

my partner and continued operations for some time. Just before the panic of 1857, I sold out my business to Charles M. Leupp, of New York.

"When the financial crash came everything went down very low. Finding that Rutland and Washington Railroad bonds were selling at 10 cents on the dollar, and believing that money could be made by purchasing them, I left everything else and went into railroad-ing. I was president, treasurer, and general superintendent of the road for a long time. I made a study of the business, and succeeded after a while in bringing the stock up to par."

INDUSTRIAL EDUCATION.

The training of the public schools in this country, though a far surer preventive of pauperism and crime than that of the parochial schools or the churches, is yet very far below what it ought to be and may easily be made to be. The instruction deals too much with the abstract, and too little with the concrete; too much with words and names, and too little with ideas and things. The child should be taught to memorize less and to think more. The elements of industrial education could be taught with great advantage in our public schools, as they are and have been for years in the public schools of Germany. This would enable the children to do something as well as merely to know something; and would tend directly to prevent and reduce pauperism, by qualifying them on leaving school at once to begin earning a livelihood.—*Dexter A. Hawkins.*

WHISPERING.

Many teachers are fretted and troubled by the whispering of their pupils. They ask, "How can we stop whispering?" Suppose we put this in another aspect, and ask, "How shall we prevent their wanting to whisper?" The usual way is to have a rule against it, and a penalty. So much is deducted from their standing, or they are made to stay in at recess or after school. But let the teacher give the pupils employment, and then they will not be likely to whisper. "An ounce of prevention is worth a pound of cure." It is not well to make a rule against whispering. Let the pupils know that you do not want it done, and then try the effect of employment. At all events, do not consider the scholar as a reprobate if he will whisper. Reflect what you would do under the same circumstances; reflect further, that teachers are very apt to whisper when together. And if a pupil whispers, it is not absolutely necessary to rap on your desk and look crossly at him. The world will not fall to pieces if one or ten whisper each day. Be brave, then, and do not be frightened if one whispers.

Let us see how it can be stopped, for a school-room that is full of noise and confusion is an unsightly spectacle. Noise and study are incompatible. Explain this to the scholars, and enlist their aid in the matter. Make them find that you want to make the room pleasant; that you do not want them to be troubled and harassed by others interrupting them. These plans may be tried to accustom the children to abstain from speaking:—

1. Ask them to go without whispering for a half-hour, or hour, and at the end of that time ascertain who have succeeded, letting them raise their hands. Commend their success; give them a little rest, and then let them try another period.

2. Have a period set apart for speaking, by having a large card marked "Study Hour" on one side, and "Needful Speech" on the other. At the end of each hour turn this card.

3. Keep an eye on the noisy ones and give them a separate place to sit, not so much as a punishment as to prevent their troubling others.

4. Keep a record of those who whisper much, and class them as "disorderly," and lower their standing for good behavior. This needs to be handled with care.

5. Detain those who are noisy, and try to influence them by a kind, personal talk.

6. Appoint some of these as monitors.

7. Give extra employment to those who seem to have time to whisper.

8. Make a great distinction between those who whisper about their studies and those who whisper about mischief.

9. Dismiss in order of orderly conduct as you have noted it—saying I will dismiss in the class—(a) "Those who have seemed to me to be successful in managing themselves; they may stand—James, Henry, etc., etc." After dismissing these—(b) "Those who seemed to me to be moderately successful; they may stand—William, Mary, etc." After dismissing these—(c) "Those who have had the least success, these may stand—Susan, etc." Then dismiss these.

There are many other methods, but the above carefully applied, and followed by close personal attention, will generally suffice.—*N. Y. School Journal.*

NORMAL SCHOOLS.

Prof. John Ogden, Fayette, O., believes:—

1. In sound academic learning as the only basis for successful professional practice in teaching.

2. That this should, as far as possible, be acquired in the public schools and colleges with which the State is liberally supplied, and for which abundant provision has been made.

3. That since this is not done in the majority of cases, owing in part to a misconception of the duties of normal schools, they are compelled to do this academic work in connection with the professional training.

4. That no amount of cramming for County Examinations will make good teachers; but that this interferes, rather, with comprehensive professional acquirements and sound learning.

5. That to teach well requires more than a mere knowledge of the branches, as such, however extended this knowledge may be. That knowledge must be vitalized and exalted by spiritual force and native intelligence before it becomes efficient as an educational agent.

6. That in a professional course for teachers, such as should be established in every normal school, the first thing to be studied is man, in all his possible relations, both as a physical and metaphysical being; also as to his antecedents and history and his possible future.

7. That the various kinds of knowledge or science and all employments and activities must next be studied, or in the same connection, not as an end, however, but as a means for producing an end, to wit: making man what he ought to be.

8. That upon these two great principles or departments of professional knowledge, to wit: Man as an end, and knowledge as a means, the only safe and consistent methods can be established, they being self-evolved, and not superinduced.

9. That the Kindergarten system as developed by Frederick Froebel suggests the true method of treatment for childhood; that the law of self-activity is the only law of harmonious development; and that the same principles and practices so efficient here can, with variations to suit age and circumstances, be carried into every school and college in the land.