

way of compelling silence I would gladly be enlightened. I saw not long ago, a rather odd reason given for not employing lady teachers in certain city schools. It was "that they were too emotional and soft-hearted to enforce discipline, or punish where necessary." While I would condemn in the strongest manner, the hitting any child, large or small, about ears or head with hand, book or rod, yet I would not hesitate to use the strap for the suppression of falsehood, the use of bad language, wilful disobedience, or for the terrorism frequently exercised by larger pupils over little children, and would do it conscientiously, but as rarely as possible. I think children should be made to realize that there is a reserve force that can compel compliance with well-known and established rules. At the same time "cast-iron rules," as they are sometimes called, should be very few in number. One or two, I think, should be inflexible. Perfect courtesy to each other on the part of each pupil should be one. In schools like ours, where children of all grades meet on a common level, coarse and officious familiarity and rudeness on the one side, and supercilious contempt and impertinence on the other, should never be tolerated. It is in these particulars, the *home-training* or the *want of it*, makes itself felt. One thing only can prevent the growth of any bad habit, and that is unceasing watchfulness on the part of the teacher. Firmness judiciously mingled with kindness will accomplish all that can fairly be expected. A child should be accustomed to regularity in its work from its first entrance, and "Habit will then become second nature."

#### AN EXCELLENT "NOTION."

ONE of the best of the new educational "notions" is the "Parents' Meeting" connected with the Working Woman's School, in New York. This organization we understand to be a school of the broad industrial sort, as its title would indicate. Once a month the parents of the pupils are invited to meet the teachers of the school "to discuss methods of instruction, gain an insight into the plans of the workers, and help carry them out." The general purpose of the meeting is to bring the parents of these children and youth into vital communication with the management of the school, and thus reinforce this body by the experience and judgment of their home life. It is a marvel that this most sensible, even essential condition of good school keeping has not become one of the recognized features of common school administration. If the "New Education" means anything, its central idea is the adjustment of the methods of instruction and discipline in school to those that characterize a good family. The mother-idea is the germ of the Kindergarten and all superior primary school work; and the chief difference between the old and new educational dispensation is the natural and beautiful way in which the transition from the home to the school life is now accomplished. But, strange to say, even the well-to-do and intelligent parents of our American communities, as a rule, are in almost absolute ignorance of the way in which their children are handled by the

skilled teachers who work and are responsible for the new style of school training. How many even of the newspaper, clerical, parlor and political critics of the people's school, not to say the educational "reformers" of the day—would be able to give an intelligible account of one day's work in an ordinary graded public school? Hence the ease with which the community can be blown up to a white heat, or sent off "kiting" by any magnetic crank or brilliant theorist in education, and the most useful class of society, the superior teachers, be held under a constant fire of unjust, and often malignant criticism. Nobody seems to be to blame for this estrangement, which is one of the unfortunate results of the pre-occupation of our new life, and the mania for specialization which is shutting us all up, each in his separate cell. The way out is for the more thoughtful women of the country, under a simple organization, to put themselves in friendly unofficial communication with the teachers of the children, according to the excellent arrangement of the "Parents' Meeting" of the Working Woman's School referred to.—*Education*.

#### DAWDLING WITH OBJECTS.

AN exchange, whose editor regards his journal as the chief exponent of what he calls the "New Education," says: "Six months is not too long to work on the multiplication table and understand it." Read its answer to a correspondent who asks for a good method of teaching the table:—

1. You should give him some beans, and say, "Lay out two beans; lay out two more; two more," etc. (Bringing two series together) "How many beans are two beans and two beans?" (Bringing three series together) "How many beans are there in three two's?" etc., etc. 2. Let him move the beans and say, "Two two's are four," etc., etc. 3: Let him move them and say as in No. 2, and write the figure. This may require some days, possibly two weeks. But don't leave it until he can do the combining of the beans in a series of two. Don't hurry him; don't let it be a *lip combination*: let him do the combination, see how much it is, and say it and write it. Then and then only go into combining threes; and don't you think that boy is thick-headed, either. \* \* \* Finally, kick out of your school the *lip-learning* of the multiplication table; it is a stultifying operation.

This kind of advice keeps unskilful teachers dawdling with objects long after they should have served their purpose. Think of a boy old enough to learn the table and not "thick-headed," shoving groups of beans for one hundred and twenty days, in order that he may learn and understand the multiplication table. If "learning by doing" means that we are to keep up this "everlasting grind" with objects, it is time to call a halt. To prevent "lip combination" must the average boy have groups of beans, shoe-pegs or tooth-picks before him at all times? We think not. Objects should be put aside the moment the pupil grasps the thought. To continue their use beyond this point under the plea that one must "learn by doing" is a sad waste of time, and such work—it cannot be called teaching—results in mental flabbiness. When a bright boy has twelve groups of threes and brings them together saying, two threes are six, three threes are nine, and so on, he soon clearly sees just how it is, and there can be no good

reason for keeping him at the same task for two weeks. Then it is time to put objects aside and have him write the table of threes, using figures. When he repeats 4 times 3 are 12, etc., he will see the groups as plainly as though the objects were before him. This is mental seeing and mental doing, a step in advance, requiring a little more effort, but resulting in increase of mental strength.

Have the boy make the table of threes on a bit of paper and put it in his pocket for reference. Tell him that there is no way of learning it without hard work; encourage him to repeat the three ten times while on his way home, sixteen times during the evening, twelve times before breakfast and eight times while on the way to school. Give him a plenty of examples where three is used, and in a day or two he will have that table at his tongue's end. Then let him form groups, say of fours, using objects as before until he has a mental picture of the operation, and can write the fours. Drill on this table as on the threes. Proceed in the same manner with the fives, sixes, etc., and in two to three weeks the boy or girl of average capacity will master the multiplication table and understand it. The pupil who has learned in this manner will multiply much more rapidly than one who has taken six months to learn by the slow bean-sliding process. In the one case, operations have been carried on in the mind, and results were reached instantaneously; in the other, the mind has waited the slow motion of the hand, and mental moping is the result.—*School Education*.

## Educational Thought.

PRESIDENT THWING, of Adelbert college, recently asked whether a higher education tends to lessen Christian enthusiasm? This depends upon the men who manage the colleges. There is nothing in the facts of Latin, Greek, algebra, chemistry or history, either to lessen or increase enthusiasm of any kind. A fact is as hard as a rock, and about as unsympathetic, but, if into these dry facts there is put heart, life and magnetism, the result will be enthusiasm. The late Dr. Winchell used to cause his pupils to be carried away with enthusiasm over geology and its allied sciences. The same was true of Professor Agassiz, but the facts these men taught were in no way different from the facts other teachers have taught, although the results were different. The fact is, the educational results of teaching depend upon what the teacher is, far more than what he knows. A dry-as-dust teacher will perpetuate his race; and a wide-awake teacher will perpetuate his. The best work of school-room comes from the heart far more than from the head.—*N. Y. School Journal*.

AN exchange wisely remarks that a teacher should ever remember that among children—however it may be among adults—*respect* always precedes *attachment*. If he would gain the love of the children he must first be worthy of their respect. He should therefore act deliberately, and always conscientiously. He should be firm, but never petulant. It is very important at the outset that he should be truly courteous and affable.—*Western Reserve School Journal*.