

10. He is an enthusiast. He believes in himself enough to give him the confidence necessary to secure his success.

11. He never leaves the subject until a definite, clear, concise and conclusive result is reached. This is kept as a valuable addition to knowledge. He leaves nothing at loose ends.—*Pa. Jour.*

### BEGINNING LONG DIVISION.

MOLLIE SMITH IN INDIANA SCHOOL JOURNAL.

So many teachers have trouble with beginners in division that I will give my method of teaching it, in hopes that it will prove a benefit to some one else.

First give your pupils small numbers, as  $8\frac{1}{2}$ ;  $12\frac{1}{2}$ ; showing them that by this we mean eight can be divided into two equal parts, each of which will contain four, or that four can be taken away from eight twice. Be sure to teach the names of the terms dividend, divisor, and quotient, and why so called.

After they can divide numbers that are contained an even number of times, take some with a remainder, as,  $19\frac{1}{2}$ ;  $23\frac{1}{2}$ ; show them as before that 19 can be divided into three equal parts, each of which will contain six, with one odd one, which we will call a remainder.

The next step is to give them examples of three or more figures, as,  $21\frac{0}{8}$ ;  $40\frac{5}{30}$ . A careful teacher can easily have a class understand the *why* of these various steps by a few judicious questions.

If the class have properly mastered the different steps given, they will have no trouble with larger divisors, and you may give them such examples as 240[16; 469[21; 786[30; and a few in which the quotient will contain a cipher, as 1863[9. You can now gradually enlarge both dividend and divisor, and you will be surprised at the advancement your pupils will make.

I am sure this method of taking one step at a time (and that thoroughly) is so much easier, more thorough, and consequently more pleasant than to assign the examples in the text-books and tell the pupils to "follow the rules," that I cordially commend it.

### GEOGRAPHY IN DISTRICT SCHOOLS.

BY ESTELLE, M. HATCH, HYDE PARK, MASS.

It was the first day of school, and in arranging the multitudinous exercises I had gotten so far as the "first class in geography." They came out to the recitation seats, a dozen or so of bright boys and girls, averaging about fourteen years of age. They had "been through" the book two or three times, they said. But a random question or two elicited the fact that they had not the least idea where Paris was, and knew positively nothing of that final destination of good Americans. They "hated geography, anyway, but 'sposed they'd got to study it." Some wanted to "begin at South America," while others thought their dignity as members of the first class would be seriously compromised if they did not commence "over at Asia," at least. A compromise as to a starting-point being at last effected, a lesson was assigned, and the class was launched.

Our text-book was like other text-books in geography,—no worse, nor yet a whit better. A map of greater or less accuracy would be followed by columns of "map questions." After these would come pages of descriptive text.

Things went on in this, which was seemingly the usual way, for some time. It seemed impossible to secure any interest in the

lessons, and each day's work was forgotten as soon as recited. An unusually forcible illustration and proof of the above having been given me one afternoon, I laid my work down in perfect despair.

What was to be done? The school was in a large country town, and of the order known as "district" school. Though large in numbers, with a good school-building, and offering teachers a fair compensation for their labors; yet a school-library, or reference books of any sort, were unthought of, not even a dictionary being owned by the school. Neither was there a town library, and my time was too limited to allow of my doing much in the way of oral teaching. My own books,—ah! could I resign my "treasured volumes" to the care, or more likely the carelessness, of those unappreciative children with not over-clean hands? I resolved,—heroically, for I love my books,—to make the sacrifice; but, on turning over the slender store mentally, I found very little of a geographical nature. There was *Mary Hall's Geography* and *Hooker's Natural History*,—well, that would do to begin upon.

I thought all this over, and a great deal more, very rapidly, while the class eyed me in gloomy silence. Then I said, "Suppose we lay our geographies aside for a while and study in a slightly different way. What should you say to taking some journeys and seeing things for ourselves? I think we can do it by 'making believe' a little. We will play we are visiting various countries, and we will talk about ways of getting there, the scenery we might see, the people and their ways,—in short, everything we can find out about them, as if we were really seeing them, and I think you'll agree with me before long that it's ever so much fun."

Where shall we go first? "Oh! to,—well, I think I should like to go to Greenland, for it must be very curious up there."

They were interested at once. The novelty of the idea of going to this, of all countries, arrested their attention, as I had meant it should, and they immediately began thinking and trying to remember what they had ever heard about it. By dint of a little questioning they were made to discover for themselves that we should probably have to go in a whaling vessel, and decide upon the port from which we must sail, and how to reach it. Then a boy remembered that in a reader used in school, there was a full account in the pursuit, capture, and subsequent fate of a whale, from the time the lookout cries, "There she blows!" to the barrelling of the oil. And this reminded another of something he knew; and so it went on till they were finally sent to their seats flushed with enthusiasm over this new and queer kind of geography.

We spent a week upon what we called "Our Voyage to Greenland." From day to day a sort of outline of the work to be done was put upon the board in the form of questions, references, or suggestive topics, which the class copied into note-books. The following is the brief syllabus which, though easily possible of great improvement, yet answered the purpose at the time, conforming of necessity to the meager resources at our command:—

#### OUR VOYAGE TO GREENLAND.

##### I.

We go in a whaling vessel. From what port, and how do we reach it? Describe the capture of a whale, and tell all about Greenland whales. We meet with icebergs, and speak of their formation, size, etc. We land at Julianshaab, or Julian's Harbor, the most southern settlement, to explore the country while the ship's crew are getting their oil. They sail east around Cape (?), then north toward Cape (?) Why are there no settlements on the eastern coast? What makes it so dark? And is that a fire toward the north? (Last topics bring out the whole subject of earth's motions, and facts about the *aurora borealis*.)