

II. AS TO CONDUCTING RECITATIONS.

1. Provide occupation upon parts of the lesson for each member of the class. While some work at the blackboard, let those in the seats also have something to do. Keep the work moving all along the line.
2. Avoid wasting time on matters of little importance. Hold well to the essential points. Be on guard against diversion from main issues. Know your scheme thoroughly, and keep to it.
3. Consider each lesson a means, and each recitation an occasion of accomplishing certain definite educational results. Observe constantly how well those results are being realized. Do not work with eyes bandaged. See clearly all the time what is to be done, and how best to do it, and note the outcome.
4. Keep account of the progress of each member of the class. Be patient with those who, though they may not do as well as you desire, are yet doing as well as they can. With the lazy and indifferent your skill will need to be at its best.
5. Be attentive to the order of the class, to the manners of the pupils in recitation, to their language and to their advancement in every respect to which your work with them and personal influence may contribute. Remember your office is to teach, and not merely to hear lessons.
6. Do your work heartily. Do it in a live and vigorous way.

III. AS TO ASSIGNING LESSONS.

1. Give the last five minutes of the hour to the assignment of the next lesson. Be judicious as to length of lesson assigned.
2. Direct attention to the most important things to be noticed in the preparation of the lesson.
3. Let a part of each day's work be a review of the important points of the lesson of the previous day.—C. F. R. Bellows, in *Educational Weekly*.

MEETING OF THE AMERICAN FROEBEL UNION.

The first of a series of public conferences, to be held by the American Froebel Union, which are intended to review the work of Kindergartens in America, by the means of lectures and discussions by prominent men and women who are most interested in this work, and so help the success of the Kindergarten in this country, was held at New York recently. The meeting was called to order by Dr. Henry Barnard, of Hartford, Conn., who presided. On the platform was Thomas Cushing, the principal of the Chauncy Hall School, of Boston, and Miss E. P. Peabody, the president of the Union.

Miss Peabody began the conference by recounting the history, present condition, and aims of the Union, and said:

The first and last aim of our society is to make a high standard of training of the kindergartens,—not merely in the manipulation of the work, and the gifts of solids, planes, lines and points, by which technical and intellectual education is prepared for; but by the study of the three-fold nature of the child. Three years' experience has proved to us that the constitution at first adopted aimed at something we cannot compass, and which must be remitted to local societies, which can meet monthly for mutual instruction, and on which the responsibility of giving certificates to the good ones must rest. On the 9th of March, therefore, the life members, by person and by proxy, met, and remodelled the society, which in future will hold general conventions, only at longer intervals, at the discretion of the president; the next one, perhaps, not until April 21, 1882,—Froebel's centennial birthday. But the president shall receive the papers and reports of the local societies, and give all the thoughts of value brought forward in them in a volume called the "Annual Message," which each year shall be sent to all the paying members.

Thomas Cushing, lately of the Boston Chauncy Hall School, spoke of the operation of the Kindergarten in his school, and said it was, in his opinion, an efficient foundation to a perfect system of education.

Mr. Wm. T. Harris, Supt. of Public Instruction in St. Louis, Mo., gave an able paper, of which the following is a mere outline:

The lofty ideal of the disciples of Froebel,—the moral regeneration of the race,—may, it is true, be claimed by all educators; and the high-school teacher or the college professor comes into relation with the pupil when he has begun to demand for himself an explanation of the problem of life, and it is possible, for the first time,

at this age to lead him to insight. This example the teacher of the youngest pupils has; that she may give them an influence that will cause them to continue their education in after life.

It must be conceded that the age from four to six years is not mature enough to receive profit from the conventional and the disciplinary studies of the schools. But the child of four or five years is in a period of transition out of the stage of education which we have named "nurture." Through play the child gains individuality; through caprice and arbitrariness the child learns to have a will of his own. It is at this period of transition from life in the family to that of the school that the kindergarten furnishes what is desirable, and, in doing so, solves many problems hitherto found difficult of solution.

I have my own grounds for believing that the kindergarten is worthy of a place in the common-school system. It should be a sort of sub-primary education, and receive the pupil at the age of four or four and a half years, and hold him until he completes his sixth year. Besides the industrial training, there is much else in the kindergarten which is common to the instruction in the school subsequently, and occupies the same ground. There is instruction in manners and polite habits, and a cultivation of imaginary and inventive power. The cultivation of language is also much emphasized in the kindergarten.

The paper closed with a discussion of the practical conditions necessary for success,—expense, supply of teachers, duration of school hours, school furniture and other essentials.

Miss Peabody read a paper by Miss Anna Buckland, on "The Use of Stories in the Kindergarten."

Froebel notices that, of all the mental faculties, the æsthetic is one of the first to unfold in the mind of the child. The first perceptions of the child are of beauty. We find, therefore, in the kindergarten, that the means are provided by which the æsthetic faculty may be developed and trained to a keen perception of beauty in form, color, and sound, as well as in character and life. Artistic designs, lessons on form, combinations of colors, drawing, modelling in clay, flowers, and beautiful natural objects, music, poetry, and imaginative literature, are all provided as necessary to the correct education of the child.

Prof. Felix Adler made an address on the reasons why the children of the poor are in greater need of the kindergarten system than the children of the wealthy.

The children of the poor, most of all, need the humanizing influence at the age of children in the kindergarten. The kindergarten is more necessary to the poor than to the rich, because it develops the elements of skill. The poor need this kindergarten training most because they are less able to obtain an education than the rich. This fact ought to stimulate benevolent and charitable people to realize the good that may be done in this work.

Dr. E. B. Seguin, formerly of Paris, France, spoke of the necessity of keeping a strict watch upon the first impressions that are made upon a child's mind.

Professor Bachelor, of Boston, spoke on the "Analogies of Tone and Color," with an explanation of how little children are being taught music by the help of color.

E. A. Spring, of Perth Amboy, N. J., gave an address on "Modelling as an Occupation of the Kindergarten."

Little children, even as young as three years, will often make shapes in moist clay, and it might be called a natural process. Froebel used it as an essential part of his system of human development, and several simple exercises were given to render clear to the little child, during the kindergarten age, some of his most important principles. Froebel gave the children the clay ball and the cube. From these all the geometrical figures can be formed. The cylinder is the intermediary, and three steps are sufficient to carry the child from the ball to the cube. The details of modelling are not to be considered. One must preserve the spirit, and must pay attention to the arrangement of the general masses.

This closed the session of the Union. Miss Peabody said that it was not likely that another convention would be held before 1882.

THE EDUCATION OF ENGLISH GIRLS,

English girls are taught—or were in my time—by a kind of system which tends to multiply "accomplishments" rather than useful knowledge. A certain routine of teaching is gone through, and you come out of the school-room with a society varnish intend-