

The Normal Review.

California, Pa., September, 1885.

FALL term opens Sept. 7.

THE recently appointed State Trustees of the Normal are Hon. G. V. Lawrence and Hon. Gibson Binns.

No steps have been taken, as yet, to form the lecture course of 1885-6, but it will doubtless be arranged for in due time.

THE audience for the Talmage lecture, in June, numbered over a thousand—the largest ever assembled in the chapel for a lecture.

PROF. STIFFY and Miss Ewing, the instructors in Music, recently elected, come with the highest testimonials. A full three years' course in piano and voice culture has been prepared.

THE Library profits from the last lecture course to the amount of nearly \$170.

THE new members of the faculty for the ensuing year are Miss H. E. Brooks, of Scranton, Pa., formerly County Superintendent of Lackawana county, Instructor in Methods and Critic Teacher, and Prof. W. K. Stiffy and Miss Ewing, Music Department.

Important to Alumni.

By a recent decision of the State Superintendent, Normal School graduates in the Elementary course, may pursue one or more branches of the Scientific course, be examined by the faculty and State Board of Examiners, and have their branches placed on their Normal diplomas. In this way they can greatly improve their scholarship, and work their way, *gradually*, through the Scientific course. The Principal of this school assisted in the examination of four graduates, under this rule, at West Chester, last June. A number of graduates

will be presented for examination, in one or more branches, at California, next June. We earnestly recommend that our graduates take up these higher branches, attending the school part of the year, if they can, but pursuing their studies at home if they cannot. The higher positions in the public schools demand teachers of superior qualifications. We shall aim to meet this demand by our post graduate, or scientific work. Regular class work in this course will begin at the opening of the fall term, and continue through the year. Those who wish to keep abreast with the class in their home study, are invited to correspond.

Of the class of 1885, the gentlemen have all secured good positions as teachers, and we understand nearly all the ladies. In a later issue we may be able to give the exact location of each.

The Normal Review.

With this number we begin the publication of a Normal School Monthly. We have long felt the need of some medium of communication with our graduates and other former students. The NORMAL REVIEW will combine with school news, a large amount of valuable matter for teachers. The subscription price is made extremely low. We do not propose to make one cent out of the REVIEW. Our only object is to establish a paper in the interest of the school and its students. If we are cordially and promptly aided in the undertaking, we will make the REVIEW very helpful and, if possible, very newsy and readable. The encouragement we kindly ask is that every student of the Normal, past or present, graduate or not, subscribe for the REVIEW and solicit subscriptions from others. Many hands make light work. Let *all* contribute to the success of the REVIEW.

In a late number of the *Scotch-Irish Picket*, the spicy new paper edited by Fulton Phillips, Esq., (a former teacher in the Normal,) a good article on the California Normal appears. We extract the following paragraphs:

"The literary societies are valuable means of culture. In the library and reading room the student will find not only his own home paper but the leading scientific and literary magazines, all the current educational literature, the leading dailies, the great cyclopedias, gazetteers and dictionaries for reference, and a collection of over 200 choice mineral specimens donated by the Smithsonian Institute at Washington, D. C. He can hear in the chapel of the school the greatest orators on the American platform. During the past two years Joseph Cook, Chaplain McCabe, Mrs. Livermore, Bob Burdette, Will Carleton, Col. Bain, Josh Billings, Rev. Dr. Collyer, Dr. W. B. Watkins, Dr. Talmage and others lectured there.

"The faculty is large and efficient, composed of experts in the various departments, who take pains to ascertain the wants of the student and shape their instruction accordingly. The school this year was larger than ever, there being 338 in the Normal department and 203 in the Model school. The apparatus for teaching the sciences is very complete and expensive. They have some pieces used in illustrating lessons in Physiology never before used in this section of the State.

"The college buildings and surroundings are pleasant, the rooms comfortably furnished and well ventilated; but not satisfied with this the Board are expending, during this vacation \$4000 to make things still more pleasant and comfortable for the students."

True Beauty.

BY PROF. DAVID SWING.

Beautiful faces are those that wear—
It matters little if dark or fair—
Whose-souled honesty printed there.

Beautiful eyes are those that show
Like crystal panes where hearth-fires glow,
Beautiful thoughts that burn below.

Beautiful lips are those whose words
Leap from the heart like songs of birds,
Yet whose utterance prudence girds.

Beautiful hands are those that do
Work that is earnest and brave and true,
Moment by moment the long day through.

Beautiful feet are those that go
On kindly ministry to and fro,
Down lowliest ways if God will so.

Beautiful shoulders are those that bear
Ceaseless burdens of homely care
With patient grace and daily prayer.

Beautiful lives are those that bless—
Silent rivers of happiness,
Whose hidden fountains but few may guess.

Beautiful twilight at set of sun;
Beautiful goal with race well run;
Beautiful rest with work well done.

Beautiful grave where grasses creep,
Where brown leaves fall, where drifts lie deep
Over worn-out hands—O beautiful sleep!

Principles of Primary Education.

The following has come to our table as a circular, announcing a primary department in a well-known institution. It contains, however, in a condensed form, such a complete review of the nature of true primary instruction that we give it space as one of the most valuable contributions to our pages for the present issue.

"The beginning is the chiefest part of any work, especially in a young and tender thing; for that is the time at which the character is formed and most readily receives the desired impression."—*From Plato's Republic.*

The Faculty of * * * announce their intention of keeping the primary department of the academy an object of special interest and care. The proprietor's desire is to realize as nearly as possible an ideal model school conducted on true pedagogical principles—not visionary, but rational; not experimental, but established.

The teacher devotes to the work she has chosen not only knowledge, both theoretical and practical, but skill, enthusiasm, professional am-

bition and vigorous health. The number of pupils in the primary room will be limited to thirty. Boys will be received at the earliest school-going age. The studies pursued are reading, spelling, writing, drawing, correct speech, elementary arithmetic and geography, how to study, how to play, how to behave. The discipline of the school accords with the sentiment of Joubert, that "children have more need of models than of critics," and that "education *should be tender and severe*, not cold and soft."

The physical development of children is of great importance. The Institute is provided with large, airy rooms and a pleasant playground. A spacious apartment is reserved as a place of physical exercise on days when the weather is bad. A wholesome, warm dinner is prepared each school day, for those desiring it, at the school boarding house on the Institute premises.

Near-Sightedness.

HOW TO LESSEN ITS EVILS.

1. Never allow a child to use a finely-printed book. A great many school books are trying to young eyes, and nearly all Bibles, prayer books and song books that are used by children are in small type. More eyes have been ruined, in my opinion, by poring over fine, copper-plate maps than by all other exercises. I have never seen a series of school maps that were fit for children to use.

2. Never allow a pupil to study by an imperfect or insufficient light. There can not be too much light, provided it comes in the right direction and is not the broad glare of the sun. The children who are at all near-sighted should be seated nearest the windows. I have known myopia to be arrested by this simple rule.

3. Never allow cross lights—that is, lights from both sides of the room. There may be windows in the rear and on one side, (the left side is preferable) but none in front. It is against the law in Germany, and ought to be everywhere, to put windows in both sides of a school room. The windows should be large and not obscured by trees or buildings.

4. Have as little study as possible by artificial light, and when this light is used let it be steady and abundant and under a shade. A flickering gas-light is very damaging.

5. Require pupils to hold the book at the proper angle, so that rays of light from the page do not enter the eye obliquely. Reading in bed or in a reclining position is extremely dangerous and almost always results in serious damage to the eyes if persisted in. Reading in the cars or in the wind is also dangerous and should be carefully avoided by those who have the slightest weakness of the eyes.

6. Require the pupil to hold the head nearly erect in studying or writing, and arrange the desk so as to make this practicable.

7. Encourage the pupil to look off the book frequently to change the focus of sight by regarding some distant object. It is not enough to look around vaguely; the eye must be directed to something which is to be clearly seen, like a picture or a motto upon the wall, or a bit of decoration. The greatest damage to the eyes of students is the protracted effort to focus the printed page.

It was simply barbarous the way we used to be "whacked" in school when we looked off the book. It is easy for the teacher to know the difference between the resting of the eye and the idle gazing around that can not be allowed. I regard

this rule as the most important, and the disregard of it the most prolific of trouble.

8. As far as possible have near-sighted pupils supplied with spectacles selected by a competent oculist. Without these there is a constant strain to see clearly and a great disadvantage to the pupil in not being able to follow exercises on the blackboard and in the use of charts.

These precautions I have found very helpful, and I trust that other teachers may use them to advantage.

The Progressive Teacher.

This is an age of progressive ideas in education; normal schools, county and state institutes, teachers' meetings and educational journals all combine to present better methods and to lead teachers to a higher standard of excellence in school room work. The progressive teacher catches the thought of the times and enters with enthusiasm into the spirit of improvement that pervades educational circles, and applies the experience of the successful workers to his or her own sphere of duty. The result is *success*.

A conundrum to be answered—How can a teacher, with all these aids at hand, plod on in the old, beaten, unnatural steps of former times—"as they used to do when I was at school"—seeing and hearing so much that naturally would inspire one to higher aims and the use of better methods?

We give two answers and ask for no more.

1. Such teachers are satisfied with themselves. They think they have ability, as undoubtedly they have, such as it is; but they prefer to use it in the rough rather than employ the more polished methods of others who have more ability than they. A teacher must not be self-sufficient, but willing to learn

from others, and to apply the lessons, or soon he will be an old fogey.

2. Other such teachers do not desire to improve. They lack ambition. They are content to be drones in a hive of busy bees. Either they don't expect to teach long, or they don't care to exert themselves to apply a new principle, and so—poor children! stunted in mental growth, dwarfed in the power of thought, because the teacher has no desire or ambition to learn and practice the methods that would more truly *educate* the growing mind. Teachers must have a burning desire to make their own those treasures which are gathered from the storehouse of others' experience or they will be worse than useless in the teacher's profession.

A willingness and a desire to learn will enable work worth doing at all to be *well done*; but a self-satisfied or an indolent mind is stamped with a miserable failure.

WE live in an age of progress and our people have just as much right to expect improvement in our schools as in anything else; and we are glad that we can truly say that everything points to a great advance in the cause of education all along the line; and we believe that the friends of the cause not directly engaged in the work see it and feel it just as we do. So may it continue to be.

TEACHERS and pupils should observe: *a*, regularity; *b*, promptitude; *c*, decorum; *d*, morality; *e*, quietude.

ENTHUSIASM communicates itself to all who happen to be in its presence. It throws a charm over the driest subjects of thought and severest labors. It produces conviction before one knows the reason for his belief; and it leads one to an intense exercise of his powers from the pleasure that attends the exercise.

Sit Up! Sit Up!

We are indebted to the Connecticut School *Report* for the following extract from an address to farmers, which gives a very conclusive reason for Americans being a race of consumptives. It is a good idea to SIT UP:

"Pulmonary affections stand first among the four most common diseases of farmers and, indeed, of the community at large. Two causes are assigned for this result. One is needless exposure to cold and wet, especially wet feet, and another is bad posture. There is no harm in facing all kinds of weather, provided one is suitably protected, but relying on his physical vigor and endurance, the farmer risks the wet and cold without the wraps essential to security. The theory of hardening one so as to mind neither wet nor cold is fallacious. No degree of health, strength or endurance is ever gained by getting wet through or chilled through and through. The attempt to harden one's self in this way is a hazardous experience.

"The second cause of pulmonary trouble is a stooping posture. Some work, like setting out plants, spading, hoeing, mowing and weeding, favors a cramped posture, but none of them necessitate it. Indeed, one can better bear *any* work if he keeps his chest expanded and his lungs well inflated. He can do any kind of farm work better by bending at the hip than by curving the spine and contracting the chest. The French, Swiss and German farm laborers are far more erect than American farmers. The admirable attitude of the scholars in the schools of Europe was a mystery to me till I learned that the military spirit was all pervasive. Every boy in Germany expecting to spend at least two years in camp, is early trained at school to be 'erect as a soldier.' 'Sit up' is the order everywhere enforced. Well would it be if our farmers' boys and all our youth so commonly enervated by stooping would imitate this example in European schools. No words need such iteration by American teachers as 'sit up.'

Nothing would tend more to promote national health or guard more effectually from pulmonary attacks. The importance of this subject is strikingly illustrated in the history of the Japanese. Until recently chairs were not used in Japan, but the people sat upon their feet placed behind them in a stooping posture, contracting the chest and compressing the vital organs. The Chinese use chairs and sit comparatively erect. Hence, compared with them, though a people kindred in many other respects, the Japanese are short lived. But, compared with the French and Germans, we, as well as the Japanese, are a race of stoopers. Our youth should learn that they will live the longer and be the stronger if they sit erect, walk erect, work with a firm backbone and sleep at least straight, keeping the form in the position to favor full and deep breathing. Then sleep will come the sooner and be the more refreshing."

MANY teachers of morality destroy the good effect of judicious counsel by too much talk, as a chemical precipitate is re-dissolved in an excess of the precipitating agent.

Spelling.

Spelling consists of arranging the letters of a word in their order.

Ends to be secured by exercises in spelling:

- (a) A knowledge of the meaning of words.
- (b) A knowledge of the form of words, (oral, written.)
- (c) A knowledge of the letters of which the words are composed.
- (d) A knowledge of correct pronunciation.
- (e) A knowledge of division into syllables.
- (f) A knowledge of accentuation and marks used to indicate it.
- (g) A knowledge of phonic elements and marks.

METHOD OF TEACHING.

I. ORAL SPELLING:

(1) Preparation.

- (a) By object teaching, excite the ideas of which the words to be spelled are the names.
- (b) Teach the oral names.
- (c) Teach the written or printed

forms of the names by the use of the blackboard.

(d) Lead the pupils to observe the words as wholes, then the parts in their order.

(e) Require the pupils in their study to reproduce the words of the lesson, both in their oral and their written form.

(2) Recitation, Oral Method.

The spelling lesson having been learned and the spelling class being in order for recitation, oral spelling may be conducted as follows:

(a) The teacher should pronounce the word once distinctly.

(b) Allow the pupil to spell once.

(c) In spelling the pupil is first to pronounce the word, then name the letters of the word in their order, indicating the syllables.

Ways of Relieving Monotony in Oral Spelling:

(a) Teacher pronounces a word. Let one pupil pronounce it, another name first letter, the next the second letter, and so on until the letters of a syllable have been named, the next pronounce the syllable, and so on until all the letters have been given, then the class pronounce the whole word in concert.

(b) Permit pupils to spell in concert.

II. WRITTEN METHOD:

As the pupil in his future spelling will use the written form, he should have practice in this form for the most part in his spelling exercises at school.

Preparation. The pupil may study his lesson for written spelling by the use of the same exercises as indicated for oral spelling.

Recitation. For the spelling exercises the pupils should be provided with slates, or blank books, or paper, or blackboards, and with pencils.

(a) The words to be spelled may be pronounced by the teacher, as in oral spelling.

(b) The pupils are to write the words in a careful manner, each pupil entirely independent of the others.

Sources from which Spelling Words may be Derived:

- (a) From lessons on objects.
- (b) From reading lessons.
- (c) From words used in any of the topics of study.

(d) From names of common things.

(e) From spelling books.

Modes of Correcting Errors:

(a) Teacher collects the books, papers, or slates, and examines them.

(b) Some one pupil collects, examines and makes a report.

(c) Have the members of the class each examine another's work, and report.

(d) After the pupils have spelled the lesson, the teacher may read the same for them, and corrections may be made as errors are found to occur.

(e) If errors are found by any of these modes of correction, they should be corrected by the pupil making them, and the correct form written many times.

Ways of Relieving the Monotony in Written Spelling:

(a) For written spelling, teacher can read or dictate a sentence and require the pupil to spell all the words in order.

(b) Teacher can read, emphasizing the words to be spelled.

(c) Call attention of advanced classes to meanings of prefixes and suffixes.

(d) Teach pupils to use dictionary.

(e) Be sure that pupils know the meaning of words spelled.

(f) Teach thoroughly.

RULES.

A few rules may be taught to advanced classes:

(a) *Ei* follows soft *c*; *ie* follows other consonants.

(b) Words ending in *ie* drop the *e* and change *i* to *y* on taking the syllable *ing*; die, *dying*; lie, *lying*.

(c) Words ending in *e* generally drop it before an additional syllable beginning with a vowel.

(d) Words ending in *y*, preceded by a consonant, change *y* to *i* before an additional syllable beginning with any other letter than *i*. Exceptions: Adjectives of one syllable.—*Report of the Massachusetts Board of Education, 1885.*

OPPORTUNITY has hair in front; behind she is bald; if you seize her by the forelock, you may hold her, but if suffered to escape, not Jupiter himself can catch her again.

Teaching Arithmetic.

This subject is too commonly made an exercise in the modes of using figures merely, to the neglect of using numbers in their relations to given questions for developing habits of correct thinking. Teachers know too well that pupils in arithmetic are prone to do that which should not be done—to add when they should subtract, and multiply when they should divide, etc.; they guess instead of thinking.

It is an indispensable part of the teacher's work to instruct the pupils how to add, how to subtract, how to multiply, and to divide; and it is just as important that they be taught to consider what is to be found out, as a means for determining which operation should be performed in the given problem.

The earnest inquiry of the teacher is, how can pupils in arithmetic be made to think before they act?

Pupils who are trained to consider what can be found out, by means of questions, and to tell how they find it, may easily be led to consider the conditions of every problem given, in order to determine what must be done, in each case, to obtain the answer. And pupils thus trained will be led to think before they act. Try it, and see what effect it will have toward removing thoughtlessness from your pupils in arithmetic.

The New Education.

BY C. E. MELENEY, SUPT. OF SCHOOLS,
PATTERSON, N. J.

The principles on which the "New Education" is based, have been derived from the old masters. Each one left to posterity some great principle which has entered into the foundation of our present system. The recent revival of education is due to the energy of thoughtful teachers who have brought to light the old truths of masters, and have faithfully put into practice what others had been preaching about.

The object of an education in its highest conception, is the development of character.

In order to bring a child to the realization of the highest human possibilities, we must educate him

with others, and not by himself, that his relation to society may be appreciated. The human character is not perfect unless illuminated by a conception of his relation to God, the duty of obedience and the subordination of the human will to the Divine.

The forces which affect the character of the rising generation are the family, which acts upon the will; the school, which works upon the intellect; and the church, which excites the moral and religious feelings, all acting independently. It is the province of the schools to unite the forces and broaden its work, to accomplish the perfect development of the three side nature of the child.

For the schools to accomplish so great a work it is important that the conditions be favorable: 1st. The comfort and sanitary conditions need the supervision of a competent authority—like the Board of Health. 2d. The teachers must know the child physically and psychologically; they must know what material to use for the proper development and the methods to be employed. The Board of Education must also know what the teacher is required to know, because they prescribe the course of training and organize the schools.

For purposes of education, school children may be classified as in infancy from birth to the eighth year; childhood from eighth to fourteenth; youth from fourteenth to twentieth. The work of our primary schools belongs to the period of childhood, and should not be begun till the eighth year. We make a big mistake by putting children of five years of age at that work. The State acknowledges the right to educate children in the infancy period by taking them at five years of age. The legal age of school children should begin at four, and the State should provide suitable schools preparatory to our primary schools.

There should be a better classification of children, according to their bodily and mental powers; many have infirmities which demand special teaching. There is need of a medical inspector or superintendent to make such classification and to enforce proper sanitary regula-

tions. Such an officer could dispense hygienic information, of which the public is much in need.

After all the conditions of the school are favorable, educators must look to Froebel for the principles which should guide us in that education which is to develop human character not only in the school of infancy, but throughout all grades, for he, more than any other great teacher, (excepting the Great Teacher) appreciated the proper adaptation of means to the conditions of the child to be educated.

Not the studies, but the study, makes the scholar.

Take care of the blockheads and the heads will take care of themselves.

You are all your ancestors, including the Old Adam. Judge your pupil in the light of his heredity.

The best teacher has in view not his own education, but that of his pupils. They are his study; not the subject he teaches.

STUPIDITY, stolidity, inaptitude for special studies, vicious tendencies, are to be regarded as chronic diseases. The pupil may slowly be cured.

BEFORE we can safely run the train of Right Method along the track of Practice, the head-light of Theory must shine into the opening way.

MANY regard the speculative philosophy of Education as mere fog and delusion. There is much fog and delusion brooding over the subject; but the solid land of True Science must be somewhere beyond the mist.

It is not easy to learn to think; nor is it easy to think after learning how. The big-brained Carlyle says: "True effort, in fact, as of a captive struggling to free himself: that is Thought!" We are bound down by many cords of usage and ropes of authority; and it takes force and courage to break the bonds—to think in regard to Education.

A Directive Education.

We are often told that education is the drawing out of the forces of nature, developing powers within us, and bringing them into activity. This is very true, but when you have developed a power, what are you going to do with it? Are we to let it run wild. This is too often the case. We develop the intellect without considering what its developed powers will do. The result is the constant need of reforms to counteract the evil influence developed powers have spread abroad. We urge therefore that the greater part of education is to direct powers as they develop, to make them useful to the individual as well as to the world at large. While we give knowledge, we need to show the use of the knowledge imparted, that it may be properly applied. The education that loses sight of the directive element loses the practical results for which education is designed.

Criticisms to Praise.

It is far easier to blame than to praise. The causes for this fact, applied to the public school system, is very clearly brought out in the Maryland School report lately received, and it is worthy of consideration by those who are too quick to listen to complaints without considering the motive that actuates the complaint. The report, speaking for that State only, says:

"It should not excite any surprise if the administration of the public schools provoked criticisms and led to disputes, quarrels and suits at law. When we consider the amount of money raised and expended—more than a million and a half of dollars among less than a million of people; the magnitude and importance of the interests involved—the well-being of our children; the number of agents to whom these interests are entrusted—three thousand teachers, seven thousand school trustees, twenty-five separate boards of management, and twenty-six superintendents, under various titles; when we reflect that some part of this vast machine comes in contact almost every day with nearly every household in the

State, and with the most sensitive part of the household; when we add to this that the public school touches a man on every side—his pocket, his conscience, his political preferences, his religious convictions, his family affections, his public duties; and, when finally we take into account that every man considers himself an expert in school matters, and is always ready to express and defend his opinion, it would be very strange indeed if there should be no indications of dissatisfaction."

Save Time.

In arranging the program of recitations, proper care should be taken to save time on certain branches to give to others. This is especially necessary in ungraded schools where there seems to be twice as many lessons to hear as time permits. A little thought will show where much time can be saved that will make room for what looks like extra work, and without slighting any branch. To illustrate: A spelling class stands upon the floor—nineteen are idle while the twentieth spells. Why not have all write the word (the most natural method) at once? In oral spelling, each pupil spells four or five words at most; by writing you can give them twenty in one-fourth the time, and they will learn ten times as much. Five minutes writing is as good as half an hour spent in oral spelling.

In arithmetic, frequently a whole class is idle while some pupil works an example on the board. Why not have all work the example on their slates, and call up one for the analysis. The work will be much more satisfactory.

In all branches, properly directed questions can do away with much unnecessary talk on useless details that can be devoted to real progress. If the teacher is well prepared for the recitation before it begins, less time will produce more satisfactory results, and much more interest than if twice as much time were spent in the usual way.

These thoughts are merely suggestive, designed to lead the perplexed teacher to carry them out to their practical results, and, by making the school room a perfect

bee-hive, find time for double the amount of work without slighting any branch.

Qualifications of a Teacher.

Once it was thought that any one could teach school (especially a primary school), because the teacher's work is so simple and so easily done.

Now it is beginning to be known that one must have had a successful experience or a thorough professional training before he can teach in a satisfactory manner.

The country is not full of perfect teachers. We may think it is; but, when necessity compels us to look for one, then we discover, to our surprise, that there are almost none to be found.

To teach well requires an extensive and accurate knowledge of the branches to be taught, a knowledge of the human faculties, and of a method of teaching based on this knowledge.

It requires, also, the power of self-control, a cultivated taste, a good common judgment, a successful experience, and an unlimited enthusiasm.

A teacher should be retained for a long time in his place:

1. Because there are so few good teachers to be found.
2. Because a good teacher is a necessary element of a good school.
3. Because waste will always be caused by any change that can be made, except it be from a poorer to a better teacher.

A skillful, careful teacher is one of the richest blessings that can be granted to any community. It should be remembered, that, in choosing a teacher for our children, we are choosing the characters we would have them possess.—*Massachusetts State Report.*

No matter what comes, the teacher should be cheerful. No matter if you are in the "sear and yellow leaf" of life. No matter if you have passed the period of buoyant youth. You must not cast a cloud of melancholy and nervousness over the young life of your pupils. Determine to be cheerful. Keep yourself busy and look on the bright side. Look upward.

Suggestions in Primary Reading.

1. Get the children to talk freely about the object, word or lesson.
2. Get the children to see resemblances and differences.
3. When the sentence is developed teach as a whole and have it correctly written.
4. As soon as the children can read well, let the reading be always in complete sentences.
5. Develop the thought in a SPOKEN sentence first, then in a WRITTEN sentence.
6. Form sentences from words already learned and test pupils in sight reading.
7. Let the children learn to use capitals and punctuation marks by using them.
8. Never allow the children to pronounce each word of a sentence as a separate word.
9. Never allow the children to pronounce the words of a sentence backward or by alternation.
10. Let the children read as they talk, when they talk as they ought.
11. Insist that reading shall become the expression of thought or knowledge.
12. Never allow a child to express a thought until he gets it.
13. Never allow a child's reading to become a mere imitation of your own.
14. Train pupils to systematic habits of work in connection with the reading lessons.
15. Break up vicious habits of reading by constantly referring back to the thought expressed by the words of the lesson.
16. Practice having the children close their books and give the thought in their own words.—*C. T. Barnes in the School Journal.*

I do not believe in fitting boys for college if that fitting unfits them for life. The one fitting should be the other.

THE blind and cowardly spirit of evil is forever telling you that evil things are pardonable, and you shall not die for them; and that good things are impossible, and that you need not live for them. And if you believe these things you will find some day, to your cost, that they are untrue.

A Contrast.

"I get my religion from the Bible," says the average Christian. Where do you get your Bible from? Who stands witness to the fact that it was written by the men whose names it bears? How do you know that the writers were inspired?

"I get my religion from the Bible as interpreted by the Church which Jesus Christ founded and promised to lead into all truth," says the Episcopalian. Christ witnesses to the Church and the Church witnesses to the Bible. Prophecy and miracles witness to Christ. His religion fills all the longings of the human heart. His Church showed itself to be Divine by conquering the power and might of the Roman Empire. That would have been impossible if God had not supported it.—*Selected.*

ALTHOUGH the absolute limit of education determines the boundary or extent of school life, the time and place at which the youth is free, the necessity of further culture for him is still imperative. He no longer has one to assign the lessons, no one to plan the work, and no one to make the way smooth or lift him over the difficult crossings; but he passes out into the world of strife to gather from experience. Statements will have to be made, equations formed, problems solved and propositions demonstrated, and he who does each with a will and intelligently will add strength to his mental powers, and find himself, as years pass by, able and willing to comprehend and perform his duty in this great school of life.

It is a very easy matter to make the County Institutes so interesting and profitable that no teacher can afford to miss them. Have the day sessions short, practical, helpful. Keep out the "grammar cranks" and the "mathematical cranks," and hold steadily to practical topics. Make the evening entertainments ring with song and recitation and speech—with good cheer and enthusiasm. Keep out the "cranks" of all kinds—the "show-offs"—"the catches," and don't run dry on any subject.

WE commend the following to the thoughtful as something new under the sun: A Boston man uses the hard times as an excuse for doubling his contributions, there are so many others who can not give at all.

AN exchange truly says: "If you were to move among the churches in city, town and country and ascertain their true state, you would be surprised that so many Christian people have suspended active efforts in doing good because of some wrong—real or imaginary—they have suffered at the hands of some one in the flock where they belong. This is as if a soldier, in time of war and in the presence of the enemy, were to throw down his arms and turn traitor to his country because a fellow-soldier of the same regiment had done him wrong."

LET teachers avoid discouraging their scholars, for discouragement sours their temper, blunts their ambition, lowers their respect for their teachers, weakens their mental faculties and destroys their enthusiasm. Encouragement adds strength and vigor to every power brought into use in the tedious process of learning. One grand point in the art of teaching is to know how to hold the pupils most at ease, so that the mind shall act with freedom, clearness and force; to draw out the mind, helping it in its efforts to grasp understandingly hitherto unknown subjects: to aid it in storing away and retaining facts and principles. The great object is not so much to turn out brilliant scholars as to train young minds to apply what they learn to the every day thoughts and acts of life. This is the legitimate work of the teacher—a work other than which there is no engagement more important or honorable.

KNOWLEDGE will ever govern ignorance, and a people who mean to be their own governors must arm themselves with the power which knowledge gives.

By the "New Education" is meant those methods adopted by educational reformers to develop more fully the reasoning powers of a child. The senses are the avenues of communication, and through them the mind and soul is reached. Hence object teaching. Education is development, and whatever aids in expanding and developing the mind aids in educating, is, in fact, an educator.

In a city school a teacher becomes a perfect automaton and slave, and the consequence is a cadaverous face, sunken eye, prematurely old look, premature death, or at least after years of disease. It seems to us that this cruelty to those whom we look to for the education of our children should be abated; if not for the teacher's good, at least for the good of those whom she teaches.

The workshop is the only real school for a handicraft. The education which precedes that of the workshop should be entirely devoted to the strengthening of the body, the elevation of the moral faculties, and the cultivation of the intelligence; and, especially, to the imbuing of the mind with a broad and clear view of the laws of that natural world with the components of which the handicraftsman will have to deal.

CIRCUMSTANCES influence no one more than the child at school, and she fails of her high privilege who, as instructor of youth, does not by inquiry or observation acquaint herself with the home surroundings of her pupils enough to know to what extent they are aided or abetted in the preparation of their lessons. Those who lack the stimulus of home interest in books and culture need special attention, advice, or encouragement. It is a delight to be companionable with those who come from refined homes, with literary advantages and scholastic inspirations; but the ultimate reward—aye, the greatest delight—eventually arises from being the means of breathing refinement into homes hitherto unblest; being yourself the inspiration to those who else would never enjoy it.

FEW have been sufficiently sensible of that economy in reading which selects, almost exclusively, the very first order of books. Why should a man read a very inferior book at the very time he might be reading one of the highest order.

I FEEL a profounder reverence for a boy than for a man. I never meet a ragged boy on the street without feeling that I owe him a salute, for I know not what possibilities may be buttoned up under that shabby coat.

"Mere learning is often mistaken for scholarship, and a walking library for an electric battery of thought. No person can be called educated until he has organized his knowledge into faculty, and can wield it as a weapon."

To correct children for trifling offenses continually, at home or in schools, has a bad effect. It is confusing to the child, and does not tend to develop or to cultivate the moral sense. It tends to make distinctions between right and wrong which do not exist, and for this very reason weaken real ones. To be perfectly honest with children, and at the same time to cultivate a power to pass by their small transgressions, which are often committed without premeditation, is sometimes well for both mother and teacher. It is only necessary to think ourselves back to childhood to understand how different the child's point of view is from that of the older person, and to do this occasionally would be helpful to most parents and teachers.

Co-operation of the People.

Until some plan is adopted to interest the masses in the work of education and schools, something that will familiarize them with the later ideas of teaching, and awaken a co-operative interest on their part, much of the work of education will prove of little or no avail. Many valuable methods, many excellent suggestions, and much good legislation, are thrown away because school-patrons have not been first educated to understand and approve change.

THE parent who sends his son into the world uneducated defrauds the community of a useful citizen and bequeaths to it a nuisance.

THE blessings of fortune are the lowest; the next are the bodily advantages of strength and health; but the superlative blessings, in fine, are those of the mind.

PUT a man into a factory, as ignorant how to prepare fabrics as some teachers are to watch the growth of juvenile minds, and what havoc would be made of the raw material.

THAT youth is now best educated, whether by home schooling or studies abroad, who is left by his teachers the most apt scholar for the subtle and all-pervading influence of our best American life.

SOME (not many) of the American colleges are seeking to draw students by giving them, younger as well as older, an almost unlimited choice of subjects through all the years of their course. This, in my opinion, is a fundamental mistake.

THERE is but one education, and that is moral. There is no such thing as education without moral education. The designs of God are in our hands to work out the hidden methods of development. The motive is the highest of those for humanity.

CALEB CUSHING, in one of the greatest of his great speeches, in speaking of the progress of nations, says: "As soon as we cease to grow we begin to perish." This can certainly be said with added and intensified force in regard to the teacher.

THE teacher cannot teach anything; the pupil *must learn*. You can no more think for your pupil than you can digest food for him. The mind is solitary in its real achievements. We must work out our intellectual salvation alone.—Teachers can order the "environment," but not do the vital work of another spirit.

School Boy Troubles.

The witches get in my books, I know,
Or else it's fairy elves;
For when I study, they plague me so
I feel like one of themselves.
Often they whisper, "Come and play,
The sun is shining bright!"
And when I fling the book away
They flutter with delight.
They dance among the stupid words,
And twist the "rules" awry;
And fly across the page like birds,
Though I can't see them fly.
They twitch my feet, they blur my eyes
They make me drowy, too;
In fact, the more a fellow tries
To study, the worse they do.
They can't be heard, they can't be seen;
I know not how they look,
And yet they always lurk between
The leaves of a lesson-book.
Whatever they are I cannot tell,
But this is plain as day;
I never'll be able to study well,
As long as the book-elves stay.

—St. Nicholas.

Spelling.

PROF. E. V. DE GRAFF.

FIRST YEAR'S WORK.

Method.—The first year's work (lowest primary) should be spent copying words, with little or no reproduction without copy.

2. Every word and every sentence taught should be copied from the blackboard on the slate, and then read from the slate.

3. Let the first copyings, no matter how crude and awkward, be commended and the writer encouraged. (They are types of the child's crude percepts).

4. Request the child to preserve,—the better the picture of the word the child makes, the more distinct will the impression be on the mind.

5. All study of spelling should be by copying words and sentences in the *best possible hand-writing*.

6. The copied words should be marked and corrected *just as carefully* as any other lesson.

7. The first year, the child should be taught to express thought orally.

SECOND YEAR'S WORK.

Method.—At the beginning of the second year, mental pictures should be stored in the mind, and pupils may be required to reproduce them. (It is safe to begin reproduction now, the children have been taught writing technically, and are able to write a plain hand).

2. Begin carefully. After a word has been copied from the board, erase it and have it reproduced without copy.

3. Do the same with two words, then three, and so on, until the pupils can reproduce the copy correctly.

4. Write a sentence, erase part of it and then cause the whole to be written correctly.

5. Teach those words only which

your pupils use in language. (This holds good throughout the whole course. By language, we mean words used in any and all recitations).

6. No word should be taught until it is a sign of a distinct idea in the mind.

7. The second year the child should talk with the pencil. (This only involves the reproduction, continually, of words which he knows).

8. When a word is misspelled, the teacher should *at once* erase it, and substitute the correct form.

9. Keep a list of misspelled words, and teach no other words until they are learned.

NOTE.—Too much stress cannot be laid upon the importance of careful and correct work on the part of the teacher.

THIRD YEAR'S WORK.

Method.—At the beginning of this year, if the first and second year's work have been faithfully performed, the children will write correctly most new words, after reading them once.

1. Require the children to read a sentence and reproduce it.

2. Introduce oral spelling.

3. The teacher should dictate familiar sentences to the pupils to copy on slates and on the board.

4. The pupils should be required to use original sentences involving a use of the word.

5. Every word misspelled should be corrected in the Exercise Book by the pupil.

6. Pupils should be required to use words in various ways before copying in Exercise Book.

7. Give attention to the spelling of words separately and in sentences. The best test of spelling is writing from dictation. The writing of words and sentences helps reading essentially, and if it were done for no other purpose, the time would be well spent, time which would otherwise be given to listlessness, or tiresome idleness.

Teachers' Reading Circles.

We are glad to see the subject taking some degree of importance, as it richly deserves, among teachers and educational conventions and associations. We need not add words to those so ably expressed in the various school journals upon the necessity or the value of this movement. It speaks for itself; and to every teacher who wants to excel, it comes as a most natural method to systematize and stimulate their desires for improvement.

A Lesson from the Life of James A. Garfield.

James A. Garfield at 18 years of age, was driver on a canal. He had little book learning, less experience—and his highest aim in life was to become a sailor.

His mother labored long to show him that the road to fame and fortune lay through learning. She convinced him that a short time at school would increase his ability to earn, his capacity to enjoy and his chances to rise in the world.

With only \$17, he started to school with the purpose of preparing to teach. With his increase of learning and his acquaintance with others, his views and purposes expanded, his hopes rose, his aims in life developed, until he gradually grew into the central figure in his country.

To-day thousands of young persons with good ability, and more than Garfield's learning at the same age, may imitate his example and rise as he rose; by following wise counsel, attending school, liberal learning, constant study, steady industry.

Can you help one of them as Mrs. Eliza Garfield helped James?

Such help will do untold good.

ONE pound of gold may be drawn into a wire that would reach around the globe. So one good deed may be felt through all time and cast its influence into eternity. Though done in the first flush of youth, it may gild the last hours of a long life and form the brightest spot in it. Work while it is day. The night cometh.

AN attendance of at least one Institute ought to precede all attempts at teaching. In justice to the schools boys and girls ought not to presume to jump into the teachers' ranks without giving a little attention to special preparation. Scholarship is all right as far as it goes (sometimes it does not go far enough), but other things are necessary besides scholarship. A boy or girl gives poor promise of making a good teacher who has not settled down into the ways of a good student. Business is business and teaching is not play. Those who think it is had better sober down on something else than operating on the minds of the dear children. Let all who wish to teach next summer, third grades and non-licensed, get down to business with a will and purpose, during the few remaining weeks, that becomes the calling of teacher.—Supt. G. P. Linn.

Primary Education.

If a man finds a stone that he supposes to be a diamond, he does not take it home and place it in a box, there to remain with its beauties and value undeveloped. What does he do? He takes the rough stone to a lapidary, whom he engages to develop its brilliancy and make it of value. The lapidary begins his work. Another face is ground, and more brilliancy is developed; and still another, with like results, and so on, until all the roughness of the stone is made to disappear, and the rare beauty of the diamond shines forth on every side.

Is not the primary pupil a human gem? The infant mind is as the rough diamond. It is placed in the hands of the teacher, the educational lapidary, who proceeds, by slow and patient processes, to develop the hidden beauties thereof. After months upon months of weary toil, the teacher is gladdened by the sight of a flash of rich light from the gem. His joy is unspeakable. He discovers new beauties to be developed, and turns another rough side of the mental gem to the rapidly revolving educational wheel. More flashes from the precious jewel! On, on toils and labors the teacher, until he is rejoiced to see a rare gem set in the galaxy of precious, priceless diamonds, and can point to it and can proudly exclaim: I fashioned it and first developed its beauty.—*W. L. Morris.*

The Golden Wedding Present.

"I wish I had something to do," sighed Dick.

The little boy was seated upon a box in the very midst of such a confusion of chips and litter as never could be found outside of a real, grown-up carpenter's shop or a boy's workroom.

It was Dick Turner's own workshop that he was sitting in.

The little boy's elbows were on his knees, and he was carefully holding up his head with his two hands and whistling between his teeth a strain of, "I'm called little Butter-cup," as he looked about him.

Now, anybody but Dick, looking about him in that room would have said there was plenty to do and everything to do with.

Planks and boards of all sorts and sizes were strewn about the floor. A half-finished rabbit hutch lay in one corner, and a squirrel-cage without a roof was on the carpenter's bench. A

ship that was only half-rigged leaned disconsolately against the wall, and such little things as half-made boxes, spool-racks, half-turned balls, canes, more boats and small half-made carts were strewn with the nails, the carpenter's tools, and the shavings from one end of this very much out of order room to the other.

"What *shall* I do?" the little boy inquired of nobody in particular, or of the shavings and planks perhaps. But none of these things said a word, though the roofless and topless, half-finished boxes and boats gazed at him reproachfully, as much as to say:

"Why *don't* you finish us?"

There came a little knock at the door and Dick's mamma looked in to see if he would run down the street for her on an errand. Now, Dick was always an obliging boy, and he hurried to brush the shavings off from his pantaloons, and listened to his mother's direction about the thread she wanted him to buy.

"Mamma, what shall I do when I get home?" he inquired. "I've been trying to think of something to make all the morning, and I can't think of anything to do?"

"Why don't you finish some of these boats and boxes that have been lying around so long?" inquired his mamma.

"Oh, mamma, I'm so tired of them all! And what's the use? Everybody in the house has all the boats and boxes that they want. You think of something while I'm gone, and I'll do it when I come back."

"Well, mamma, have you thought of anything?" inquired the little boy eagerly, a few moments afterward, as he came racing back with the thread in his hands, and a bright color in his cheeks, to show how fast he had been running. "It must be something very new and different, you know, mamma," he urged, "and I'll surely finish it. Tell me, have you thought of anything?"

"Will you give me your solemn promise to surely finish it if I tell you something new to make?"

"Yes, mamma, indeed I will," promised the little boy, eagerly.

"Well, then, I'll tell you what I've thought of—but mind, you have promised to finish it. Two weeks from today is Grandma and Grandpa Raymond's golden wedding day, and we are all invited there to spend the day. All your aunts and uncles and cousins, second cousins, and ever so many people besides, are going to. Everyone, except the children, will carry grandpa

and grandma a golden wedding present; and now don't you thing that both grandma and grandpa would be very much pleased if you were to make some little thing in your own workshop, with your own hands, and carry it to them on that day?"

"Oh mamma, how perfectly splendid! You're the best woman in this whole world to think of things. I'll promise. I'll finish grandpa and grandma a golden wedding present. Don't be afraid, mamma."

But mamma was just a little afraid and shook her head soberly when Dick clattered off downstairs, two steps at a time, to the work-room.

"I know what I'll do," said the little boy, bustling about to find the boards he wanted. I'll make grandpa and grandma each a chair, and I'll paint it with my own paint, and that'll please them ever so much, I know. It's a splendid idea of mamma's—to think of it, I mean."

So the little boy hammered and sawed all the rest of that day in the most industrious fashion, but the very rickety half of a chair that was finished when night came, and the little boy was tired out, was all that Dick had to show for his hard day's work.

"Horrid old thing!" he said the next morning, as he turned the unfortunate chair around and around on two very weak legs. "I won't make chairs at all. I'll make grandpa and grandma each a little table. Grandpa can keep his newspaper on his, and grandma can keep her knitting on hers. That'll be a great deal better than chairs."

But somehow there was quite as much trouble in making tables as in making chairs, Dick found. So boxes for each of the old people to keep their treasures in was the next thing he tried, then spectacle cases, a spool-rack for grandma, and an almanac holder was commenced, but nothing was finished; when, the very day before the golden wedding party was to come off, Dick's mamma inquired:

"What have you made for grandpa and grandma little boy?"

"Nothing," said the little boy. He was playing "lawn tennis" with his little sisters and trying to forget all about his promise. "That is, mamma, I've begun a lot of things, but none of them behaved a bit well. I couldn't finish a single thing, and to-morrow's the golden wedding. I *have* tried, really, mamma, but it's no use to try any more."

"Oh, yes, it is," said mamma; "and,

Dick, you made me a promise. You gave me your word that you would finish something for grandpa and grandpa's golden wedding present, and you *must* do it before you go to bed to-night."

When Dick's mother spoke in that tone of voice there wasn't the slightest hope that she would change her mind. Dick knew this as well as anybody, and walked off slowly toward the workshop, in spite of the shouts his little sisters sent after him.

"Horrid things!" he said, kicking the half-finished chairs and boxes around. "How I hate you! and what's the use of finishing anything anyhow? Grandpa and grandma won't care."

But mamma did—that was very evident when the boy's dinner came down to him on a tray with mamma's compliments, and she would not oblige him to leave his work to come up stairs to dinner. Something had to be done, there was no doubt about that, and the little boy hammered and sawed away all the afternoon with all his might and main.

But the chairs wouldn't stand on all four of their legs and the boxes wouldn't shut, no matter how long and how hard Dick worked at them.

"It's no use at all to try," the little boy said, with tears in his eyes, to his mother at tea-time, "I can't possibly finish anything."

"But you must, my dear," said his mother decidedly. "It is a very hard lesson for you to learn now, I know, little boy, but you must finish something, and you'll never forget it all your life long, I know."

And he never did. When Dick was a grown-up man he used to tell his own little boys of how he, when a little boy, worked on, tired and hot and very dirty, all the evening until the clock struck ten to finish grandpa and grandma's golden wedding present.

And what do you think it was?

It was a lovely day for a golden wedding. The sun shone brightly, the birds were singing, while the apple blossoms danced up and down over grandpa and grandma's heads as they sat on the lawn in front of the house to receive the company. And it was while they were sitting there that Dick sidled up the bench where grandpa was sitting and put something in his hand, muttering something about it being a golden wedding present.

Grandpa took it and looked at it carefully.

It looked like a ball, but it was painted a very bright yellow.

"I made it all myself, Grandpa," the little boy said, "and I painted it myself. It's for you and grandma, a golden wedding present."

"Thank you very much, my little boy," said grandpa. "But what is it?" he was just going to inquire, but Nannie, Dick's little cousin, who was standing by her grandfather, called out:

"Oh, the lonage, the pitty lonage! Give it to baby."

"Oh, an orange! I see!" said grandpa, "and it's very nicely made, my boy."

"And you made it and finished it all yourself, Dick," said grandma, who knew the whole story. "I shall prize it more than any of my presents, dear boy, and keep it very carefully," she added with a kiss.

And she did keep it so carefully, this dear grandma, that when Mr. Richard Turner finished telling this story to his own boys—who are very fond of hearing it over and over—he always ends by opening a little drawer in his writing desk and showing them the orange, very queer and battered-looking, to be sure, and more like a ball than ever, but the very same orange that he *finished* for the golden wedding so long ago when he was a little boy.—*Churchman.*

THE great difference between a monarchy and a republic is, that in the one the people are governed while in the other they are in theory self-governing. The republican principle must finally resolve itself down to the individual, and find its test in him. We want to educate the coming man to feel that he is the master of himself in all that he does, and that proper self-control is his greatest duty. When we have self-control in the individual we can have true self-government in the State. The whole social body will be right. Then one-half of the people will not have to be engaged in trying to reform the other half. I never had much respect for the man who had grown to full size in most of his powers and yet could not trust himself to stand alone. He is a cripple, a weakling, and like a parasite must sap his moral nutriment from the great body politic. In my theory the man who can stand against temptation is the only one who is really worth having, who really makes his own way and is not a detriment to others. We must look to the public schools to help lay the foundation for this kind of character.—*Supt. Traaxler.*

Shall We Spare the Rod?

One correspondent writes:

"Arguments can be presented pro and con. The chief argument in favor of its abolition is that it is a relic of barbarism—forgetting, perhaps, that a strict carrying out of this argument would apply that term to our forefathers of a recent date. There are hundreds of boys in the schools to-day who would in a very short time be expelled from school, per force of circumstances if the wholesome restraint of the rod was removed. The governing entirely by love appeals to the better nature of the pupils, the holding out of high incentives are all good in theory, and in nine cases out of ten may work in practice; but there are cases that require the *severe remedy*, and it is not right to spare the rod in such cases.

Another correspondent agrees "that this gentleman is right if it is only a question of flog or rebellion; but when corporal punishment is abolished it is obedience or expulsion. The few cases that need the rod might much better be expelled rather than have the contaminating influence of brute force upon the whole school. To abolish the rod raises the moral tone of the school. Pupils are more honorable, and a teacher of tact can instill these noble principles and make it a disgrace to offend. With the sentiment of the school at one's back, the rod can be broken. Raise this sentiment, and then we can spend time at something else. While there may be cases where the teacher fails faultlessly to raise the tone of the school without the rod, we seriously question the ability of one to teach at all, who must resort to these cases should be very rare indeed and it should be the determination of everyone who governs a child to patiently and persistently labor to reach that high standard where integrity will take the place of brute force.

Classification of Recitations.

SUPT. N. W. BOYES.

At least one hour each week should be devoted to giving oral instruction in the whole school upon physiology and hygiene.

When outline maps are furnished, at least one hour should be spent each week in giving a general exercise upon the subject of geography, also in connection with map studies and history.

The last quarter day of each alternate week may be spent in reading essays.

and in declamation by pupils above the third reader grade. Practical exercises in composition should be given daily in connection with other exercises. Let the spelling class be required to frame the words of the lesson into properly constructed sentences, and let the history and other classes be sent to the board to write out a synopsis of their lessons from memory while other classes are reciting. The spelling, punctuation, use of capitals and construction of sentences should, in these exercises, be carefully corrected. *Scholars should also be taught the sounds and diacritical markings of the letters*, that they may know the pronunciation of words when they see them marked in the dictionary and spelling book.

It is recommended the time before recess in the forenoon be given to recitations in reading, from the highest to the lowest in order; that the time from recess to noon be devoted to arithmetic and spelling; that the time from noon to the afternoon recess be given to reading, (from the third reader to the lowest in order) to history and to (A) geography; that the time from recess to the close of school be devoted to (B) geography, penmanship, grammar and spelling.

The amount of time that can be given to the various recitations must, of course, be regulated according to the number of classes and the number of scholars in a class, and teachers should arrange their programmes accordingly.

Exercises in reading and spelling below the third reader should, in my judgment, be combined; the rest of the school should be divided into two spelling classes, according to their ability.

Scholars above the fourth reader may properly commence the study of history, but there should be only one class in this subject.

I earnestly recommend that all pupils above the second reader be given daily instruction in penmanship, and that all write at the same time.

The following schedule of time and classification is also recommended:

	Minutes.
Opening Exer., preliminary	.5
Reading, No. of classes, 5	.75
Recess, forenoon	.15
Arithmetic, No. of classes, 3	.70
Spelling, No. of classes, 2	.15
Noon Recess	.60
History, No. of classes, 1	.20
Reading, No. of classes, 3	.45
Geography, (A) No. of classes, 1	.20
Recess, afternoon	.15
Geography, (B) No. of classes, 1	.10
Penmanship, No. of classes, 1	.20
Grammar, No. of classes, 2	.35
Spelling, No. of classes, 2	.15

Adaptability in Methods.

BY JOHN L. THOMPSON, GEORGETOWN, DELAWARE.

Teachers, like men and women that pursue other vocations, are apt to enter into a new year's work with new resolves and new ideas concerning their work. As this month begins the year's work with most teachers, it is fair to presume that many have entered upon their duties with new plans touching every phase of school teaching. Even those teachers who have gone into new fields of labor very likely had their plans of study and discipline all mapped out in their minds (if not on paper) before they saw the material upon which they were going to work.

To resolve to improve is always in order, but to execute plans of teaching that have been devised out of the school room is not always practicable. Indeed there are very few things in relation to teaching which a teacher may fix out of the school room that can be successfully performed within it. We may borrow many new ideas from old and experienced teachers; we may read many educational works that are seemingly replete with practicable methods; and we may originate plans, all of which will work well in our minds until we put them in operation in the school house. Then we often find them either wholly inefficient or susceptible of many necessary changes. I do not believe that any plan of study or discipline devised out of the school room was ever put and continued in actual practice within it without modification. I do not mean to say that the teacher is not aided in his work by reading educational matters, nor do I mean that it is futile for him to exercise his mind in originating new methods of instruction and discipline. On the contrary, I assert that the teacher who does not read educational works and become a subscriber to some educational journal is, in a great measure, unfit for his business, and if he allows his own mind to be indolent he had better step down and out at once. But I mean that the proper place to regulate methods of teaching is in the school room with the materials in your hands.

The farmer must understand his soil in order to make it produce; and the potter his clay, to make the kind of vessel he wants. So the teacher must become acquainted with his pupils before he can suit his course of teaching to their profit and progress. As well might a tailor undertake to fit a gar-

ment to a man with no other guide than that the man he wants to fit is the same shape of other men, as for a teacher to lay down a course of study for pupils he never before met in a school-room. We often find that a certain mode of instruction will work well in one school district or parish, while at the same time it will be wholly inoperative in another. This is owing to certain local or domestic causes over which the teacher may often have no control; yet, in some instances the teacher will worry and struggle in trying to make the pupils and the locality suit his favorite method, instead of thinking up a new method to suit the pupils and the locality. Many teachers fail by riding "hobbies" from place to place. It does not follow that what is good for an Englishman is also good for a Frenchman, and we should therefore adapt our methods at all times to those we teach.

A Normal Education.

TO TEACHERS.

Education pays. Every teacher believes it. No one could offer to teach another unless he himself believed it. The more education one has the better it pays. For a teacher a Normal Education pays best. Proof of this:—

GENERAL.

Every city, every county, every district, every State Superintendent believes it.

SPECIAL.

Hon. E. E. Higbee, Supt. Public Instruction, Pa., advocates the establishment of normal schools with still longer courses of professional instruction. He wants all teachers to have a long course of normal training.

Hon. J. P. Wickersham, acknowledged as one of the foremost educators, wants every teacher in the State to have a normal diploma.

County Supts. Twining, of Erie, and Chamberlain, of Crawford, advise every teacher to complete a full normal course of study.

County Supt. Davis, of Clarion, says: "I desire all young teachers to attend normal schools.

1. Because they will then do better work.

2. Because they will stimulate others to greater effort."

Supt. Arird, of Warren county, says: "I believe it the duty of every teacher to spend a year at a normal school."

A teachers' institute is a short normal school. A normal school is a continuous institute.

Division of Decimals.

BY T. J. LEE, PRINCIPAL OF LEE'S ACADEMY, LOXA, ILL.

As there are two cases in division of decimals with respect to the inequality of the number of decimal orders in divisor and dividend, most arithmetics have TWO rules, when ONE, based upon the fundamental principle, is sufficient in practice and much plainer in analysis.

In common fractions, pupils should be taught that by inverting the divisor and multiplying the dividend by it, the same quotient is produced that is found by reducing both dividend and divisor to equivalent fractions having a common denominator and then dividing the numerator of the dividend by the numerator of the divisor, as in division of integral numbers.

In decimals, it is the numerator that we see, the denominator being always inferred from the law.

By annexing ciphers to one or two decimals having different denominators, they can be made to have the same denominator. Then by treating both as integral numbers, one can be divided by the other as in simple division of whole numbers. If the dividend will not then contain the divisor, of course the quotient will be a decimal, and the decimal point (separatrix) should *at once* be put in the place of the quotient to show that the quotient will be a decimal. After this is done, by annexing ciphers to the dividend and proceeding as in whole numbers, the proper quotient will appear with the separatrix *already fixed*.

Thus: Divide .8 by 47.63, the denominator of the dividend being ten, and of the divisor one hundred. Annexing one cipher to this dividend, its denominator becomes one hundred. Then,

$$47.63)80,000(.01 \text{ plus}$$

Second case: Divide 47.63 by .8, the denominator of the dividend being one hundred, and of the divisor ten. Annexing one cipher to the divisor, its denominator becomes one hundred. Then,

$$.80)47.63(59.5 \text{ plus}$$

$$\begin{array}{r} 400 \\ \hline 763 \\ 720 \\ \hline 430 \\ 400 \end{array}$$

RULE. Write the numbers as in division of integers. Annex ciphers to either dividend or divisor, making the number of decimal orders in each the same. Then treating divisor and divi-

dend as whole numbers, proceed as in division of simple numbers.

By this method I have less difficulty in teaching my pupils the PLACE of the separatrix than by any other.

All arithmetics I have examined, teach the annexing of ciphers to the dividend to reduce it to the same denomination as the divisor; but none I have seen, teach of the supplying of the deficiency in the divisor.

Besides its practical simplicity, the excellence of this plan consists in its keeping ever prominent before the mind the fundamental principal of COMMON DENOMINATORS, upon which any rule of division in common or decimal fractions is based. But this principle as to the denominators can be kept in view also, when the number of decimal orders in the dividend exceeds such number in the divisor, by considering, until the separatrix in the quotient becomes fixed, only as many decimal orders (next the separatrix) in the dividend as there are decimal orders in the divisor; and proceeding as if the divisor, and dividend so far, were integers.

Tardiness.

I was troubled some time since by the want of punctuality in my pupils. Acting on the principle of attracting rather than coercing, I determined on the following plan: After opening school, I told the few who were in their seats that I intended to spend a quarter of an hour every morning in telling them something interesting, something which they would be pleased and profited to hear. * * The process was repeated every morning.

I took pains to have something really interesting and I soon began to observe the effects. They who had heard the "facts," as I called them, told their tardy companions what pleasant information the teacher had given them and advised them to come in time if they wanted to hear something nice.

I was walking behind two of my boys one morning, on my way to school,—two of the quondam tardies—and overheard one of them say, "Hurry up, or we shan't be in time for facts."

In a few weeks I had induced a good degree of punctuality.—*School Amusements.*

LET me urge teachers not to content themselves with formal and detailed knowledge of the Bible. Get at its whole sweep. Ponder its great principles. Know its one great idea of salvation, and turn it into a burning flame in your own soul. So, and so only, can you kindle its spark in the hearts of those who gather about you.

Chemistry of Smell.

BY PROF. M. L. SEYMOUR.

There are many reasons for believing that the detection of any odor is a chemical experiment. If oxygen be absent, the strongest odors are not recognized by the olfactory nerve. Try the following experiments:

1. Invert a quart jar, and fill it with hydrogen by displacement.

Gently turn the jar so that the gas may escape, and at the same time hold beneath the upper edge of the jar an open bottle of cologne, bergamot, or kerosene. If the manipulation is good not the slightest odor can be detected. Now, smell of each in the open air, and then place each open bottle in a jar, and fill with oxygen by displacement.

The effect in each case will be heightened.

2. Take a quart jar and fill with carbon dioxide by displacement.

Be able to keep the jar full by pressure from the gas-bag. Blindfold a friend and ask him to shut his mouth and hold the nose for an instant. Quietly drop in an onion. No amount of sniffing will detect it. This experiment was tried twice before two large classes in physiology, and only upon removal of the bandage from the eyes was the object recognized. Should it be argued that the smell of the gases overpowers the odors used, it may be said that the above experiments hold true when the gases are pure and well washed.

3. Fill a jar with nitrogen—an inert gas—odorless—and perform the experiment in the same way as for hydrogen and notice the same result.

What if ammonia or snuff were used? They would be detected because they are irritants. We do not recognize them by smell.

The Creator has wisely ordered that the beverage of nature—water—shall be without taste, that it may not modify or detract from the flavor of food and wisely provided that pure, whole some air shall be without odor, that we may be warned of the unfitness of air whenever we can smell it. And, while infinite wisdom is shown in the provision of a mixture rather than a compound for respiration,—for the blood cannot decompose any compound of oxygen and nitrogen,—we are led to adore the consummate skill that planned the oxygen of air to be free to oxidize the odors that annoy or delight us.

Visiting Scholars.

We commend to teachers the following thoughts by a writer in *Pedagogue* on the above subject:

The teacher who would be successful must win the confidence of his scholars and be in sympathy with them; he must know their natures, their surroundings and their needs. In no way can he better do so than by visiting them at their homes. He thereby shows his interest in them and wins their love.

How such visiting enables you to bind the children's hearts to your own! I go around in the district and see the parents, brothers and sisters of my scholars; I am shown a favorite picture book, or a pet dog, or pussy, or pony, or a little garden over which a pupil exercises absolute ownership, and afterwards I take occasion to inquire about these things. I ask one whether his big brother (the family pride) is going into that big store yet; I tell another that I never saw such a saucy, tricky little dog as hers; I recall some pleasant incident of my visit to their house or ask Johnnie whether he can manage the potato bugs in his garden yet. In this way I gain the love, confidence and hearty co-operation of my scholars.

The parents, too, are pleased with the attention, and no longer regard me as a school teacher merely, but more as a friend. As far as my experience goes, I must say that I have found no surer way of securing the support and co-operation of the parents than by paying them an occasional visit.

Then, too, I get many valuable hints. I know that the most effective way to manage Willie R. is to drop a letter to his mother. I have learned that Jennie B. is to have a nice apple tree at the side of her father's house if she maintains a good standing in her class, and that suggests to me a way of making Jennie study. I know what course of discipline the several families endorse, and that shows me what mode of punishment will be the most judicious and effective with different pupils. I know, too, the likes and dislikes of the district, and those of the children, and that saves me from making mistakes in seating scholars, enables me to avoid unpleasantness, and make things run smoothly.

These calls are also beneficial to myself; for, though I have more book learning than any one else in the district, I find that there are a number of men who can teach me a great many

things about the practical affairs of life. I find that in some things I am pretty green. Intercourse with people of various occupations and conditions in life teaches me many valuable lessons and dispels the crude notions which I brought from college.

Thus I am abundantly repaid for the time spent in the homes of my pupils. I get more correct views of life, secure the good will of the district, and pick up many bits of information which aid me in managing the school.

It will be a blessed time when the word "school" will not be a synonym of emulation, rank, inflexible courses of study and nervous strain. In many places the very name, "primary school," sends a shudder, suggesting the words, "primary prison." But we are slowly coming to a better day. The Kindergarten has taught us something; we ought to have learned more; the world will learn, and when it does the garden of childhood will be filled with all sorts of attractive things. Love will rule the hours. Some one whispers, "Where will all the bad children be then?" We answer, "The very atmosphere of a good school makes bad children good before they know it. The best reformatory for a bad boy is a good school." The future will be better because the children will have better parents. They will be born better. Homes will be better. There will be better food on the tables, and better clothes on the body, better blood in the veins, and better brains in the head, better bones and cleaner hands. Somebody groans, "The world is going to the dogs!" We don't believe it. *It isn't true.* "But," says grumbler, "Look at the prisons and asylums; read the daily papers. Everything is getting worse. It's terrible." But, grumbler, look into the bright windows of ten thousand cheerful homes, hear the music of millions of musical instruments, listen to the laughter of ten million rosy-cheeked boys and girls playing in the streets and fields, see the security and plenty of our land, and then dare to say that the world is going to the bad. It is not! A brighter spring never came to this old world of ours than this of 1885. We may want a little more money and a little more cleanliness, but the land never had so much of peace and security as now. Let the summer schools catch the inspiration of the times and become radiant with the very sunshine of good cheer and love.—*New York School Journal.*

Compulsory Education.

We strongly advocate the making of a law compelling all children within certain ages to attend school regularly. There can be no doubt that, if it is for the best interest of the State to have popular education, it would be wise and proper to make such laws as would, by their enforcement, attain the result of a general liberal education of our youth.

It is claimed that compulsory laws abridge the liberty of our people, but we think this a mistake. It is rather an increase of liberty to compel all people to do right, seeing that no one is naturally endowed with the privilege of doing wrong. If it is well to have courts of justice in order to protect the liberties of the people, then it is right by law to compel people to serve as jurors and witnesses before such courts. So with our schools, if the best interest of the people is in a general education of the masses, and if such education tends to increase the liberties of the people by making better society, then let us make that education general by compulsory laws.

That people have the most liberty who have the best government, and the best government is the one made and sustained by intelligent citizens exercising the privilege of the ballot.

Let us take the waifs from the street and place them under the protection of our free schools—the great bulwark of American Liberty.—*Oregon Normal Monthly.*

Good Thoughts.

There is one art of which every man should be master—the art of reflection.—*Coleridge.*

The difference between one boy and another is not so much in talent as in energy.—*Dr. Arnold.*

Education begins the gentleman, but reading, good company and reflection must finish him.—*Locke.*

It has been the plan of my life to follow my convictions at whatever personal cost to myself.—*Garfield.*

Knowledge is in every country the surest basis of happiness.—*Washington's First Annual Address.*

A general diffusion of knowledge is the preserver and protector of republican institutions.—*De Witt Clinton.*

The perfect work of education can not be accomplished except in the individual who comes of a stock cultivated for generations. Training your pupil, you may be training his great grandson. Infinite are the reaches of the schoolmaster.

In Memoriam.

Died, at her home in Brownsville, Pa., Aug., 11, 1885, Miss Anna Mathews, in the 18th year of her age.

Miss Mathews was one of our most earnest and faithful students during the spring term. She made many friends during her short stay at the school. Her manners were of that subdued and gentle kind that win all hearts. She stood with the first of her class in scholarship and deportment, and was held in the highest esteem by all the teachers and students. Her amiable, christian life was a pattern for all of her schoolmates.

The recent improvements in our buildings and grounds are so many and so marked that our friends may experience an agreeable surprise when they next visit the Normal. Brussels carpet, spring beds, steam heating, &c., were not dreamed of in the earlier days of the school; but these and many other good things have already been realized, and "there's more to follow."

Alumni Personals.

Miss Donetta Newkirk, of '77, and Mr. A. Lee Rothwell, of '85, are the new teachers for the ensuing year at Coal Center.

Prof. A. W. Newlin, A. B., '77, holds the chair of Hebrew and Drawing in Allegheny College. In company with Mrs. Newlin he attended commencement exercises here in June.

Mr. D. H. McKee, '78, enters, this fall, upon his second year as principal of the Bridgeport schools.

Mrs. W. S. Jackman, *nee* Reis, '78, has been spending the vacation at Prof. Jackman's home, near California.

Mr. W. S. Van Dyke, '78, has at last abandoned the profession of teaching and accepted a cashiership in a West Newton bank.

Prof. F. R. Hall, '79, who has been principal of the Model School

for the past two years, retains the general supervision of the school for the ensuing year.

Miss Anna Thomas, '80, will teach in her home school at Webster, next term. Miss Thomas has declined tempting offers to teach away from home.

Mr. A. M. Claybaugh, '81, after making an enviable record as principal of the Uniontown schools, has resigned to become associate editor of the Connellsville *Courier*. He will doubtless wield the pen as successfully as he did the "birch."

Misses Kate Beazle and Judith Collins, of '82, and Misses Ella Hart, Maggie Stockdale and Carrie Coulter, of '83, are among the Normal graduates employed in the Monongahela city schools for next year.

The class of '84 have done nobly in their first year's work. Several have been advanced to higher positions. Miss Holland will teach at Beallsville; Miss Wakefield will be vice principal at Connellsville; Misses Bierer and Longanecker will teach in Uniontown; Miss Lindsay at West Brownsville; Miss Perkins in West Newton. Mr. Berkey has been elected vice-principal at Somerset; Mr. Saunders holds a good position at Mt. Pleasant, and Messrs Pollock and Bell are offered extra compensation in their old positions.

California Advertisements.

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