

the situation, was the prize. Paul, not to die for the Master. Their agony—could aim to secure title?

shadow of an may but pass ere our Master

or me, I fear failed me yet.

FARNCOMB.

eaders.

leasure of ac- e of our read- or the needy," "pass on" a king girl who operation." I request. The is out of work work again r leaving the still far from HOPE.

Nook.

is and other De- one side of paper and address with is also given, the (3) When as- anyone, place it sent on. (4) sent for answer

milarity.

—I have just you have been few weeks, as Sullivan's) and then any e Montessori e you must milarity of the ard to teach- ightful and far-

remember, use n materials, and discards others which development of own efforts. er system on d is naturally ous to learn, ould be per- rather than al lines, that progress and hod, and that efore, a sur- ander. Such enable the pontaneously, precious pos- him.

o," she says, th the seven- nt any more sed my little draws at first else to do; east, for the beginning to me to be that every who must be the child is k more and him go and real things, for himself, at a little oiced teacher ne wall with e a rainbow or. . . Such artificial as- rid of before endent ideas (From one Mrs. Sophia ns Institute as a supple- tory of My

o state that

kindergarten materials have vastly im- proved since Helen Keller was a child. Only the other day I saw some puzzle pictures to be put together, and boxes of colored geometrical forms from which to make patterns to draw, both of which could not but help to develop the child's powers of comparison, color-sense, and manual dexterity.

"Since I have abandoned the idea of regular lessons," Miss Sullivan says in another letter, "I find that Helen learns much faster. I am convinced that the time spent by the teacher in digging out of the child what she has put in him, for the sake of satisfying herself that it has taken root, is so much time thrown away. It's much better, I think, to assume that the child is doing his part, and that the seed you have sown will bear fruit in due time."—Dr. Montessori's idea, you see, of allowing the child to keep as busy as he will, but of never hurrying nor driving him.

Of course, again, it must be recognized that the teacher in the ungraded school must follow system. If she did not, she would never get through with her work. But is there not suggestion here for the "Montessori mother"?—Perhaps even for the teacher in her disposal of the time devoted to what every teacher knows as "busy work"? It goes without saying, that every teacher in an ungraded school is heavily handicapped so far as being able to give individual attention is concerned, although it must also be recognized that she is somewhat spared the danger of "spoon-feeding," which lies in wait for the unwary teacher in the graded school. Perhaps, however, the sweet day will come—but not until it is known that the right education of the child is the greatest thing in the world—when all rural districts will have consolidated schools, and all teachers will be so wise that they will never yield to the temptation to spoon-feed.

.....

You will remember, also, that Dr. Montessori warns people not to be afraid of precocity. The child's play is serious work to him, she says, he may as well play to some purpose, and if he advances very rapidly there is no need for uneasiness; let the concern of his guardians be directed, rather, to seeing that he is kept healthy by healthful surroundings, good food, plenty of sleep, and enough exercise—although he is likely to get enough of this in his play. . . . Miss Sullivan reached practically the same conclusion in regard to Helen Keller, who was, at the time of her letter, suffering from a long period of hot weather. "The doctor says her mind is too active," she wrote, "but how are we to keep her from thinking? She begins to spell the minute she wakes up in the morning, and continues all day long." . . . And again, "They tell us that Helen is 'overdoing,' that her mind is too active (these very people thought she had no mind at all a few months ago!), and suggest many absurd and impossible remedies. But so far nobody seems to have thought of chloroforming her, which is, I think, the only effective way of stopping the natural exercise of her faculties. It's queer how ready people always are with advice in any real or imaginary emergency, and no matter how many times experience has shown them to be wrong, they continue to set forth their opinions, as if they had received them from the Almighty!" . . . Once more, "She has a perfect mania for counting. She has counted everything in the house, and is now busy counting the words in her primer (raised-letter). I hope it will not occur to her to count the hairs of her head. If she could see and hear, I suppose she would get rid of her superfluous energy in ways which would not, perhaps, tax her brain so much, although I suspect that the ordinary child TAKES HIS PLAY PRETTY SERIOUSLY."

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Dr. Montessori recognizes that the child learns tremendously through the satisfaction of his inquisitiveness. "I remember how unbearable I used to find the inquisitiveness of my friends' children," says Miss Sullivan, "but I know now that these questions indicated the child's growing interest in the cause of things. The 'Why?' is the door through which he enters the world of reason and reflection. . . . "I have made it a practice to answer Helen's questions to the best of my ability in a way intelligible to her"—

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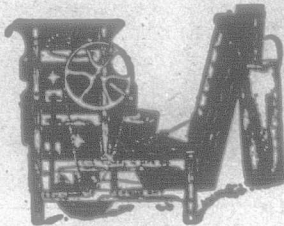
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