

Teaching Pupils How to Study.

The danger at the present time is that we do not throw pupils enough on their own resources. We try too much to carry them over the course of least resistance. Correct recitation is not the only thing to be sought; the struggle made in preparation is the main thing. Is it not a fact that the pupil is so much the product of method that when he reaches the high school, where the thought is more considered, he is at a loss? The teacher should neglect the pupil when he is to study.—*Supervisor Metcalf, Boston.*

Among the advantages of knowing how to study, are the saving of time, health, worry, and nervous strain. Children should be taught to do much in a brief space of time. They should be trained to close observation through rapid reading, spelling, etc. They should learn to analyze, to get the thought from statements. There is need for memory training which is too much scorned these days. It is essential that children should comprehend just what we want them to study.—*Supt. Cole, N. J.*

Time should be taken to explain to pupils as a class as well as individually, how each kind of a lesson should be learned. Children do not always work with the least expenditure of time and energy in getting lessons. They go at it frequently the very hardest way, and not knowing clearly beforehand what they should do, they do not see the advantage one method of attack offers over another. Teachers should explain to pupils what objects are to be accomplished in mastering each subject included in the course of study, and what power the mastery of it confers. The object of each lesson should be clearly and definitely pointed out, and if the pupil then fails to master it, he should feel that he will be a loser thereby. If teachers would only keep their eyes open and find out from the pupils themselves how they prepare their own lessons, the information thus obtained will be surprising. It is only from the pupils themselves, when confidential and sympathetic relations exist between them and their teacher, that this knowledge can be obtained. For lack of this necessary information which the children positively need in learning, the waste of energy is appalling. Let this subject be made a matter of conversation, suggestions, hints—enough at least to put the children on the right track and keep them there. I am thoroughly convinced that if this thought is acted upon and the instruction is given at the beginning of the school, the pupils' progress this year will be surprising.

There must be sufficient time given to each subject, and to each particular phase of it, for it to soak in or fix itself permanently. Some teachers work so hurriedly, tack-hammer and tongs fashion, that they never give pupils time enough to let an idea take deep root; others again are so slow that the pupils' thoughts are always running far ahead, guessing, as it were, at what will come next. There is a golden mean between these two extremes. The pupil should know as well as the teacher, and perhaps better, when a thing is learned, and that degree of mental honesty should be so highly cultivated that he will speak out when he does not

know or understand. It takes no little courage to confess ignorance before others, yet all education, from the intellectual standpoint, is to lead the learner from ignorance to knowledge, and the thoughtful questions of inquiring pupils should always be encouraged.—*Supt. Greenway, Kansas.*

Chautauqua Spelling Match.

One of the time-honored institutions of Chautauqua is the annual spelling match, which never fails to interest the visitors and students at this great summer school and resort. Seats for about 200 are arranged, volunteers are called for, and shortly the seats are filled on both sides. The interest in the great audience is keen, every contestant as he takes his place receives a round of applause. The words are given out, beginning with easier ones of two syllables. They are mostly spelled correctly, though some go down under the first fire. At the match last year the word "halo" was given out first and misspelled. This year the fifth word, "paean," found a victim. The following were some of the words this year:

Chalice, missal (mass book), snuffle, stencil, mussulman, morsel, bereave, fosse, lees, glebe, skein, sieve, ruse, rouge, myrrh, niche, sluice, trope, wreath, balk, conch, phlegm, gyves, shote, sloth, anoint, dace, writhe, jamb, flambeau, gamut, purview, talon, vestige, anneal, succinct, besom, impinge, baize, bight, boil, calk, caul, corps, floe, guise, lief, neal, gneiss, cell, sere, cere, slue, sloe, steppe, reprieve, porridge, sortie, stucco, umbrage, vellum, vendue, adjure, bewray, contemn, disburse, vitiate, rescind, sojourn, surfeit, satiate, condign, fulsome, nauseous, gyral, subtile, viscous, chrome, blote, brake, breech, bruise, bruit, frays, frieze, glaire and gloze.

[A class drill on these words would form a good spelling exercise.—EDITOR.]

It is a question that naturalists have often asked, Why do birds come to the north to rear their young? Sir Herbert Maxwell says it is a hereditary impulse; that all animated nature had its origin in polar and not in equatorial regions. Prof. Miall points out that races of men, animals, and plants, religious faiths, and modes of civilization all have originated in the northern continents and spread out in successive waves.

We must entirely get rid of the idea that any person who can pass the meagre examinations for teachers is competent to teach; and the belief that the youngest children require the teachers of least skill and ability is still more harmful. Such children, who are bundles of possibilities as yet unsolidified, are the very ones who need the wisest direction. And if they were wisely directed, their later development would be much surer, better, nobler.—*Oppenheim's The Development of the Child.*