

on another card, and the child placed the correct name by the color.

12. One teacher had dissected pictures which the children arranged.

13. Get the child interested in some short story. After he is able to read it, ask him if he would not like to take it home for his parents to see. Of course it is not possible for all the children to take the story home, so it is placed on the board with all the marks of punctuation. This will teach the child to punctuate more quickly than any number of rules will ever do.—*Popular Educator*.

Rural School Course of Study.

For a long time it was doubtful whether a course of study that could be used with profit could be prepared for rural schools, but it has been fully demonstrated that rural schools can be graded, and that courses of study are as valuable to single-room rural schools as they are to town or city schools.

A course of study that sets forth plainly the different branches of study, the time when each branch should be taken up, and when completed, together with clear directions for its use, and some suggestions in the line of methods, could not be otherwise than helpful to any school, since it provides definite work for both teacher and pupil, and affords an opportunity for all concerned to measure, from time to time, the progress of the school. Since a definite amount of work is to be completed within a specified time, a course of study places a responsibility on the teacher that stirs up his latent powers, and enables him to do better work. It gives a successful teacher an opportunity to convince the directors and patrons that he not only knows how to do good school work, but that he actually gets it done. Every district wants a teacher who can lead the children to a successful completion of definite work. Many teachers can do this, but some cannot. A course of study affords the right test; it shows the strength or weakness of a teacher in no uncertain degree. The object of a course of study, however, is not to show the strength or weakness of a teacher, but to make school work interesting, practical, systematic. By placing system in the work, the same expenditure of time and labor produces better results. It is a source of great help, and many a weak teacher has been greatly helped by working under the guidance of a well-arranged course of study.

In the rural districts pupils are often permitted to choose the branches which they wish to study. In the higher institutions of learning this may be a good plan, but it is wholly wrong to allow young people while in the public schools to study only a few of the common branches and neglect others equally important. It takes a complete mastery of all the common branches to make up a strong common school education, and for the average boy and girl that is little enough with which to undertake the duties of a useful life. When a course of

study is used in a school, it is understood that pupils take all of the work in the department to which they belong, so it does not happen often that they object to any part of the work that belongs to their division, and this relieves the teacher of many unpleasant experiences.

Unless the directors and teachers of the county do their whole duty, a course will be of little value to the schools. In every county there are some teachers who would rather travel in the old road, be it ever so rough, than to seek a new route, however inviting it may appear. Directors may adopt a course, place copies of it in the hands of all their teachers, and request them to organize their schools in accordance with the directions contained therein, but some of them will make no effort at all to use the course, unless the directors compel them to do so. Let the directors adopt a course, and require all of their teachers to use it, and if any refuse or neglect to do so, hold them responsible not later than the next school year.—*John S. Carroll, in New England Journal of Education*.

Reading would often be much better if the teacher only realized the imperfections of the class. Failure to prepare the lesson, indistinct utterance, no conception of the meaning, and timidity are among the causes of poor oral reading. The standard—the ideal of good reading must be ever present with the teacher while the lesson is in progress. Drill until an exercise can be read with good voice and articulation, good expression, and evident understanding. Do not permit a child's recitation to cease, until he has made some improvement in his portion of the lesson. If fresh, interesting reading matter is supplied to children constantly, they will learn to read fluently without much effort, provided the teacher is a good reader and is able to stimulate the taste for good literature. The grade work in reading is a miserable failure if (1) the child is not trained to secure the thoughts, feeling and emotions from the printed page, (2) to impart these with sympathetic and pleasing tones, and (3) to discriminate the good literature from the bad with the power of choosing the good and rejecting the bad.—*Oregon Teachers' Monthly*.

CURRENT EVENTS.

Chile and Bolivia have concluded a treaty of peace.

Coal of excellent quality has been found on the island of Spitzbergen.

The newspapers announce more than one new method of photographing in natural colors.

In Russia, an incandescent alcohol lamp is in use, which produces light at half the cost of that obtained from petroleum.

The new subway in New York, with a total length of nearly twenty-three miles, is the longest railway tunnel in the world.