

does not rub out regularly from the beginning to the end of a line. This compels intense attention, and develops quickness and accuracy in observation. The same course is adopted when erasing music.

3. The staff is generally painted on the board for music teaching.

4. Some teachers keep a record of the work of the pupils on the blackboard, using crayons of different colors to mark failures in the different subjects.

5. In class exercises for vocal culture, brief selections are recited calculated to develop clearness of articulation. The tone in which the pupils are to speak in these simultaneous exercises is indicated by the height at which the teacher holds her hand. A whole class will change with the greatest ease from a martial to a conversational tone.

6. In teaching music, teachers in Cleveland tell the pupils to sing the words of "Jack and Gill," or any other familiar piece, giving the sounds written by the teacher on the board to the successive words. This is better than singing *la*, or any other syllable to each sound. It must be understood that the singing by the pupils proceeds as the teacher writes the notes on the staff.

7. I witnessed a capital exercise in the class of Miss Stephan, in the Cleveland training school, in which the little folks (First Book) made their own practical problems in arithmetic. Each pupil when called on stated his own problem and immediately solved it. This exercise could scarcely be surpassed as a language lesson, independent of its utility as a discipline to the mind in other ways.

8. Pupils are called upon to *sing* individually as well as to *read* individually. This may be done, a line at a time, or a verse at a time. "Sing, Jimmy," brings Jimmy to his feet without hesitation.

CINCINNATI SPECIALTIES.

1. *Slates.* Every slate has to be scoured once a week, the frame as well as the slate itself. The "home exercise" of pupils in the lower classes consists in ruling their slates for arithmetic, spelling, &c. There is a definite form for corresponding grades to which all must adhere. The moral effect of these two rules in cultivating habits of cleanliness and exactness can scarcely be estimated.

2. *Literary selections for recitation.* Instead of using the recitation hour for mere amusement, or devoting it to the training of a few stars in declamation, one hour per week is spent in learning and reciting the choicest literary gems of the English language. A few minutes are taken during the opening exercises usually to teach the new selections. Eight lines must be learned in every grade each week. The teacher teaches the selections in school, line by line from the blackboard, explaining the meaning as she proceeds. The pupils repeat the gems individually, simultaneously, or by a combination of the two methods, so as to give as much variety as possible to the exercises, and thus increase their interest. A pupil who attends regularly will thus commit to memory over forty selections in a year, and in a school life of ten years will learn about four hundred of the best extracts from the best writers.

This practice was introduced by Mr. Peaslee three years ago, and has already given him a very wide and justly earned reputation. The benefits that follow from it are many.

(a) It cultivates the memories of the pupils.

(b) It stores their memories with the best writings at a time when these memories are most retentive.

(c) It is the best possible practical teaching of elocution. As the teacher puts the new piece on the board, she recites it line by line, carefully noting and slightly exaggerating the pauses, inflections, emphasis and tone, and is imitated by her pupils. She repeats it until they give it in a manner to satisfy her. The whole of the work is done in a most spirited manner, so that after a couple of

years' practice it is next to impossible for a pupil to speak or read in a drawling, monotonous manner.

(d) It assists greatly in teaching composition. The pupils gain large additions to their vocabularies; these additions consist of the words used by the best authors, and more than that, they are acquired in the connection in which they were used by the highest authorities.

(e) The learning of these selections constitutes one of the most practicable methods of teaching a pure morality.

3. *Celebration of Authors' birthdays.* In order to awaken a deeper interest in American authors and their works, the birthdays of leading writers are celebrated in the schools. For some time previous to Longfellow's birthday the pupils learned selections from his works, and were taught incidents connected with his life. The results of these teachings were embodied in essays, and the best of these were read on celebration day. The selections from his works were also recited. Such exercises are calculated to make the pupils take a personal interest in the authors whose birthdays they celebrate.

John B. Peaslee, Ph. D., Superintendent of the Cincinnati Public Schools, is a man in the prime of life. He is a capital combination of well-balanced physical and mental powers: Physically he combines strength, quickness, and endurance; his prominent mental characteristics are clearness, decision, concentration and will power. Possessed of these characteristics he naturally directs his attention chiefly to one thing at a time. He has, at this account been called a *hobbyist*, but no one has ventured to call him a *theorist*. The result which necessarily follows intense and prolonged attention to one subject is gradual enlargement of view and clearness of perception as to its scope and utility, so that Dr. Peaslee's reforms have not been revolutions but natural growths.

CLEVELAND SPECIALTIES.

While the schools of Cleveland cannot be said to exhibit any novelties, they have long been known in Europe as well as America to be fully equal to any in the United States. To say this of them heralds their praises moderately. There seems to be no weak spot in the system. This is what one would expect after meeting Superintendent Rickoff, and learning that he had been in charge of the schools for fourteen years. Balance, harmony, growth, are noticeable everywhere. The features that attract the attention of a visitor are:

1. There are no masters in the schools. I visited one school building where a lady presided over thirty classes, and in every respect a success.

2. There is no disorder either in the schoolrooms, in the yards, or on the streets.

3. There seems to be no direct restraint exercised by the teachers.

4. The spirit manifested by the teachers towards the pupils is perhaps the most characteristic feature of the Cleveland schools. They seem to have caught the true kindergarten spirit of regarding children as beings to be kindly led and judiciously guided instead of driven. They recognize the fact that the wisest way to eradicate evil is to develop the pure and good:

SUPERINTENDENT RICKOFF.

"What is the secret of Mr. Rickoff's power?" I inquired of one of his teachers. "He inspires us," was the answer. No higher praise could be given. Mr. Rickoff is past the meridian of life, but he will never be old. He appears to have retained the instincts and sympathies of childhood in full vigor. His face shines when he speaks to a child, not from a sense of duty, or expediency, but because he cannot help it; not with a view of making the child happy, but because doing so adds to his own happiness. Tender-