

**NOTES OF TALKS ON  
TEACHING; MARTHA'S  
VINEYARD SUMMER INSTITUTE,  
JULY 18 TO AUGUST 19, 1882**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649380862

Notes of talks on teaching; Martha's Vineyard Summer Institute, July 18 to August 19, 1882 by  
Francis W. Parker & Lelia E. Patridge

Except for use in any review, the reproduction or utilisation of this work in whole or in part in  
any form by any electronic, mechanical or other means, now known or hereafter invented,  
including xerography, photocopying and recording, or in any information storage or retrieval  
system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box  
1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent,  
re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or  
binding or cover other than that in which it is published and without a similar condition  
including this condition being imposed on the subsequent purchaser.

[www.triestepublishing.com](http://www.triestepublishing.com)

**FRANCIS W. PARKER & LELIA E. PATRIDGE**

**NOTES OF TALKS ON  
TEACHING; MARTHA'S  
VINEYARD SUMMER INSTITUTE,  
JULY 18 TO AUGUST 19, 1882**





Yours truly,  
Francis W. Parker,

# NOTES OF TALKS ON TEACHING,

GIVEN BY

FRANCIS W. PARKER,

AT THE

MARThA'S VINEYARD SUMMER INSTITUTE,  
JULY 17 TO AUGUST 19, 1882.

REPORTED BY

LELIA E. PATRIDGE.

SEVENTH EDITION.

NEW YORK:  
E. L. KELLOGG & CO.  
1885.

COPYRIGHT, 1885, BY

*LEILA E. PATRIDGE.*

M. H. GREEN,

104 TO 106 PEARL STREET,

NEW YORK.

# CONTENTS.

	PAGE
INTRODUCTION: SKETCH OF COL. PARKER'S WORK.....	
TALK I.—PRELIMINARY.....	19
Attitude of the teacher toward the work—Foundation for true judgment—Price of success—The Quincy System ;—what it is— False and true motives of education—Definition of education— Ends and aims of the work—What the teacher must know—Study of principles indispensable.	
TECHNICAL SKILL.....	23
Vocal culture—Drill in Phonics—Training in reading and talk- ing—Cultivation in Singing—Practice in Penmanship—Exercise in Drawing—Learning to Mold, in sand and clay—Gymnastic drill.	
TALK II.—READING .....	26
Importance of definitions—What is reading ?—How we get thought—Difference between hearing language, and reading— Definition of reading—Preparation made by child for reading— What he has to do to learn to read—The child's oral expression— Function of oral reading—The use of silent reading—Importance of correct habits of reading.	
TALK III.—READING.—THE WORD .....	30
How child acquires the spoken word—The law of association— The mental stimulus—Association of words with ideas—Objects	

	PAGE
the best possible stimulus—The object method—The word as a whole. (Word method—Devices to be used—Writing the word.)	33
<b>TALK IV.—READING.—SENTENCE.....</b>	<b>35</b>
Elements of previous talk—Another means of association (the sentence)—The simplest step first (the word)—The sentence method—Child's natural expression to be retained.—Getting the thought before giving it—The method of imitation,	
<b>TALK V.—READING.—SCRIPT.....</b>	<b>40</b>
The written word—Script versus print—The change from script to print—Advantages of the script method—Reasons for use of the black-board—Why child changes readily from script to print.	
<b>TALK VI.—READING.—PHONICS.....</b>	<b>45</b>
The spoken word: what it recalls—Explanation of slow pronunciation—Process of association between spoken and written word—Phonetic classification—Reconciliation of phonic and word methods—The law of like to like, and its uses—Details of the phonic method.	
<b>TALK VII.—READING.—APPLICATION OF PRINCIPLES .....</b>	<b>53</b>
No new methods of teaching reading—Reconciliation of all forms of the word method—Importance of a careful selection of words—What words should be taught first—Directions regarding the first vocabulary—How to teach the first words—How to teach the first sentence—Devices for teaching the next step.	
<b>TALK VIII.—READING.—APPLICATION OF PRINCIPLES. (Continued).....</b>	<b>60</b>
General directions for first lessons—Devices for teaching the first writing—Purpose of phonic analysis—First steps in slow pronunciation—Details of further training in phonics—The Sound Chart.	

*CONTENTS.*

v

	PAGE
TALK IX.—READING.—APPLICATION OF PRINCIPLES. (Concluded) .....	66
Directions for changing from script to print—First three years course—Bad habits; how caused—Devices for correcting them—General suggestions—Reading script work—The standard of excellence.	
TALK X.—SPELLING.....	71
What is spelling?—How is it learned?—Proper function of oral spelling—Purpose of spelling—First year's work—General directions.	
TALK XI.—WRITING.....	75
Reasons for teaching writing; early in the course—The forms of letters established—Correct training <i>versus</i> individuality—Everything should be carefully copied—Suggestions as to training in technic—Chart of letters arranged in the order of teaching—Movement in writing; when it should begin—What is to be accomplished—Directions for training.	
TALK XII.—TALKING WITH THE PENCIL.....	80
How to treat child when it enters school—Exercises in talking with the tongue—Correction of bad habits, and inaccuracies—New idioms, and different parts of speech, taught objectively—What should precede talking with the pencil.	
TALK XIII.—TALKING WITH THE PENCIL. (Continued). . . . .	84
Thought before expression—Flex. exercises in original written work—Suggestions as to training in capitalization, punctuation, etc.—The use of pictures—Object teaching; wrong, and right—Natural objects, as aids to language lessons—Descriptions, and stories—Important rules.	

	PAGE
<b>TALK XIV.—COMPOSITION.....</b>	<b>89</b>
Results of previous work—Every lesson a language lesson—Elementary and advanced Geography as an aid—History to furnish exercises in composition—Arithmetic will train in exact logic—How the study of Natural Science can be used—No necessity for the spelling-book—When should Grammar be taught?—Use of incorrect forms; false syntax, etc.—Parsing; word lessons; and diagrams.	
<b>TALK XV.—NUMBER.....</b>	<b>95</b>
What is number?—Limitation of sense-grasp, and imagination—Objections to the object method—What can be done with numbers?—The fundamental four operations—What is the use of number?—How must number be taught?—First find out what the child knows—Facts the teacher should know—Calculation should be automatic.	
<b>TALK XVI.—NUMBER. (Continued).....</b>	<b>103</b>
You much attempted the first year—Let child discover facts for himself—Teach the four operations at the same time—Reasons for this—Analysis and synthesis—A misunderstood point in Arithmetic—The learning of the language of number—Details of the step-by-step plan—When should the use of objects cease?—Advice to teachers.	
<b>TALK XVII.—ARITHMETIC.....</b>	<b>110</b>
When and how to begin teaching figures and signs—Details of succeeding steps to so—Parker's Arithmetical Chart; so to 100—When can new numbers be taught without objects?—Nothing new in higher Arithmetic—Needless complexity of this study—Teach every new subject, objectively—How to bring about humility—Teachers need to study numbers of things—How much analysis?—Pupils should be led to discover thoughts for themselves—No explanations. We learn to do by doing—Education is the generation of power.	