

**Glimpses into Schoolrooms.**

BY THE EDITOR.

A few weeks ago I visited a country school of two departments. The principal's room was large for the number of scholars in it, well ventilated and looked out upon a charming rural scene, with well kept houses and barns, acres of upland and meadow, in some cases carefully tilled, in others with evidence of neglect. The primary room was small and on occasions, the teacher told me, crowded. Above this was a room that had just been fitted up for manual training, and near by a plot of ground had been secured for a school garden. Teachers and pupils were rejoicing in the new order of things where pleasant occupations were in future to relieve the monotony of school studies.

I remembered the place. As a boy I had trodden the familiar roads and paths on my way to and from school. As a young man I had taught the school there. Many of the old landmarks had disappeared, among them the early schoolhouse, and afterwards the old hall that had served for a schoolhouse. In their place stood a more pretentious building of two departments; and now manual training and the school garden have come and will add to the pleasures and activities of school life. As I looked over this neighborhood and saw where old houses had given place to newer and more comfortable homes, I saw with gladness that the spirit of progress had also entered the school, which, so far as I could judge, was vastly superior to that of my own boyhood and youth. But school officers, parents and teachers have yet much to learn and to do in reaching out for still better things.

My next visit was to a school of five departments, in the neighborhood of a large city. The buildings are on a commanding site overlooking a picturesque country,—a glad prospect for little eyes wearied of poring over the printed page. The rooms were neat and attractive, hung with pictures, and in the principal's department was a reading table with a good selection of magazines and books. The scholars were all attentive to their work and happy. Evidently the "whining school boy" of Shakespeare's time is a rarity in schools like those of to-day.

In one of these rooms where I spent a longer time than usual, I remarked on the excellent discipline. The teacher told me that it gave her no trouble. Her scholars were interested in their work and there was the evidence of good order and sympathy be-

tween teacher and pupils. That was the secret. The teacher, a bright young woman, told me that she walked to her school every morning, a distance of two miles, and back in the afternoon, in all weathers, and had not missed a day from school for five years. I thought of the good air and exercise and of the opportunity such a walk afforded of making many little plans for school work; and I thought this, too, had something to do with helping to make up a happy, well disciplined school.

The class of fifth and sixth grade pupils was engaged in a number lesson. The work was chiefly done with pencil and chalk, and with large numbers. This led me to think that such work can best be done (I make the simple suggestion) up to the eighth grade without chalk or pencil. The important thing in teaching arithmetic is skill and quickness in the manipulation of numbers, and small numbers are better than large ones for this purpose. More alert, mental work in arithmetic and less figuring with pencil, which serves to divide the attention of the child, should prevail in all the classes, at least as far as the high school.

I dropped into a city school a few days ago, not with the purpose of hearing a lesson, but to consult with one of the teachers. I found the principal's room, and was impressed with the good order prevailing, the neatness of the room, and the spirit of industry that seemed to prevail. This building, too, is situated on a hill which commands a broad look over hills and valleys, with a considerable river view. In the other rooms visited I noticed some excellent work in writing. The letters formed were neat, large and clearly cut, no evidence of a cramped hand. What a relief it is to see writing of this character!

In future visits to schools I hope to describe more fully some impressions of the work that is being done.

**Answers to Questions.**

The following are the names of the "Mysterious Cities," in answer to questions found on page 161 December REVIEW: 1, Cologne; 2, Lyons; 3, Rome; 4, Christ's Church; 5, Morocco; 6, Little Rock; 7, Berne; 8, Brest; 9, Ghent; 10, Liverpool; 11, Canton; 12, Leghorn; 13, Bologna; 14, Hamburg; 15, Dayton; 16, Windsor; 17, St. John; 18, Brooklyn; 19, Bath; 20, Washington; 21, Bismarck; 22, Lincoln; 23, Sacramento; 24, Santa Fe.—*The Teachers' Gazette*.