

THE SPIRIT OF THE NEW EDUCATION

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The spirit of the new education by Louisa Parsons Hopkins

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LOUISA PARSONS HOPKINS

**THE SPIRIT OF THE
NEW EDUCATION**

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BY

LOUISA PARSONS HOPKINS

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IN THE PRIMARY SCHOOLS" "HANDBOOK OF THE EARTH"
"EDUCATIONAL PSYCHOLOGY" ETC.

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THE SPIRIT OF THE NEW EDUCATION

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TO

THE FOLLOWING LEADERS OF EDUCATIONAL THOUGHT
AND METHOD, WHOM THE AUTHOR COUNTS
AMONG HER FRIENDS AND INSPIRERS,

This Book is Dedicated:

COL. THOMAS WENTWORTH HIGGINSON

MRS. PAULINE AGASSIZ SHAW

GEN. FRANCIS A. WALKER

MRS. MARY HEMENWAY

PRES. JAMES MACALISTER

9-2/81 C.A.

WORKS BY

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PREFACE

THE various addresses which make up this volume were prepared casually since the author has been connected with the Boston schools, for occasions beyond the regular demands of school-supervision, the only official document being the Supervisors' Report of 1889. Such courses of lectures and talks as have been given to the teachers in the discharge of more formal duties may at some time be compiled as a supplementary book, more direct and practical in its nature than this.

Notwithstanding the segregation of subject in these papers, they have an underlying unity of thought and motive which warrants their presentation as an educational treatise. They are an outgrowth of vital relations with the educational reforms of the day; they represent advanced theories, and have by right a strong flavor of discussion and active participation in questions constantly pressed upon the consideration of thoughtful teachers; this gives them a realistic element, and

perhaps too strenuous forms of expression. If certain lines of thought are reiterated conspicuously, it is because they are forced to the front by the needs of the schools and the demands of progressive ideals. The great problem of the development of character may have weighted the expression too heavily, but its importance and that of the law of evolution of the moral nature have grown into the author's apprehension as all-inclusive.

The necessity for a clear comprehension of the nature and growth of the child in all his activities has never been other than a primal fact to the author's mind, and in the rich opportunities for observation which present associations have brought, this necessity has been demonstrated and illustrated so forcibly as to add earnestness to whatever the author has been called to say about educational principles and methods.

The author's grateful thanks are due to those whose names appear in the dedication for their most ready and cordial permission.

L. P. H.

CONTENTS

| | PAGE |
|--|------|
| MANUAL TRAINING. | |
| <i>Address at Opening of Mechanics' Fair, 1890</i> | 9 |
| DISCUSSION ON KINDERGARTEN AND MANUAL TRAINING. | |
| <i>Remarks at the Manual Training Conference, 1891</i> | 20 |
| PHYSICAL TRAINING A MEANS OF MENTAL AND MORAL TRAINING. | |
| <i>Address before the Ladies' Physiological Institute, 1888</i> | 29 |
| THE MORAL PROBLEM IN THE PUBLIC SCHOOLS. | |
| <i>Opening of Discussion before the New England Woman's Club, 1889</i> | 50 |
| EDUCATION OF THE SOUL. | |
| <i>Address before the Moral Education Association, 1890</i> | 60 |
| CHARACTER AS AN OBJECT OF SCHOOL EDUCATION. | |
| <i>Address before the Massachusetts Teachers' Association, Nov. 26, 1887</i> | 72 |
| THE RELATION OF THE SCHOOL TO CITIZENSHIP. | |
| <i>Address to Portland Teachers during a Presidential Election, 1888</i> | 102 |
| THE SCHOOL CURRICULUM. | |
| <i>Address before the Woman's Educational Association, 1890</i> | 122 |
| THE RELATION OF THE SCHOOL TO INDUSTRIAL REFORM. | |
| <i>Address before the Social Science Club, 1890</i> | 141 |
| WOMAN'S WORK IN EDUCATION. | |
| <i>Address at the National Teachers' Convention</i> | 149 |