

Exercise 6. At each of the places enumerated in the foregoing example, what time is it, when it is twenty minutes past four in the morning at Berlin?

--MACHINE methods of teaching can only make machine scholars. They sap the vitality of teachers and pupils alike. And yet method is indispensable to all success; but only living method, and that in the hands of the man who has assimilated it, made it his own, put his own life into it.--*W. B. Jacobs.*

--The people who are complaining that society is suffering from "over education" do not themselves appear to be afflicted with the complaint.--*Learning by Doing.*

--REMINDERS FOR TEACHERS.--Statements by Mr. J. Liberty Tadd. A good teacher is of more consequence than good tools.

Some teachers think more of the curriculum than of the child.

Many children are forced to spend so much energy on mental processes that they have not sufficient left for physical and nervous construction and repair.

It is a very wicked thing to make kindergarten children use the fine muscles of the hand--to use the fingers before the bones and muscles are there. It leads to nervousness and other troubles.

Some stupid drawing books say that lines must be drawn from top to bottom or from right to left. They should be drawn in every direction with both hands with equal facility.

Rulers are given to children in school to prevent their getting the right thing. The Greeks never used rulers.

The school is forming the *sitting* habit among children--an indisposition to act.

Children's superabundant energy should be consumed in making combined skilful and delicate movements, thus energizing the brain.

Carving in tough oak is admirable disciplinary work. It develops perseverance, and endurance as well as mechanical skill.

The fewer the tools used the better the workman.

There is only one way to know form. That is by making it, not merely drawing it. The child should model in clay.

To get good work we must have good ideas.