

The numbers may be continued, according to the obvious law regulating the above, until each one of the nine digits has commenced the line. Or, if you choose Multiplication, let the example be this:

Multiply 123456780
by 123456780

Now, when you bring the example to one of the classes, address the pupils as follows:

"I have contrived for you a very difficult sum. It is the most difficult one that can be made with the number of figures contained in it, and I do not think that any of you can do it, but you may try. I shall not be surprised if every answer should contain mistakes."

To the other class say as follows:

"I have prepared an example for you, which I wish you to be very careful to perform correctly. It is a little longer than those you have had heretofore, but it is to be performed upon the same principles, and you can all do it correctly, if you really try."

Now under such circumstances the first class will go to their seats with ardor and alacrity, determined to show you that they can do work, even if it is difficult; and if they succeed, they come to the class the next day with pride and pleasure. They have accomplished something which you admit it was not easy to accomplish. On the other hand, the second class may go to their seats with murmuring looks and words, and with a hearty dislike of the task you have assigned them. They know that they have something to do, which, however easy it may be to the teacher, is really difficult for them; and they have to be perplexed and wearied with the work, without having, at last, even the little satisfaction of knowing that the teacher appreciated the difficulties with which they had to contend.

ORGANIZATION OF SCHOOLS.

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1. Find out as nearly as possible what has been done by your predecessor. By means of examinations, oral or written, classify the pupils. Be sure to have every scholar in one of the five divisions. If absolutely necessary, have a class of "irregulars," but know where every student is and have definite work for him.

2. Do not be too sure that the pupils have not done thorough work as far as they have gone. They are often timid at first with a new teacher and fail to show what they actually know. Remember, it is easy to forget. A few carefully-planned review lessons will doubtless be necessary to bring the classes to the standing they merited at the close of last term. Perhaps this work can be reached incidentally. See by all means that the term's work is one of advancement.

3. Have first organization temporary. Let it be thoroughly understood that there may be occasion to promote or demote. If mistakes have been made rectify them promptly, but wait until it is certain they are mistakes.

4. Seat pupils by divisions when practicable. The little folk especially appreciate advancement by change of seats from primary to middle division. There is something tangible about this advancement that they understand.

5. Have as few classes as will at all meet the demands of the school. Twenty recitations per day should be the very outside limit. No teacher can do justice to more, especially if the classes are large. Sometimes the teacher is compelled to hear more. Do thorough work at all hazards. Alternate one or two of the advanced

classes if necessary. A careful study of the work will often enable the teacher to combine classes by planning a little extra work for the brightest members. Too much care cannot be exercised in the organization of the schools.

Teach the English language. I wish to emphasize this. Reading (and kindred branches studied in learning to read, write and speak good English) and arithmetic are basal branches in our country school work. The "Three R's" are still at a high premium, and should be. Arithmetic will readily command attention. More trouble will arise in presenting English. Make special effort here. Avoid teaching nothing but *rules and diagrams*. To learn to use the English language we must *read it, write it, speak it*. Do this work whether they finish books or not.

Abstracts should be prepared from time to time with great care. The teacher should select some interesting story or incident (not too long), read it to the class or school and question them upon it thoroughly, so that each one shall be able to recall all the principal points. The pupils should then be required to write the story in their own language, using scratch books or common writing paper. Before copying the pupil should carefully revise the work, correcting all misspelled words, observing that capitals and punctuation marks are properly used and that the work is properly paragraphed. When this is done the abstract should be copied upon paper of uniform size. Too much care cannot be taken with this work, for if it is properly followed it will produce great results in the development of language. These also show the pupil's standing.

As helps in language, let the teacher write down all incorrect expressions used in school and give them to the pupils once a week, or, better still, let the pupils pick up incorrect expressions and correct them. We learn to do by doing. Also make skeletons of stories and let the pupils combine the words.

When a class has finished any topic, as multiplication, decimals, percentage, etc., place questions upon the blackboard and give the class a written review of the topic, requiring them to write first upon slates or scratch books, after which the work may be copied upon the paper prepared for this purpose, following the directions for abstracts.

The arrangement of the work on the paper, the penmanship, spacing, etc., should be done in the neatest possible manner. These papers, properly signed, should be handed to the teacher for safe keeping. This should be repeated at intervals during the term. The result will be a fine display of arithmetic work.

The directions given for arithmetic will apply to history and geography; however, I will submit the following outlines for a country or state:—

1. Position. 2. Size. 3. Surface—(a) land, (b) water. 4. Climate. 5. Productions—(a) animal, (b) vegetable, (c) mineral. 6. Inhabitants. 7. Occupation. 8. Government.

Outline for administrations:—1. Time. 2. President. 3. Vice-president. 4. Political parties. 5. Events. 6. Presidential campaign—(a) candidates, (b) issues.

Spelling should form a part of every recitation. Ten words are enough for any lesson. Let the words be written, defined and used in sentences.

Each school must have good work done in the English language, arithmetic, spelling and writing. To fail here is to fail utterly. Do not underrate other branches, but teach the above thoroughly. *Simply hearing any recitation is not teaching.*

Teachers cannot do themselves or their pupils justice by letting things go at "loose ends." Study every lesson until you are enthusiastic over it. The pupils will catch your spirit. Work with them. Do not tell them that you will look up answers to their questions and will tell them to-morrow, but work with and show them how to work. Encourage investigation. Do not let the pupils take up the higher branches (history, physiology, etc.) too soon. They cannot understand the language used, and only waste time. Do good, thorough work.—*Central School Journal.*