

**HOW TO ORGANIZE ROUND
TABLES FOR MOTHER'S
ASSOCIATION WITH
OUTLINES FOR CHILD-STUDY**

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How to Organize Round Tables for Mother's Association with outlines for child-study by Mrs. Ellen R. Jackman

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MRS. ELLEN R. JACKMAN

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HOW TO ORGANIZE
ROUND TABLES

For Mothers' Associations

WITH

OUTLINES FOR CHILD-STUDY

WITH AN INTRODUCTION BY COL. F. W. PARKER

BY

MRS. ELLEN R. JACKMAN



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PREFACE.

The following outlines are offered in the hope that they may be useful to mothers who are attempting to study their children in the light of recent investigations along the line of Child-Study.

Much of the highest value that has been written within the last few years is so fragmentary and scattered that it does not fall into the hands of those who would be most benefited by it. The plan of work as proposed by the members of the Normal Park Round Table for child study for the ensuing year is to assign to each of three ladies a topic for study and research, the results of which are to be presented at the regular monthly afternoon meeting in a brief paper; the paper is to be followed by a general discussion, each of the members having read or observed along the same lines. Considerable care has been taken to make the literary references following the subjects bear directly upon them, and, while they cover quite a large range of

books and pamphlets, the aim has been to make it possible for any member of a mothers' association to prepare on almost any subject by having access to a few books; hence the same books and chapters have been referred to several times.

If an association can have the publications from the beginning of the "Illinois Society for Child-Study," "The Child-Study Monthly," and can have access to the "Pedagogical Seminary," edited by Dr. G. Stanley Hall, it can carry forward a most profitable work during a year.

Many of the other books referred to can be found in any good public library.

ELLEN R. JACKMAN,

Pres. Normal Park Round Table for Child Study.

CHICAGO, Oct. 4, 1896.

INTRODUCTION.

Never in the history of the world has there been so much discussion upon educational matters as at present. Chairs and departments of pedagogy have been founded in universities and colleges; new normal schools have arisen; summer schools for methods abound; teachers' meetings are full of earnest and honest debate on the principles and methods of education; but, to my mind, the most significant mark of progress in education is found in the fact that parents and citizens are becoming more and more interested in the study of the nature, growth and possibilities of children. In this exceedingly profitable work, they are getting close to the vital interests of society.

The kindergarten, Froebel's divine message, has been received in America, and thousands of little children are enjoying its inestimable benefits. Mothers' classes for the study of the principles and methods of the kindergarten have been formed in intelligent centers. This movement for close and careful investigation of child nature is the true core of all educational progress,

for, mothers either as helps or hindrances, have the most to do with the physical, mental and moral growth of their offspring, not only in the home, but in the school as well.

Education is an open question, a question in whose answer lie boundless possibilities for good and growth. Mankind has but slightly touched these possibilities. Tradition with its rich burden of good, interwoven with illogical conclusions, race, national, sectarian and society prejudices and customs, in the main obstructs onward movements by fixing opinions and hemming thought. Teachers may be fully aroused to a sense of their exalted duties, but they must always and always reckon with the mothers, and if the mothers are victims of fixed ideas, then the more potent influence of home will seriously hinder the advancing work of the school. If both mothers and teachers are buried in traditional methods, then there is no light and no hope. *Home and school joined in one reasonable and thoughtful purpose*, would mean genuine growth and steady progress. And this can only be when the school and the home are one in purpose.

An encouraging phase of educational progress is Child-Study, springing originally from rational psychology, going over to physiological psychology, and resulting in a close and careful investi-

gation of the child, with all the mutual interdependencies and relations of mind, body and soul.

Scientists in laboratories throughout the world are making careful investigations into the nature of the human body and its relations to mind action. America owes Dr. G. Stanley Hall an unbounded debt of gratitude for introducing and fostering child study upon our continent. Teachers and mothers have paused in their work of training and education, and are asking the solemn questions : What is this being whom I am trying to educate and train ? What am I doing wrong ? What can I do better ? What should I put into the life of my child through teaching and training ?

The Illinois Society has organized all round work for Child-Study. It has a corps of scientists engaged in laboratory work ; it has interested an increasing number of teachers in the study of children in the school ; and, best of all, has established Child-Study round tables for parents. It proposes to continue this work more and more systematically. The society has now something like fifteen hundred members, and fifteen round tables in the state of Illinois. Mrs. Wilbur S. Jackman is the president of one of the most effective round tables in the state. She has taken great pains to arouse an interest in the study of children by mothers, and is well prepared to pre-