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METHODS OF INSTRUCTION.

BY A. C. HOLBERT.

CHAPTER VIII.

In my school days, and long after I commenced teaching, arithmetic was divided into mental and written arithmetic. These divisions were considered as separate studies. One might be able to go through a form of analysis and obtain the correct results to examples, of whose written work he would be utterly ignorant. Mental arithmetic was made a hobby, and it was ridden to death. Now has come a reaction, and the cry is, "no mental arithmetic." County superintendents are cutting it off the certificates, and the grade is marked simply on arithmetic.

Books are prepared in accordance with the new ideas. Some of them approach very near perfection; others are a mere dovetailing of a mental arithmetic with a written, but the new ideas are visible every where. Whether or not all this is wise I shall not say. I do not believe in having hobbies in our teaching. I do not believe in cultivating one branch at the expense of another. I have turned out mental arithmetic classes of which I feel proud to-day, but not one of them was fostered at the expense of any other study. I am aware that not every teacher can truthfully say so much. I am aware that for years with many teachers it has been arithmetic first, last, and all the time, so much so that many teachers seemed to think the whole duty of man was to teach and learn arithmetic.

It is not all of life to know any one branch. The reactions that are taking place in the educational world show that this fact is being recognized.

In regard to arithmetical text books, there is none which gives all that it is desirable to know; there can be none which will do so, but any one will give the groundwork.

Here is a question which perhaps not a man on earth can solve and explain satisfactorily to a learner by the aid of common arithmetic merely: "Sold a hose for $56 and gained as much per cnt. as the horse cost me; required the cost." I know of no mode of solution, by common arithmetic. Proportion will not touch it. The good old rule called "position," which most persons are now ignorant of, will not reach it, but this rule will bring the answer, and will solve any similar question. Rule: Multiply the selling price by 100, add 200 to the product; of the sum extract the square root, and from the root subtract 50. The remainder is the cost. If you apply the above rule you will obtain $40 as the answer. How do I get the rule? By the solution of a quadratic equation.

Therefore, as you of course know, four fundamental rules of arithmetic, and the great point for any one who expects to make an arithmetician, is to secure perfect familiarity with them. I am well aware that the majority of pupils in our public school cannot add, subtract, multiply and divide readily. Go into any school and put out such a question as the following: 9, 8, 5, 4, 3, 7, 8, 9, 6, 5, 2, 1, sum" and see how many will have it when you pronounce the word "sum." Send a class to the blackboard and give them a similar question. Notice how many of them will run up the result on their fingers. They do this rapidly, but it is merely counting. It is not addition. Train the children to add, not to count. The same may be said in regard to each of the other rules. Do not expect to accomplish wonderful results in a day or a week. It will require months of the most assiduous work. Careful drill, day after day, and if your class are new at the business when you take hold of them, your work will begin to manifest itself toward the end of your five months' term.

Do not attempt to force your pupils into long and heavy additions at the start. You must instruct them in the combinations of the digits slowly, increasing your columns as you go on. At length you will reach a point at which they can combine all the numbers—can add them, not count them.

How many are 9, 8, 7, 6? If a boy can answer as soon as you end your question 30, he can add those numbers, but if, on the other hand, he must begin "9 and 8 are 17," and then on his fingers, "18, 19, 20, 21, 22, 23, 24 and 6 are thirty," he cannot add, and he never will be able to add until the sum of numbers is suggested by the very number of them. Many a boy will multiply with tolerable ease as far as 10, but when you put him to multiply by 12, for instance, he uses the figures separately. The trouble with that boy is simply that he does not thoroughly know the multiplication table, and the sooner you go to work to drill it into him the better for all parties concerned. Many of our arithmetics give this good old table only through the 9's. Why I do not know, unless it is the outcropping of the prevailing folly of being so exceedingly careful of the tender mind of childhood. There is an immense amount of routine work that must be forced upon the tender mind of childhood, or it will never be done. I verily believe that there is too much sentimental bosh obtaining ready credence at the present day. The child's mind is not going to be at all injured by a few columns more of multiplication table, or if it is, it was a tender plant—too tender for this world. The Lord may find use for it in the world to come, but it could never have amounted to anything in this vale of tears.

Most, in fact all, the tables of arithmetic must be learned before the child reaches fourteen or in all human probability they will never be learned. Put them at it, then; keep them at it, early and late. You cannot expect to do half work.

There are a certain number of rules given in our arithmetics which require a greater or a less knowledge of geometry in order to understand. I refer to the rules of mensuration. I think that our authors all make a mistake in placing these rules the last thing in the book. If they are to be learned as arbitrary rules without reason given, they should be learned while the child is young. The long calculations involved will afford a very good exercise in the elementary rules. I really can see nothing in the processes of involution and evolution which is beyond the comprehension of a ten year old child; but the rules are placed in the back of every arithmetic I know of. If they are to be learned as arbitrary rules, let them be learned while the mind is plastic, while the memory for assertions and facts is bright. I know I have had classes whose members were not ten years old, and they could, mechanically, remember, extract the square or cube root with perfect readiness, and most persons never get more than the mere mechanical knowledge of how to perform these operations, they have no conception of why. I have seen a class of twenty teachers fail to write a rule for the extraction of cube root. I venture to say that more teachers cannot do it off-hand than can.

Decimal fractions are another stumbling block. Why this is true I cannot tell. I have taught many normal classes, and I must say that the number of teachers that have been under my care who could handle decimals readily is very small. I have had teachers in my classes who habitually performed the operations of per centage by using common fractions instead of decimals.

My greatest difficulty with pupils has been to get them to pay due regard to the decimal point. Teachers have entered my classes, and my difficulty has been fully as great with them as with young pupils, in fact in many cases greater than with young pupils whom I have trained from the start. It seems almost impossible to conquer the habit of neglect in this particular when it has once been acquired. Only the most persistent care on the part of the teacher can do so.

Train your pupils in reducing common fractions to decimals, and the reverse. There is really nothing difficult in the subject of decimal fractions. Any one with an ordinary knowledge of the fundamental rules ought to obtain a good knowledge of the same rules as applied to this subject in a few hours, yet some persons never obtain it.

Percentage is another rule which is easy to understand, and yet many a teacher has not the proper knowledge of its first principles. "A boy found a knife and sold it for a dollar. What was his gain per cent?" A class of twenty teachers, some of them having several years' experience, failed to answer this for me. Of course you will answer it at once, I have no doubt.

Mensuration can be made much clearer by the use of figures and blocks. They may be cut out of pasteboard or wood. You will find it a very good plan to have a set of geometrical figures, all made to the same scale. For instance, you have a circle made four inches in diameter, have squares made four inches on the side; cones diameter of base four inches, and height six inches; cubes four inches on side; pyramids the same, and six inches high. I trust I have made the matter plain. The illustrations of surfaces I draw on white pasteboards, which I can usually obtain "without money and without price" from any merchant. I prefer the heavy boards, about two feet long and eight inches wide, on which goods have been wrapped. I then make my figures mathematically exact, using good black ink. I have a set of such figures which I have used for several years, and hope to use for many more. I also like to have a set of such surfaces, cut either from cardboard or from wood, in which each surface is separate. I can give a boy a clearer knowledge of the reason of these seemingly arbitrary rules in less time by means of such figures than in any other way.

Insist on neatness at the board. I have seen figures drawn on blackboards "which were not like anything in heaven above nor earth beneath, nor in the waters under the earth"—mere nondescripts, more difficult to decipher than Egyptian hieroglyphics. If a circle must be drawn, let it be a circle. If you are to draw a straight line make it so.

Just here I will say a word lest I forget it entirely. There is a patent dustless crayon. I regard it as "a thorn in the flesh" whenever I see it. It is dustless, but it is about as comfortable to mark with as a bone. The common crayon answers every purpose, and if you will enforce the rule of erasing in a downward direction always, you will save yourself much of the annoyance arising from chalk dust. It will take a little more time, but if you are pained by the presence of chalk dust you can spare the time.

I have never found any difficulty in teaching pupils that they must multiply length and breadth together in order to get area; nor that they must multiply length, breadth and depth in order to get contents. The former may be made perfectly clear by drawings executed as I have suggested, and the latter by means of blocks.

The comparative area of surfaces and the comparative bulk of solids are subjects which used to annoy me, and which for a long time I found difficulty in explaining to my pupils. Tell a reasonably well informed man that it will require four half inch pipes to carry off as much water as an inch pipe (and if you make allowance for friction it will require more), and the chances are he will not believe you; but start a hole in a block with an inch bit, and set him to bore out the circle with a half inch bit, and he will have such a practical demonstration as he will likely never forget. This is just the mode I once took with a class. Ask a boy how many half inch squares he can cut out of a per an inch square, and the chances are that he will answer "two," but give him the card, a sharp penknife and a ruler, and it will not take him long to produce four. By such expedients you can in a very short time cause him to know that "similar surfaces are as the squares of their like parts."

Again, ask a class of boys how many inch blocks they can put into a four inch box, and you will be amazed at the variety of the answers you will receive, and most likely none of them correct. Give them such a box and a sufficient number of blocks, and see how surprised they will appear when they discover that sixty-four will be required. So you will very soon convince them that "similar solids are as the cubes of their like parts."

I merely mention these matters to indicate how much may be done by a little "object teaching" judiciously applied. In concluding this subject let me again urge upon you the importance of drill. Whenever there is anything difficult, drill on it, review it, hammer at it, until you are sure that ever member of your class thoroughly understands it. Drill, drill, review, review, until there can be nothing dark. This is the only way to achieve success; and in arithmetic particularly, never do for any pupil what he can do for himself; never do so in any branch.

My next chapter will be on penmanship.

Dreams and Their Conditions.

Dreams are night thoughts, unchecked by the judgement and uncontrolled by the will. It is not true that we do not reason in dreams, that the exercise of the judgement is wholly suspended, and also that the will is entirely powerless or ceases to act. These faculties are not altogether in abeyance, but they doze while the subordinate powers of the mind—those which play the part of picture carriers and record finders—ransack the treasures of memory and mingle together in the direst confusion old things and new. Imagination is not active, but it remains just enough awake to supply the connecting links which give seeming continuity to those parts of the phantasmagoria which we chance to remember on recovering perfect self-consciousness, and which, being remembered, we call "dreams." No one remembers more than one dream, unless he has aroused from sleep more than once. This experience has led to the inference that dreams only occur at the moment or in the act of waking. There are the dreams which take place in the process of returning to consciousness—that for example, those instantaneous scenes and spectacles which are suggested by the sound or feeling that rouses the dreamer; but, in result of a long and close study of the subject with a view to discover the nature of dreams, and the laws of dreaming, for medical purpose, in connection with the treatment of sleeplessness, I am persuaded that dreams occur in the course of sleep and are wholly forgotten.

That they do not and can not take place in deep sleep is probable, because deep sleep is general sleep, and when this state prevails the subordinate faculties are sleeping, and the pictures and records which compose dreams we must understand sleep, and it is because the two phenomena have not hitherto been studied together that so little is generally known about either.

Handsomest in the Drove.

When he had finished with the climate, soil and productions of Idaho, one of the group asked:

"How about educational facilities?"

"That's the only thing we lack," replied the old man with a mournful sigh. "We've got schools enough, but we can't keep no teacher."

"What's the trouble?"

"Well, take my school for instance—only two miles from the nearest house, eminently situated on top of a hill and paying the highest salary. We can't keep a teacher over two weeks."

"Do they die?,,

"Some do, though it's no place for dying. We had a young fellow from Ohio, and he met a grizzly and whistled for him. The grizzly cum. We had another, and a widder run him down and married him inside of a month. The third one was lame, and the Injuns overtook him. Then we tried women folks. The first one gor married the night she lit down there; It took the second one about the middle of the third week, and the next one was abducted by a stage robber."

"Why don't you get the ugliest, homeliest woman you can find—some perfect old terror, like that lantern-jawed' razor-faced female over by the ticket window?"

"Why don't we? Stranger, you Eastern folks will never understand us pioneers in the world—never. That's my wife—the identical school teacher I married, and she was the handsomest one in the drove?"—*Detroit Free Press.*

Mistakes of Life.

Somebody has condensed the mistakes of life and arrived at the conclusion that there are fourteen of them. Most people would say, if they told the truth, that there was no limit to the mistakes of life; that they were like the drops in the ocean or the sands of the shore in number, but it is well to be accurate. Here, then, are fourteen great mistakes: "It is a great mistake to set up your own standard of right and wrong and judge people accordingly! to measure the enjoyment of others by your own; to expect uniformity of opinion in this world; to look for judgment and experience in youth; to endeavor to mold all dispositions alike; not to yield to immaterial trifles; to look for perfection in our own actions; to worry your selves and others with what cannot be remedied; not to alleviate all that needs alleviation as far as lies in our power; not to make allowance for the infirmities of others; to consider everything impossible that we cannot perform; to believe only what our finite minds can grasp: to expect to be able to understand everything. The greatest of mistakes is to live only for time when any moment may launch us into eternity."—*Exchange.*

KILL OR CURE.

One evening late in November, an elderly man with beetling brows, thin compressed lips, piercing gray eyes and long bony hands, sat in a shabbily furnished room in a splendid old house, casting up accounts by the light of a single candle. The weather being cold, one of those baskets for live coals, which are sometimes appropriately called "kill joys," glimmered in the huge grate. The door of the room, which opened into the fine oak paneled hall was ajar, and presently a servant girl bearing a light flitted by from the staircase. Her master called her, saying:

"Hi, Jenny! come here. What makes you look so scared. Is your mistress worse?"

"I'm afraid so, Sir Timothy."

"Eh! what, really bad?"

"Ye-es."

"Going to die?"

"She says so, sir Timothy, and oh! she looks it, too. Oh, sir," cried the girl earnestly, blurting out what was in her soul, "if she were to die without a doctor!"

This abnormal possibility shocked Sir Timothy Grabham also, the invalid being in a manner dear to him. It was a very general notion amongst his neighbors and tenants that the man was incapable of caring for anybody; but that was prejudice; he did care for his wife, after his own fashion. It was not an enthusiastic attachment, or a deep one; I do not suppose he loved her as well as a good bargain for example; but comparisons are odious. He remained silent for a while looking down, and then muttered:

"I declared that I would never send for that fellow Ranford again," which was an error on his part; he had never made that rash observation—it was Mr. Ranford who vowed he would not come.

"Shall Charles go for Dr. Ranford, please, Sir Timothy?"

"There is no one else, so I suppose he must."

Jennie vanished in search of that footman, groom, gardener named Charles, and her master tried to get back to sum, but made a mistake of two pence and a farthing, and relapsed into revery.

Sir Timothy Grabham was not a nice man, but if he had remained indifferent to his wife's condition, he would have been a monster. She had now, for thirty years, devoted herself to the difficult task of pleasing him; she had brought him money, and saved him money; born economical, she had developed the faculty into extreme meanness to gain his approbation. Passion would have been out of place at his age and hers, but he esteemed her.

After a hard day's work, Dr. Radford had turned into bed with the snug conviction that he was going to remain undisturbed up to eight o'clock on the following morning, for his last "lady's case" was going on as favorable as if civilization had been unknown, and no fellow creature looked to him for introduction into the world for the next fortnight to come. But at half past eleven, his sleep was broken by the night bell, and he had to wrench himself from his warm nook in the feathers, feel for his dressing gown and slippers, blunder into his dressing room, which looked out on the front of the house, and opened the window.

"What is it?" he shouted, shivering as the frosty night air blew in upon his face and played about his unprotected legs.

"Please, sir, it's me."

"Idiot!—your name?"

"Charles from the Hall."

"Then Charles from the Hall, you may go back again, for I am not coming."

"My lady is very ill, sir."

"Can't help it. Tell your master that I won't attend him or his family, and he need send no more messages, as I shall muffle the night bell." And with these words the doctor banged down the window.

"What are you doing, John?" said a voice from the bed presently.

"Tying a stocking round the clapper of this confounded bell."

"What for?"

"To get a good sleep, in spite of Sir Timothy Grabham."

"Why, he has never sent for you!"

"He has though, the insolent screw; his wife is ill."

"Well, well, don't tie up the bell, John; she may be really bad—dying, you know."

"What is that to me?"

"I know they have treated us very badly, a rich man like that to refuse to pay for your attendance; it is unheard of! but other people might want you."

"Not likely."

"No, but it is just possible. Don't muffle the bell."

I need hardly tell the married reader that the doctor got growling into bed, with the bell clapper free to rouse him out again. In an hour's time the bit of iron availed itself of that liberty, but for some minutes Dr. Radford declined to stir. Consideration of his wife's rest, however, at length induced him to turn out once more, and again go through the process of refrigeration.

"Sir Timothy's messenger again I suppose!" he cried.

"No," replied a well known voice; "I am here myself."

"For what purpose, Sir Timothy Grabham, do you come and disturb me, when you know very well that I never intend to enter your doors again?"

"Ay, ay," replied the voice from below; but this is not a time to bear malice. I tell you that my wife is dangerously ill—dying, I believe; and if she dies for want of medical assistance you will be responsible."

"Not so, the responsibility will all lie on your own shoulders. I am a poor man working hard for my living, but no one ever knew me to neglect a patient because he could not pay me. Two-thirds of my work is done for nothing, or next to nothing, and those who can afford it ought to take some share of the burden, more especially you, the lord of the manor, under whose protection the whole poor are placed by Providence. Instead of which you refuse to pay me for actual attendance upon yourself and family for upward of a year.

"Stay, stay!" cried Sir Timothy; "you mistake; I never refused to pay you; I only omitted to do so. You are really wrong to look upon it as a personal matter, because I never pay anyone unless I am actually obliged. Why did you not bring action? But come let us see if we cannot do business together. Save my wife and I will give you a hundred pounds. There!"

"Eh?" said Dr. Radford, rather staggered. "But you know there is no taking your word for anything."

"Come down and let me in, and I will put the promise down in black and white," said Sir Timothy.

"That sounds like business," replied the Doctor, not altogether sorry for an excuse for going to the aid of a dying woman. So he shut the window, put on some clothes and admitted Sir Timothy Grabham, taking him into his consulting room and lighting the gas.

"Now, how am I to word it?" inquired the baronet, taking a pen and arranging a sheet of foolscap before him. "I promise to pay the sum of one hundred pounds to Mr. John Radford, if he cures—"

"No, no," interrupted the doctor, "it is only quacks who make such bargains as that; I must have my pay whether I am successful or not."

"Very good—surgeon for attendance upon my wife, kill or cure. Will that do?"

"Yes, that will do, but sign it."

"Oh, oh!! I forgot How stupid." And Sir Timothy appended his name to the document, and putting on his coat and hat, the doctor left the house with his successful visitor.

He found Lady Grabham very ill indeed, quite past human aid in fact; and though he was indefatigable in his attendance, and performed that feat which is popularly called "exhausting the resources of his art," she sank on the third day. The widower was not inconsolable. The undertaker took some timber that had lately been felled, in part payment of expenses; and on the very day of the funeral, Sir Timothy let a farm, the lease of which had expired, for an increased rent, without having to do as much in the way of repairs as he had anticipated; so that he was enabled to bear the domestic misfortune like a Spartan.

After a decent lapse of time, Mr. Radford sent in a note referring to the promise which Sir Timothy Grabham had made him and requesting a check for a hundred pounds; and no answer being vouchsafed to this communication, he presently wrote again in more urgent language; but the second letter was ignored as quietly as the first. Then the good doctor got angry, and meeting his debtor in the course of his rounds, he upbraided him with his conduct, and threatened to take legal proceedings.

"Quite right, doctor—quite right," said Sir Timothy. "Force me to pay you and I will do it; but I never part with a farthing except under compulsion; it is against my principles; and I am sorry I cannot make any exception in your favor."

So Dr. Ranford put the matter in the hands of a lawyer, and in due time the case came. It was a gay day in the little country town, for the case excited a great deal of curiosity and amusement; the poor doctor, who was a general favorite, had been pitilessly chaffed, though everybody hoped for and anticipated his success; an the court was crowded with county magnates. It added to the attraction of the affair that Sir Timothy Grabham, with all his faults had the merit of being consistent; he could not employ a lawyer, but conducted his own case. Of course the doctor's solcitor was jubilant, and quoted the proverb which avers that the man who so acts has a fool for his client. "Not but what the case is clear enough," he added; "all the lawyers in London could not get him off paying up."

And indeed it did seem simple. The doctor was put into the witness box, and told his story; and Sir Timothy did not question the correctness of it; on the contrary he openly said that to the best of his remembrance, everything had occurred exactly as described. "But," he added, "I should like to look at the document which has been alluded to, and ask the plaintiff a question or two about it."

The memorandum was handed to him and he read it aloud:

"I promise to pay the sum of one hundred pounds to Mr. John Radford, surgeon, for attendance upon my wife, kill or cure. Exactly. Well, Dr. Radford, did you cure her?"

"No; that was impossible."

"Did you kill her?"

Stoned to Death Near Fortress Monroe.

FORTRESS MONROE, VA., May 25.—A difficulty between two colored men, named Henry Chisman and John Wilson, occurred this evening at Mill Creek, resulting in the death of the former. It appears that they had some dispute over money matters a day or two since, and Wilson, who is about twenty years old and a quarrelsome character, had threatened to shoot Chisman. They met this evening and had some words, when Wilson seized a stone and threw it at Chisman, striking him in the abdomen. He was taken to his home and expired in half an hour. Chisman was a quiet, inoffensive man, and respected by the community. Wilson has been arrested and confined in jail at Hampton.

BRIGHT'S DISEASE of the Kidneys, Diabetes and other Diseases of the Kidneys and Liver, which you are being so much frightened about, Hop Bitters is the only thing that will surely and permanently prevent and cure. All other pretended cures only relieve for a time and then make you many times worse.

The ladies who sometime since were unable to go out, having taken Lydia E. Pinkham's Vegetable Compound are quite recovered, and have gone on their way rejoicing.

BERLIN LETTER.

BERLIN, Prussia, May 6, '82.

On Saturday the trial trip was made with Siemen's improved electrial apparatus and new carriages on the tramway from Charlottesburg to the Spardaner Bock, in the western outskirts of Berlin. The electrician has in this line solved the problem of making the electric car overcome a rising gradient of one to thirty. For half a mile the line has, on leaving the suburb of Charlottesburg, to ascend a hill, and here the speed was maintained at ten to twelve kilometres, or about seven miles an hour. Once on the top of the Spardaner Berg the line is on a level, and here the cars attained a speed of between sixteen and twenty kilometres, or an average of eleven miles an hour. The line, conducted as an ordinary tramway, is distinguished from any other by two thin wire cables, which you perceive at a certain elevation above it, resting on the telegraph poles. On these two isolated cables, which are about nine inches apart, a tiny carriage runs, carried by eight weels, those on the right being isolated from those on the left. A thin cable unites this miniature machine with the passenger car below, and the two wires it contains transmit electricity from the two cables above to the dynamo, which is fixed to the bottom of the car. On the top of the hill is a small house, where the steam engine is situated, which generates the electromotive force.

In the first electric railway, produced by Dr. Werner Siemens, at the Berlin Industrial Exhibition, in the summer of the year 1879, the current was conveyed into the car by means of the rails and wheels, going from one rail into one set of wheels and out again on the opposite side from the wheels in the other rail. The system is in use on the short line that connects the Royal School of Cadets at Lichterfelde with the railway terminus. Besides the inconvenience this arrangement offered in the difficulty of keeping up the necessary insulation of the rails, constantly threatened by mud and dust, this system was particularly troublesome to the horses, whose hoofs, in crossing the rails, came in contact with the electric current, thus inflicting on the animals an unpleasant shock. At the electric exhibition in Paris, Dr. Siemens conducted the current through tubes, but his new invention of a small contact car, running on two suspended cables and dragged along by the passenger car, to which it is attached, seems to be a decided improvement, and Berlin electricians assert that the problem of adopting electricity to tramways is now solved. The two cars employed to-day were not joined together, but each went separately. In future it is intended that two cars shall always leave the terminal station at the same time, so as to meet half way, where there is a siding. The stationary steam engine has to work at the rate of thirty-six horse power in order to produce the necessary force of about six horse power for each of the two cars when on the level part, and of ten horse power when ascending the hill. I shall not enlarge on several experiments which were made to test the facility of driving the cars backwards and forwards, and connecting the two cars, but limit myself to mentioning that, after lunch, the invited guests proceeded to Wilmersdorf to inspect an electric conveyance which runs on the high road without rails.

Proud of His Gook Looks.

SPRINGFIELD, ILL., May 26.—The trial of John N. Taylor, for the murder of John Eichenaur in Mernard county in November, 1879, on a change of venue, was commenced in the Sangamon county court to-day. The paticulars of the case are as follows: John and Henry Eichenaur, broth