

third of the girls in Boston or Chicago will not receive a proper home training in housework and the use of the needle. But a class of lady-managers of public institutions who are brought in contact with the shiftless side of girl-life jump to the conclusion that house-keeping and sewing should be made compulsory in common schools, forgetting that two-thirds of the mothers prefer, and all mothers ought to prefer, to give all needful instruction in such things at home. Now the ghost of some great teacher of mathematics bestrides the shoulders of the public school, like the old man of the sea, and drives arithmetic up and down the school-room to the neglect of all things else. And now English literature, "gems of thought," and authors' birth-days, become the hobby; or the writing-master or the music-master gets the inside track, and the school, like the Mississippi River at high water, lurches off through a new channel, leaving the old bed high and dry. About every distinguished critic that has recently drawn a long bow against the common school has simply advertised his own specialty as the grand educational panacea. Now it is the clerical, now the scientific, the classic, the literary, the industrial, the sanitary test that is applied, and the common school declared worthless because the critic's favorite prescription is not appreciated and made the centre of public discipline.

The common school is an arrangement for the common instruction and discipline of the masses of American children into that awakening of the mind, training of character, and imparting of useful knowledge which are absolutely necessary for good citizenship. Many things conspire to the making of a true man and a complete American citizen. The majority of them are things which can only be done by the special and persistent working of great fundamental institutions and agencies which make what we call society. The home, the church, good society, the business of life, and, in our country, the public life of the citizen, are each essential to the complete discipline of a good man and a good citizen. All these agencies are permanent, and work through the whole life, and must be largely relied upon, both for private and public education considered in its largest sense. No evil can befall us so fatal as the weakening of any of these fundamental agencies for the training of our people. Anything, however specious and promising, that weakens the sense of parental responsibility for the home training of girls in all the duties of domestic life is mischievous; for no institution can permanently do the work of the home, and no teacher can take the place of the mother. So with every institution named in this connection: the true policy is to hold each strictly to its work, and make it responsible for the fit performance of its peculiar vocation.

Now the common school, at best, covers from five to ten years of the life of young America. It has a most vital relation to the child during those years; proposing to awaken the love of knowledge, train the faculties used in the investigation and acquisition of truth, direct the youth in his search for wisdom through nature and up and down the wilderness of books, and as an absolute condition of success in this work, train the pupil in good morals and good manners, keep him reminded of the claims of practical life, and, especially, give him a constant drill in the public virtues becoming an American Citizen. This arduous enterprise can only be made a success by confining its ambition strictly to the few things possible to be taught or done in the few years of school-attendance. Any attempt to reconstruct the common school according to the program of the specialist, however brilliant or eminent in his own line, will work a double mischief in crowding the school and weakening the sense of responsibility elsewhere.—*N. E. Journal of Education.*

RULES FOR TEACHING.

TRANSLATION FROM DIESTERWEG.

I.—With Regard to the Pupil.

1. Teach naturally.
2. Regulate your teaching by the natural grades in the development of the growing individual.
3. Begin teaching at the standpoint of the pupils; guiding them from there onward, steadily and thoroughly, without interruption.
4. Do not teach what is in itself nothing to the pupil when he has learned it, nor what will be nothing to him at some future time.
5. Teach intuitively.
6. Proceed from the near to the remote, from the simple to the complex, from the easy to the difficult, from the known to the unknown.
7. Follow in teaching the elementary method (inductive, from particular to general), not the family scientific method (deductive from general to particular).
8. Follow, above all, the psychological aim, or the psychological and the practical at the same time. Rouse the pupil through the same topic presented from as many points as possible. Combine, especially, knowledge with ability, and exercise the knowledge until it is shaped by the underlying train of thought.
9. Teach nothing but what the pupils can comprehend.
10. Take care that the pupil retains all that he learns.
11. Do not simply train and polish; education and discipline are not for this, but to lay the general foundation on which to build the character of the individual, the citizen, and the nation.
12. Accustom the pupil to work; make it for him not only a pleasure, but a second nature.
13. Recognize the individuality of your pupil.

II.—With Regard to Subject Taught.

1. Apportion the matter of each subject taught from the standpoint of the pupils and as indicated above, according to the laws of his development.
2. Dwell especially on the elements.
3. In the establishing of derived principles, refer frequently to the fundamental ideas, and deduce the former from the latter.
4. Divide each step into definite steps and little wholes.
5. Point out at each step some part of the following, in order that the curiosity of the pupil may be excited without being satisfied; proceed so that no essential interruption shall arise.
6. Divide and arrange the subject-matter so that, where it is practicable in each succeeding step of the new, the foregoing may appear.
7. Connect those subjects which are especially related.
8. Go from the thing to the sign, and not the reverse.
9. Be guided in your selection of a method by the nature of the subject.
10. Arrange the subject taught, not according to a special scheme, but consider constantly all sides of it.

III.—With Regard to Outside Circumstance of Time, Place, Order, etc.

1. Follow up subjects with your pupil successively, rather than together.
2. Take into consideration the probable future position in the life of your pupil.
3. Teach with reference to general culture.

IV.—With Regard to the Teacher.

1. Strive to make your teaching attractive and interesting.
2. Teach with energy.
3. Make the subject to be learned palatable to the pupils; and require, above all, a good utterance, sharp accent, clear statement, and thoughtful arrangement.
4. Do not stand still.
5. Rejoice in development or progress; first, for yourself; second, for your pupils.—*New England Journal of Education.*