

Gleanings.

ART EDUCATION OF WOMEN.

Women need much consolation in this world. Sometimes they are in love: indeed, this is so common a complaint with them that they should have a sublimated Pond's extract, a metaphorical camphor, or spiritual arnica, to apply to that hidden wound. The needle is a good little lightning rod, a conductor off for concealed disturbance. Many a heartache has been embroidered away. Sometimes women are poor. This is sadder still. They must so conduct the hidden sorrow through the needle into the satin that it may come back to them bringing bread. They must weave that enchanted carpet of Aladdin, which will take them from place to place. They must earn their living by their accomplishments—a hard thing to do.

And here we come to trouble. Most women can do various pretty things well—but not well enough to sell. The thorough art education of women is a thing which had not been thought of twenty-five years ago. Thus it came about that no being on earth is so helpless as the reduced lady; and it is to the assistance of reduced ladies that the South Kensington Museum Association has devoted itself, teaching women to embroider so perfectly that even the Roman Catholic Church, that great purchaser of embroidery, will buy the work, and she is very particular. The ecclesiastical embroidery is a special art by itself. Chasuble, cope and alb, robe and carpet, and altar-cloth and drapery must be so deftly done that the microscope itself can detect no flaw. There is no finer, richer illuminating in an old missal than some of this embroidery. The face of Christ is painted by some devout needle-woman in silk almost as Leonardo da Vinci painted it in oils.

Tapestry is the work of both Arachne and Penelope. It is woven first, and then embroidered, or else in the weaving a shorter thread is thrown across, and the pattern comes out in fresh colors of a different web. Many ladies now emulate Matilda in the Bayeux tapestry, and use, as she did, coarse brown linen for the groundwork, and design, as she did, their own patterns.—Turkish toweling is a favorite background for these tapestries. A great tendency toward cheap things, and a sudden discovery that the cheapest fabric and the most perpendicular sunflower, or the straightest cat tail, is more artistic in combination than the wreath of splendid lilies thrown across satin—all this is the surprising discovery of modern art decoration. Some of us take the liberty of doubting the wholesale assumption of the modern Eastlake, pre-Raphaelite, and South Kensington Schools. Some of us still love luxurious French brocatelles and Japanese silks, heavy with gold and silver; but we are in an inglorious minority. A coffee bag embroidered with cat tails is "higher art."—*Apleton's Journal*.

CONDENSED DIRECTIONS FOR TEACHING ARITHMETIC.

BY JOHN SWETT, IN NATIONAL JOURNAL OF EDUCATION.

1. Train beginners from five to six years of age on combinations of numbers, not exceeding ten, in addition, subtraction, multiplication, and division. Begin with *counters*, such as small blocks of wood, shells, corn, beans, or pebbles, and use them for two or three months, until the pupils can make the combinations without the aid of objects.
2. Teach figures, and the forms of written arithmetic, in connection with the mental work.
3. Children under ten years of age should be limited to operations in addition, subtraction, multiplication, and division, in order to secure accuracy and readiness. Problems and analysis come properly when the reasoning faculties are more developed.
4. Use the blackboard yourself for the purpose of giving explanations or models of methods.
5. Drill your pupils at the board, sending up one-half the class while the other half is engaged in slate work. Give both divisions the same exercises, and insist on good figures and neat work.
6. Give frequent drills in addition, the operation in which more mistakes are made than any other.
7. Fix every new operation, or principle, by long-continued and frequently-repeated drill.

8. Accuracy is vastly more important than rapidity.
9. Mental operations should, in general, precede written arithmetic. The two should be taken together.

10. The essential operations in arithmetic, which all pupils should understand, are the four rules, common and decimal fractions, the tables of weights and measures, and interest. All the rest of the text-book may be omitted without much loss by all but high-school pupils.

11. A great deal that passes in school books under the name of arithmetic consists largely of schoolmasters' exercises, of neither practical nor disciplinary value.

THE CHEERFUL TEACHER.—What a blessing to a school is a merry, cheerful teacher, one whose spirits are not affected by wet days or little disappointments, or whose milk of human kindness does not sour in the sunshine of prosperity. Such a person brightens the school room like a little piece of sunny weather. The children go to school with a sense of something great to be achieved, and so day by day their strength and energy are renewed.

When the benevolent pastor Berlin visited the schools of Alsace in his day, he came to a school where there was much noise. At last he found the teacher—and asked him what he taught. "Nothing," said the man. "Nothing!" said the pastor, "how is that?" "Because," said the schoolmaster, with charming simplicity, "I know nothing myself." He then went on to describe how he had charge of some pigs until he became too infirm, and then was sent to take charge of the children.

W. D. Henkle, of Ohio, says, "No teacher deserves a position in a school who has not enough education to become the reader of at least one good educational periodical. * * He ought to read several. If he is too poor to afford the expense of one, he is too poor to teach." *What journal should a teacher take?* The one that will do him the most good. If his own State journal is a good one, he should take that. If teachers support well their own educational paper, its increased circulation makes it a power in the State for the promotion of educational interests, and thus it becomes the teacher's best friend. It is always ungrateful to "cut" a tried and true friend for the sake of a new acquaintance.

PICTURES IN THE SCHOOL ROOM.—"Just as pleasant as could be! Looked like a parlor," were the words of one who had passed through a class-room and given but a glance to its belongings. "It is so dismal in our room," said a scholar to one of her friends; "nothing but desks, chairs and blackboards; even the maps, old and soiled as they are, would be something to look at; but Miss B * * takes them down as soon as geography lesson is over; examples or any kind of scribbling on the blackboards would be less tiresome to see than the empty space; she is so practical as to have every mark rubbed out as soon as it is made." Notice the difference in the two remarks. What do you think caused the rooms to look so unlike each other? Two or even one word would explain it. Pictures—that is the first; flowers—that is the next. Some one has observed, and truly: "Nothing is more melancholy, particularly to a person who has to pass much time in his room, than blank walls and nothing on them; it is such an inexpressible relief to a person engaged in writing, or even reading, on looking up, not to have his line of vision chopped square off by an odious white wall, but to find his soul escaping, as it were, through the frame of an exquisite picture, to other beautiful scenes where the fancy for a moment may revel refreshed and delighted."—*Helen Ray Randolph, in New York School Journal*.

HARD WORK must be done by the growing student, and plenty of it, if he would acquire toughness of mental fibre. We have little faith in the pap-spoon theory of education, and still less in dry husks of the rote system of mere question and answer. But toil may be made glad when interest is aroused and thought is active, and it is by such toil only that the most important results are achieved. It is the business of parent and teacher to arouse this interest by presenting the subject, whatever it may be, in an intelligent and attractive manner. He should not do the work for the child, but should aid him in doing it until the strength of the latter is such that he can move on of himself, awakened, resolute, and self-reliant.—*Penn. School Journal*.