and especially on your side?"

I know nothing about it; I don't know whether Mr. Loomis was here or not. I didn't know anything about him at all. The American Book Co. have nothing to do with me at all, and I have nothing to do with them any more than that they advertise in my paper, and pay me exactly what other people pay me. I don't know anything about this man, about Mr. Loomis, - - I didn't know he was here. And if your coal deals are all right you need not worry over his investigations.

6. "If certain superintendents of city schools are not hand and glove with the book men, why did L. M. Dillman of Chicago, western manager for the American Book Co., recently testify, under oath, that representatives of book companies spend much time in securing advanced positions for superintendents of city schools?"

I suppose that these gentlemen as they go about, the most of them are former superintendents of schools, say a good word for this man or that man whenever they can do it. These men are as competent to pick out good superintendents as anybody on earth, and I don't know of any reason why they shouldn't express themselves in regard to it.

7. "Didn't you and Mr. Hammond, another ex-state superintendent of public instruction, persuade Ex-State Senator Watkins of your district to introduce a text-book bill during the session of 1909, for the purpose of aiding in the defeat of the Aitken bill, then in the senate?"

Yes, sir. By the way, you made a mistake Mr. Straight, regarding Mr. Watkins; he is not from our district; I had nothing to do with Mr. Watkins, - - it is Tuttle instead of Watkins. Watkins does not belong to my district. It was a bill very similar to the Minnesota bill, and I will speak after a while of that Minnesota bill. The Minnesota bill is as far ahead of the Straight bill as Heaven is ahead of hell.

8. "Didn't you give the same bill to Rep. Ogg, of Detroit, to be used by him to confuse legislation in the house?"

No, I never gave Mr. Ogg any bill; never spoke to him that I know of.

9. "Did you have anything to do with drafting or in amending the text-book bill passed by the Michigan legislature back in 1897, in such a way that it was not workable?"

If it was a uniform text-book bill, I tried my best to defeat it; I don't remember what particular thing I did; I tried my level best to beat, and I have for the last 30 years tried to beat every uniform text-book bill. I have been in favor of free text-books all that time, and I was when I opposed that bill. I have been perfectly consistent in it and perfectly willing to tell anybody, so there is nothing to be ashamed of; the shame should be on the part of those who defend the uniform text-book bills.

10. "Did you have anything to do with the repeal of the above act in 1899, the first session after it was passed, and during the administration of Jason E. Hammond as state superintendent of public instruction?"

I don't know whether I had any influence. I tried my best to have it repealed.

11. "Is not this meeting on your part, held for the purpose of prejudicing the voters of this senatorial district against my candidacy for the senate?"

Not at all, -- not a bit of it; it doesn't matter to me at all, not a picayune in regard to who represents this district in the legislature or in the senate. I do hope though that whoever represents this district in the senate will have

sense enough to look on both sides of the question and not assume that a person is dishonest merely because he opposes a measure.

12. "Isn't it a part of the scheme to thwart the passage of a state uniform text-book bill?"

No scheme on my part. I am against a uniform text-book bill and have been all my life, but I don't scheme with anybody about it. I go right into the fight fairly and above-board, and strike right from the shoulder. I have no excuses to make in that respect.

13. "What have you to say to the following extracts from a circular letter recently received by Supt. Stone of the Coldwater schools." [sic]

That is that long circular letter sent from the president of the Superintendents' Association and chairman of School Board Section, inviting these people to attend a meeting, and that meeting is a representative gathering of school boards and superintendents, for the purpose of discussing various matters, and among those subjects is this text-book business and the primary school fund, and this circular letter is simply here to call them out to that meeting, and he saves postage by having the two combined, Mr. Frost and Mr. Brunson calling on those people.

14. "If the whole combination is not one of corruption, why did a book man offer James Swain, county commissioner of schools for Branch county $300.00 if he would place the name of just one of his company's books on a list of books Mr. Swain was preparing for the school boards of Branch county?"

If that will be done in a little affair like that what would be done if you got a board away off there in Lansing picking out books for the state? I don't know anything about this thing. Of course, there may be dishonesty among certain book men. My experience with them however, has been of the other sort. I have never in all my life had an improper proposition made to me by one book man or company, not one; no money has ever been offered me for my influence, no pressure has ever been brought upon me in any way, shape or manner, not a particle. In our city there were seven coal men convicted of short weight, but do you suppose I take it for granted that every coal man is dishonest? I tell you we cannot afford

to be so narrow; just because a man opposes us, we cannot assume that the whole bunch is bad. I don't know about this case. Although Mr. Swain may have been approached by somebody who overstepped the bounds of propriety and asked him for his influence in his county; let me ask you if that will be so in a little place like this, what would be the effect when it is away off away from you, and the whole state to gain? You can see that. I will bring that up later in my talk.

15. "Why did they offer Charles Bishop, who was then teaching in the Maple Grove district, $25 or $30 worth of books, if he would work for the adoption by his district board, of a certain arithmetic?"

I don't know anything about that at all; that may be so and may not, so far as I know; it probably is so, or else it is like a lawyer asking certain question just to prejudice the jury. But surely if they will offer a schoolmaster $25 or $30 worth of books, what do you think about those fellows at Lansing dealing for the whole state? I think you will find the people right near home just as honest as they are in Lansing, or the people that are sent to Lansing.

16. "Why did ex-State Superintendent of Public Instruction Delos Fall, state in a public meeting, while discussing the question of a school book commission, that he was opposed to such commission since he was offered $1,000.00 by an agent if he would do a certain thing, and that he was therefore afraid a state school book commission would be bought up by the book companies?"

You state here, "By an agent," Mr. Straight, have you involved that purposely or omitted the work "Book"?

Mr. Straight: I will answer that when the time comes.

Mr. Pattengill: I will read to you the answer of Mr. Fall himself:

While Mr. Pattengill had no previous knowledge of what any of these questions were to be, he had heard Mr. Straight tell this tale about Supt. Fall, and had written Mr. F. to ascertain the exact truth.

"Albion, Mich., June 7th, 1912.

"Hon. Henry R. Pattengill,
Lansing, Michigan.

"Dear Friend: - - As I told you in my letter a year ago, the story that Mr. H. E. Straight of Coldwater is

telling with reference to an attempted case of bribery is true only as to the fact of such an attempt being made, but wholly untrue when he says that the person who was guilty was a book agent.

"A man who was promoting a large school furniture business for the state of Michigan offered me $1,000 in cash to permit him to place my name upon the board of advisers to the company. I told him I could not do it and finally, when he became abusive, threatened to (call) the capitol police. He was a man from Chicago whom I never saw but the once. He flourished a thousand-dollar bill before my eyes.

"On the other hand in all my career I have never known an instance where a book agent made any improper proposal to me in the least respect. I count them all as among my best friends, and believe them as a class to be sincere in their desire to promote better teaching in the schools.

"Yours very truly,

"Delos Fall."

So you will see it was not a book agent at all, but the agent of a supply house, and Mr. Straight's bill provides that this commission at Lansing may perhaps manage and control all supplies for the schools of the state. If they would give that for one man's influence, what a nice system it would be with a political factor clear away from the folks buying all the supplies for the state.

17. "Why did Hon. Victor Murdock of Kansas, when in Coldwater to deliver a lecture on the Y. M. C. A. lecture course, last winter, tell Dr. Hadley of a school book salesman who had served time in a prison - - [sic]

I don't know anything about Mr. Murdock of Kansas nor about the story.

18. "Why do you call Moderator-Topics the 'Official Organ of the Department of Public Instruction and State Teachers' Association?"

Because they asked me to report the proceedings of those meetings, as it is the only educational paper published and circulated in the state, and I was perfectly willing to do, because that is the object and purpose of Moderator-Topics; and I have been doing that for a great many years. There is no money transaction about it whatever in any way, shape or manner; no obligation on the part of either party to the other.

19. "Do you not use your paper as a medium for extorting subscriptions to it from teachers?"

I try to make that paper so good that a teacher cannot very well live without it; I think that no well-regulated teacher of Michigan ought to live without it.

20. "Did you not use its columns to advance the sale of United States flags to every school board in the state; which sale or purchase was provided for and made compulsory in an act of the legislature passed during your term of office as state superintendent of public instruction?"

I sold flags. I was the first teacher in the state of Michigan to put up a flag on the school house as long ago as in '73 or '74; and I have advocated a flag on schools all these years before becoming superintendent or since or before I became editor of Moderator-Topics; I believe in the flag for the school house and always have. If a law was passed I didn't have a thing to do with the passage of it; I didn't even suggest it, or didn't even work for it, but I have always believed in it. Flags are sold all over the state by mail order houses and by stores and everywhere, but if any teacher was in a position where they could not get a flag very well, I would send them one by mail, charging just as low rate as possible and keep whole on it - - I think, probably at 15 or 20 cents profit.

21. "Since it was founded in 1882, has any book company paid you more than the usual price for advertising space in it? [sic]

No.

22. "Are you not, in Michigan, Walker and Jones in Indiana, Vale in Illinois, Gillan in Wisconsin, and others, all publishers of educational papers, united to aid the American Book company in its efforts to prevent any real reform school book legislation being passed in any state?"

No, not a bit of it, so far as I am concerned. We are very anxious to have any reform school book legislation in every state, and I have spent a good part of my life trying to get it, but where people who are probably entirely honest in it, and don't know the question, assume to adopt a law without any of us understanding what is going on, we have to sound the battle call.

23. "Why didn't you notify some country school boards, or the parents of large families of children who have to buy school books, that my bill needed killing?"

I notified the folks that would help kill it.

24. "Who pays for the space in Moderator-Topics to slander me and other legislators?"

I don't slander anybody, and nobody pays me for any space I take in Moderator-Topics.

25. "Regarding your free text-book plan, allow me to ask the following questions:

26. "Who is to pass upon the quality of the books adopted, who pays for them and how long are they adopted for?"

The same people who adopt the books now. The nearer the adoption is brought to the local people the better it is. The books can be adopted right close to headquarters. "Who pays for it?" The people pay for it. I will come to that later when I am making my speech. "How long adopted for?" Generally for five years.

27. "Who is to take charge of them and give them out to the children?"

The teacher or some person designated by the school board.

28. "What extra compensation will they require?"

Nothing.

29. "In free text-book districts, who determines the price, and what is it?"

The price of books will be dwelt upon in my regular talk. The price is determined the same as it is determined anywhere, by contract.

30. "Did you ever interest yourself in the passage of a free text-book bill?"

I have many times and pretty nearly continuously since 25 years ago.

31. "Did you call upon the city superintendents of schools and school boards through your Moderator-Topics [sic] to help force Senator Putney's free text-book bill through the legislature in 1911?"

Senator Putney told me there wasn't any show; he told me that early, that there was no chance at all; he said that there were two members on the committee in the senate that would not report it out, and there wasn't any use of trying for it at all.

32. "Don't you know that two members of the committee on education in the senate during the session of 1911 were pledged before the session began to kill free text-book legislation?"

I didn't know before the session began, but I knew it soon after.

33. "Don't you know that every person in the state, interested in parochial schools, is against free text-books?"

No, I don't. The city of Detroit has free text-books and has had for 10 or 15 years, and there are more parochial people in that city in the state, in proportion; Saginaw the same. The state of Pennsylvania has free text-books and has had for 20 years and it is full of parochial schools. People who object to free text-books would object to any method of doing school work. I will take the subject up again. I am not authorized to make a speech on that now.

34. "Is not your interest in the matter purely assumed and your efforts solely for the purpose of confusing and flustrating [sic] legislation and thereby preventing any reform measure being passed?"

You can see that in this Mr. Straight is playing to the grandstand, and the question is not worthy of notice at all. It is not even courteous. He is simply asking me to tell him whether I am a hypocrite or not. Of course, I would say no, I am an honest person. I am not of the assuming kind. If I have anything to say, I say it right from the shoulder, and have carried out that policy throughout my entire life, and if any of you know anything different, make it manifest.

35. "With due respect to the wishes of the people, don't you think it would be better to submit the question of free text-books to them to vote upon, rather than forcing free text-books upon them?"

I think it would be a thousand times better to force free text-books upon them than it would be to force uniform text-books upon them. If you are going to do any forcing at all, force a good thing upon them and not a bad thing.

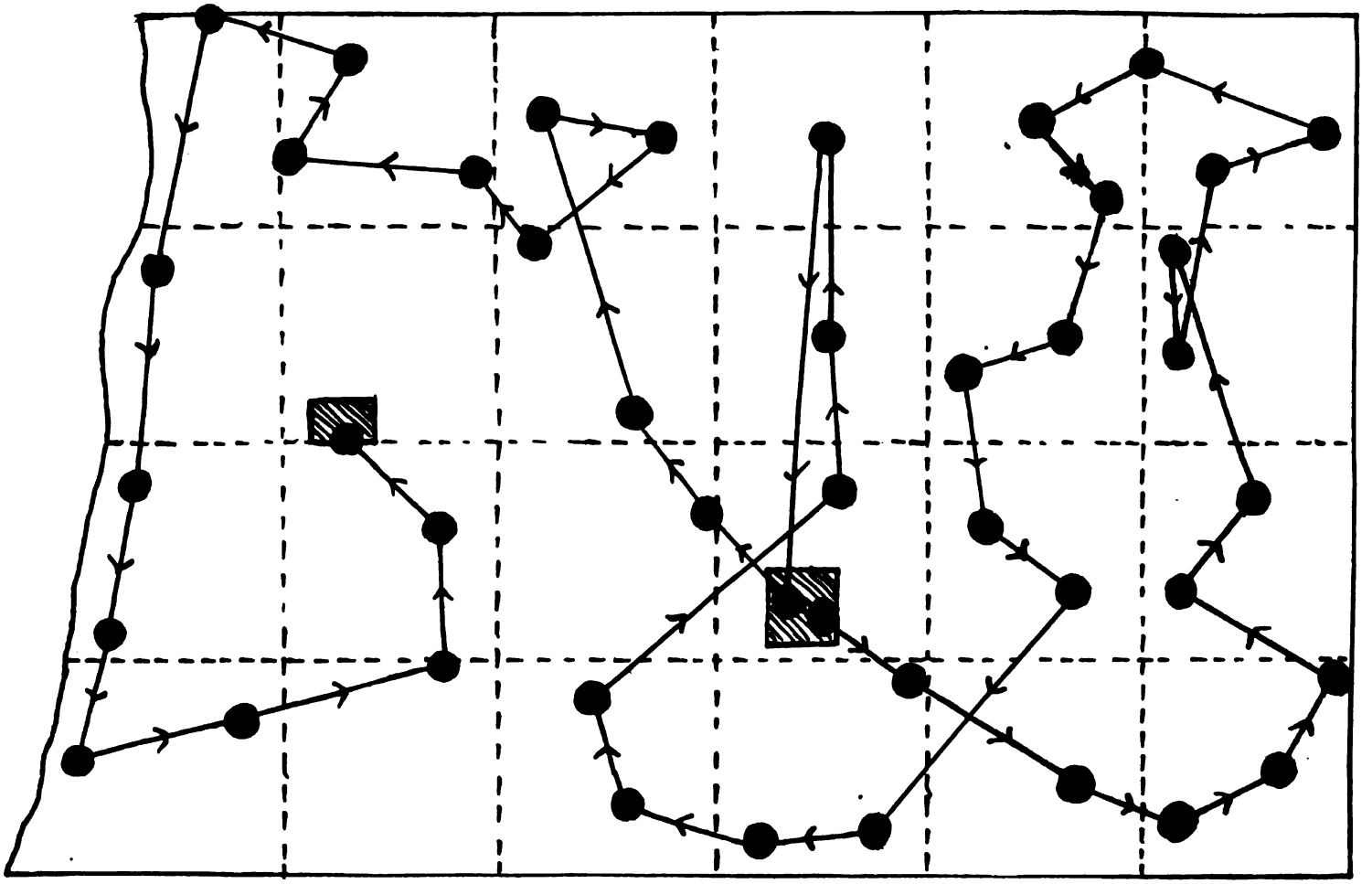
36. There is another question that is not down here. Mr. Straight asked me to tell the name of the person in this city who told me that he was going to force his text-book bill through. I cannot give you that name, the man is a citizen of your city, and I would consider it a breach of confidence for

me to repeat the name, and unless it is absolutely necessary in a court of justice I shall not break that confidence.

37. Mr. Straight also asked me to give you the name of the book lobbyist or professional lobbyist that said he aided him in preparing his text-book bill. That was Mr. Griffin, formerly a text-book agent of Chicago, who was in the city of Lansing all through that session (1911), and soon after the adjournment of the legislature, came to my office and in a long talk there insisted that he had helped Mr. Straight all the way through and it was through his suggestion that Mr. Straight cut out the "maximum price" list, and that he had helped Mr. Straight shape that bill and get it through. He is the only representative of a text-book company I know of being in the legislature all that time. Who paid him, I don't know; I don't know what particular company it was he represented, but I do know what he said to me. Of course, he may have been a cheerful liar, but he didn't act like it. I don't know why he would have any reason to lie about it.

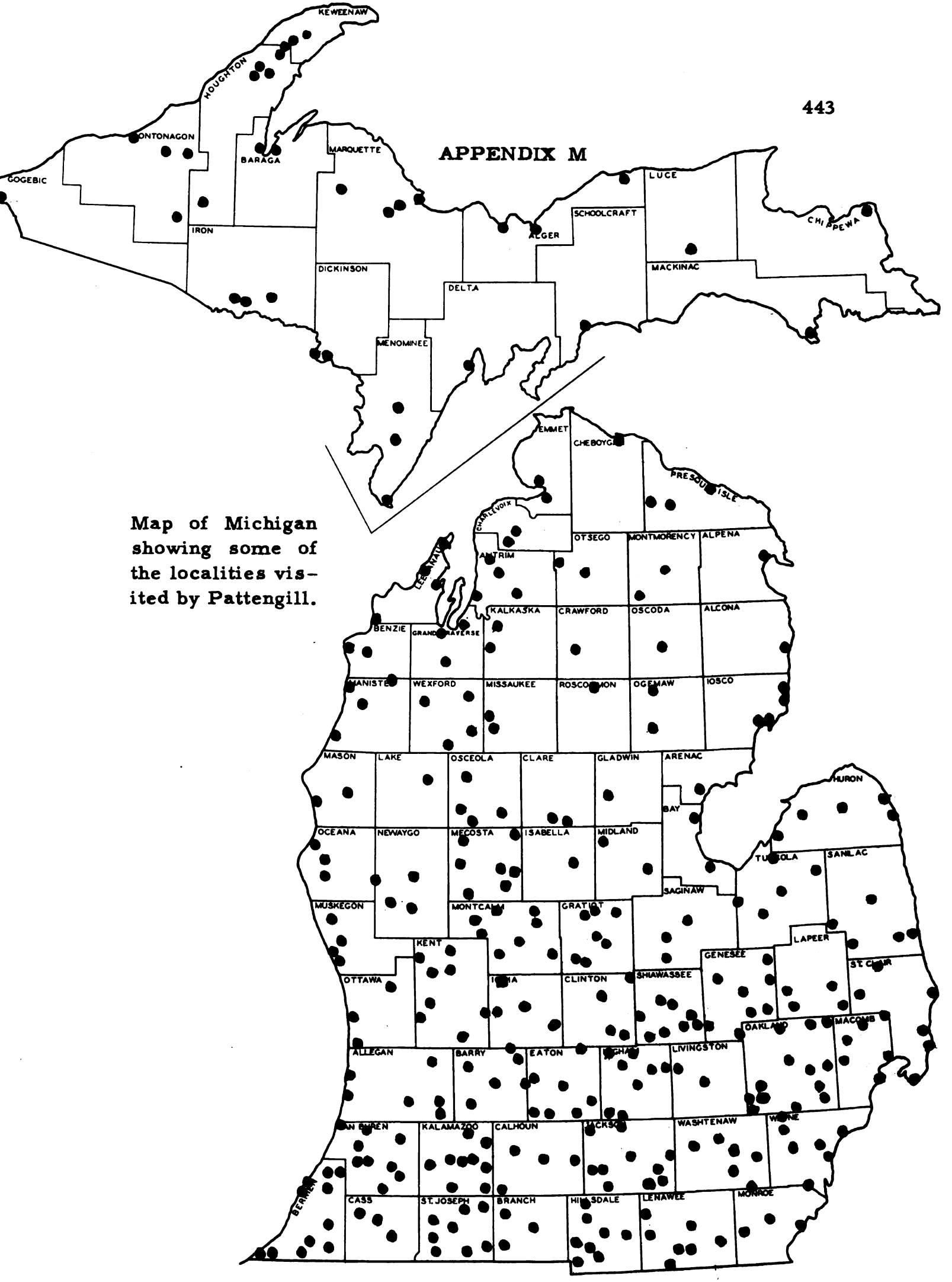
APPENDIX L

Allegan County Traveling Institute
October 6, 1913 to October 16, 1913



From Moderator-Topics, Vol. XXXIV
(October 9, 1913), 108

APPENDIX M



Map of Michigan showing some of the localities visited by Pattengill.

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