The Normal Review.

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Entered as second-class mail matter.

THE fall term opened Sept. 7th, with a large attendance of students.

THE total enrollment in all departments thus far is about 350.

MISS Julia L. Reed, of Sharon, Conn., a graduate of Temple Grove seminary, Saratoga Springs, and for the last three years lady Principal of Bellefontaine (Pa.) academy, has entered the Senior class to spend a year in strictly professional work.

MR. J. C. Longdon, of the class of 1884, is serving his second term as Principal of the Amity school at an increased salary. Mr. Longdon will be one of the orators at the Waynesburg College contest in March.

Scientific Class.

The class in Cæsar have read the first twenty chapters of book I.

The first recitation in Chemistry occurred on Saturday morning, Sept. 19. The class consisted of Miss Philips, Mrs. Nast, Mr. R. C. Crowthers, Mr. A. F. Cooper, and Mr. S. P. West. Others will join the class soon.

The following is the first list of review topics prepared by Prof. Smith for the Chemistry class:

1. State the atomic theory.
2. Discuss acids, bases and salts.
3. Describe the preparation of oxygen.
4. Describe the work of oxygen in the body.
5. State the most important properties of nitrogen.
6. Describe mode of preparation and properties of ammonia.
7. Ditto of hydrogen.

The price of the NORMAL REVIEW is fifty cents a year. Subscribers will please remit by postal note, if convenient. Where it is not convenient, postage stamps may be sent instead.

"HOME Students" who have taken up General History may find the following topics helpful:

1. Define the terms Ethnology, Archæology, Comparative Philology, and show their relation to the study of History.
2. Give two reasons for the greatness of the Babylonian monarchy.
3. Discuss the civilization of the Chaldeans.
4. Distinguish between the terms Assyrian, Chaldean, and Babylonian.
5. Bound, geographically and chronologically, the Lydian monarchy.
6. Who was Berosus? Who Manetho? What do we owe to each?
7. What effect had the geography of Egypt upon its civilization?
8. What three peculiar forms distinguished Egyptian architecture?
9. Name four prominent characteristics of Egyptian civilization.
10. How is the remarkable preservation of its architectural remains accounted for?

D. E. E. WHITE, in addressing the Fayette County Institute last winter, said: "The best possible advice I can give young teachers is to stop teaching for a year or two and attend a good Normal school." The California Normal is next to the youngest of our ten State Normal schools. Her graduates are consequently among the youngesr class of teachers, and yet they have already made an enviable record. Last year all the school principalships of Fayette County, with one exception, were held by California graduates, and the principalship of the largest school (Connellsville) by a lady graduate.

California, Pa., State Normal.

Delightful location on the Monongahela, fifty miles from Pittsburg. Easily reached by trains and boats. School larger and bett equipped than ever. Four thou sand dollars applied to improve ments this summer. Advantage *greater* and expenses *less* than here tofore. Board and tuition to those preparing to teach, $168 per year to those who graduate, $118. At tendance last year, 541. The schoo commends itself to those who valu a vigorous intellectual training un der favorable religious and socia influences. Graduates of the schoo are in demand as teachers. Parent seeking a *safe* and *thorough* schoo for their children should visit th Normal before deciding to send else where. Students can enter at any time. For catalogue address th Principal.

THEO. B. NOSS, PH.D.

Raise Clubs.

The NORMAL REVIEW will b sent to clubs of five or more at 4 cents a year. Let us have a club a every post office where there ar California students and graduate We will do all we can to make th paper helpful to teachers. Send i the names.

THE lecture course at the Norm for the season will open Octob 13th, with a lecture on "That Boy by Dr. J. H. Vincent. It is e pected that Fred. Douglass, Joh B. Gough and Joseph Cook will b among the other lecturers of th course. Former students and a friends of the school will be cor dially welcomed to these lectures.

SINCE July 1, $5,000 has been e pended at the California Norm on much needed improvemen These include the heating of eve student's room with steam, and r papering, repainting and carpeti each room. With all these cost improvements, the expenses to st dents will be rather less than he tofore.

Rise Higher.

Soul of mine,
d'st thou choose for life a motto half divine?
et this be thy guard and guide
hrough the future, reaching wide;
/hether good or ill betide,
Rise higher!

From the mire
:e the masses blindly grovel, rise higher
'rom the slavish love of gold,
'rom the justice bought and sold,
From the narrow rules of old
Rise higher!

If thou findest
at the friends thy heart had counted truest, kindest,
Have betrayed thee, why should'st thou
Wear for this a frowning brow?
Leave their falsehood far behind;
Rise higher!

And at last,
When thy sorrows and temptations all are past,
And the grand Death Angel brings
Summons from the King of Kings,
Thou shalt still, on angels' wings
Rise higher.
—*Helen G. Hawthorne.*

Spirit of the Times.

Caleb Cushing, in one of the greatest of his great speeches, peaking of the progress of nations, ays: "As soon as we cease to row we begin to perish." This an certainly be said with added nd intensified force in regard to ›e teacher.—*Supt. C. S. Smyth, il.*

Let us rejoice that while the en-rance of the educational institu-ions is thronged with increasing umbers of admissions, the gates h"h open for exit on commence-e't day are guarded with more ›us care, so that all who pass must respond to the challenge of the warden.—*Journal of Edu-cation.*

It will greatly aid in our disci-pline to make a clear distinction be-tween doing wrong and doing right n the matter of obedience. Simp-y to prevent disobedience is not a high grade of success, while to win positive obedience is to tone up the entire school and make a perma-nent impression on the character. —*American Teacher.*

Money will purchase beautiful and costly works of art, but, un-fortunately for aspiring ignorance, not the "capacity" to appreciate them. Good taste and education are the only keys which will unlock the doors of art, music and literature; and no amount of money or social ambition will reveal their treasures to the coarse-minded and pretentious.—*Youth's Companion.*

The newspapers are generally copying the remark that "Mrs. Hayes, Mrs. Garfield, and Miss Cleveland were all school teachers." The same may be said of several Presidents, any number of Senators, and of more than half of the Supreme Judges. There is something acquired in the life of the school teacher which fits men and women for the highest and best duties of citizenship. There can be no better training given to any young man or woman than in the school-room as teacher.—*Inter-Ocean.*

School-life should aim at the development of character. Nothing is more essential than noble aims, readiness to work from a sense of duty, ambition for knowledge, and reverence for truth. But the aim to stand high in class, in order to excel one's neighbor, is anything but noble. That pride which possesses the mind of the gifted scholar, who can easily outrank the less favored one, is in no sense noble.—*Supt. S. T. Dutton, New Haven.*

Whatever you can make the pupil love is already practically his own. If you make him love natural science, he from that moment begins acquirement along that line, and his conquests are a perpetual delight. The same is true in mathematics, language, or history. To impart a fervent love for any knowledge is to make victory therein certain. Too little time is devoted to the art and philosophy of fascinating pupils with the interesting phases of a subject. It is above discipline, method, or drill, because it reduces discipline to a minimum of effort, vivifies method, and accomplishes in a day what "drill" would waste a week upon. Teach, win, electrify them with love of study and with love of each study.—*American Teacher.*

The largest room under one roof, and unbroken by pillars, in the world, is at St. Petersburg. It is six hundred and twenty feet long by one hundred and fifty feet in breadth. Twenty thousand wax tapers are required to light it.

The good teacher will have, in the first place, a good conscience. His counselors should be few, but those of the best kind, if they can be got at. He should read the best books, for they can always be had. He is a hard working man, and has no time to waste with the foolish theories and quack nostrums which everybody stands ready to peddle out. He should, in the brief hours he can spare from technical preparations, keep himself well acquainted with the living thought and the drift of the action of his time.—*The Critic.*

Punctuality.

While the children are writing see as many of the slates as you can. A correction made at the time he is doing the work will be remembered by a child twice as long as one made after it is done. You may be surprised to find that while in his oral repetition of the story the child seemed to recognize the sentence, in his written work he does not.

Letter Writing.

BY J. V. COOMBS.

From a report from Washington we learn that daily 15,000 *dead letters* are poured into the postoffice department. 460,000 dead letters are received each month, 5,400,000 per year. The cause of these dead

letters is, to a great extent, carelessness. Last year over $3,000,000 was received among these stray letters. Some of the letters are without stamps, some without address. Others were so illegibly written that no one could translate them. Pupils may be able to parse and analyze and also to write a fair hand, yet not able to write a good letter. It is not sufficient to tell pupils to write a good letter; but you must show them *how to write a letter* and see that they *do write it.*

To be able to write a correct letter is an accomplishment worth attaining. Many persons fail to secure positions because they write such poor letters. Not long ago a university graduate wrote for a position in one of our western colleges. After reading the letter the president of the college said: "We need just such a man, but this man can not write a decent letter. His work would damage us."

Letter writing has become an every-day business. Each day we mow down fields of them, and each night we see new crops rising up before the dull scythe. Since letter writing forms such a prominent part in the world's business every institution ought to sustain a department of letter writing. A complete letter consists of the following parts: Heading, Introduction, Salutation, Body and Closing.

The postoffice and state should be placed on first line and on the right hand. If the town is small the county should be given. The next line should contain the date. The introduction should be written a line below the date and on the left. The first word of the body of the letter should be placed one line below the salutation and in the middle of the page. Every new paragraph should begin in the middle of the line.

MODEL.

DANVILLE, ILL., }
Nov. 15, 1882. }

MR. A. L. CLARK,
My Dear Friend:
We are all gratified to hear that you will be with us.
Yours very truly,
T. B. LAKE.

I am aware that some persons who have given the subject no higher investigation than a dime letter writer, object to the use of the colon after the salutation. There is a rhetorical rule for the colon. I know of none for the comma. I have carefully examined Hart, Brown, Wilson and Parson, and all agree in the use of the colon. These are the highest authority. The address on the envelope should begin near the middle.

The paper and envelopes should correspond in size and color. Many persons get paper too large for the envelope. The paper, when folded, should go into the envelope loosely.

MATERIAL.

Paper.—The paper should be of a good quality. Poor paper shows bad taste and disrespect. Good material costs but little more than poor material.

Ink.—The best ink is black. Colored inks fade and also are not agreeable. Red ink should never be used. Red ink means *close up accounts.*

Envelopes.–The envelopes should be of good material and adapted to the size and color of the paper. Do not use fancy or highly colored envelopes.

HOW TO TEACH LETTER WRITING.

1. Write on the board a good form. Call attention separately to each part—heading, date, salutation, body and closing. Require pupils to copy the form. Write a similar letter on the board and require pupils to punctuate correctly. Keep at this work until your pupils are fully familiar with the form of a good letter. Teach the pupils the proper distinction between My Dear Sir and My Dear Friend, My Dear Miss and My Dear Madam, Dear Sir and My Dear Sir, etc.

2. Give instruction as to the subject-matter. Break up the old stereotyped forms, as "I take my pen in hand," "I must close," etc.

3. Be careful about punctuation. Many pupils who are taught to put a period after Mr. will also put one after Miss, unless made to see the difference. Better too few faults than too many. Often we see a letter punctuated as follows: Mr J; T, Bales. The above is no exaggeration.

4. Induce pupils to notice the form and contents of good letters.

5. Show pupils how to fold the paper before placing it in the envelope. Fold up the bottom so that it will be nearly equal to the envelope; then turn down the top in the same manner.

CAUTIONS.

1. Never allow a blot to be seen on the paper or envelope.

2. Do not allow flourishing. Plain penmanship is preferable.

3. Do not write on margin. Use another sheet.

4. Do not think you have taught letter writing because you have shown pupils how, but see that *they* write several good letters before you quit the subject.

5. Take nothing for granted, but give instruction on everything connected with the subject, even to the placing of the stamp.

6. Require pupils to write a letter of friendship. Let this be written on good paper and placed into the envelope. Have the envelope properly addressed. The teacher should personally criticise the letter, return it to the pupil and require it to be rewritten. Request pupils to write a reply to the first letter. After two or three letters have been written pupils may be permitted to criticise one another's letters.

7. Teach the forms for business letters.

A Mistake.

Some people look upon teachers' meetings as organized conspiracies against patrons, pupils and taxpayers. It is a mistake. They are conspiracies against ignorance and wrong methods of teaching. The active, wide awake, progressive teachers meet for mutual improvement, that they may grow able to do better work in their schools. Educational questions, plans and methods are discussed, and to participation in these discussions all who are interested in education are invited and welcomed. It affords teachers real pleasure to find patrons taking an active part in the exercises of these meetings.—*H. J. Bell, in Iowa Teacher.*

School Essays.

JOS. F. LYON.

Perhaps no subject gives the average teacher more anxiety than essay writing. In many places it is abhorred by teachers and pupils alike; yet every true teacher feels that this ought not to be so.

Children love to talk. They enter with animation and enthusiasm upon the exploits of the school ground or the sights at the fair. The same child, when asked to put his story on paper, generally loses his wonted fervor;—and is this not due to his want of skill and the labor with which he puts it down? The old practice of writing formal essays once a week, or less frequently, did little to cultivate a ready habit of writing. Experience teaches that less formal work and more frequent practice is necessary.

This can be secured by putting pupils to the test in writing on the regular lessons. There is no branch of school work that offers better opportunity for composition than reading. The variety of topics, the choice language of the selections, the literary allusions, the historic and scientific references, present a most enticing field for the essayist.

But do not frighten the pupil by telling him to write an essay. When the lesson is assigned let the teacher point out certain topics to be looked up. When the class is called next day, let some two or three be sent to the board to write all they know about the subject. Let the work be criticised by the whole class. Be sure to note the matter, as well as the manner, of work. The great bane of all essay writing is shallowness. An ordinary critic will dispute about forms and fashions in writing, and leave the most startling propositions unquestioned, provided they are rhetorically correct. In daily composition the thought will be more critically examined.

On special days let certain pupils bring on paper what has been assigned. They can read before the class and then listen to criticism.

Not only in reading, but in arithmetic, in grammar, in geography, in history, and in all high school studies, the habit of writing promptly and accurately what one knows, can be practiced daily.

The old custom, which made pupils think up a subject and then write an essay on it, was most discouraging. It is not at all remarkable that children dreaded it. Let pupils write what they know about something now in hand, and they will be as ready in writing as in talking. Give them daily practice as much in one way as in the other, and few will make any difference whether they are to talk about a subject or write about it.

BUDA, Ill., July 29, 1885.

Young America and His Education.

The American boy considers himself a man at about the age of sixteen. To him the idea of remaining in school after his voice begins to change is preposterous. He will never consent to squander the prime of life in hum-drum exercises with slate and lexicon. That sort of thing is for children, but men of sixteen must be doing for themselves in the arena of actual life. There is something pathetically ludicrous in this young American scheme of doing for self. How many, alas! have *done for themselves* by engaging prematurely in the tasks that should have followed practical education! 'Tis a delusive precept that urges youth to grasp frantically at the fore-lock of Time—a capillary remnant much abused. *Time flies*, says the impatient father and more impatient mother, therefore our son must fly. Let us have a school on wings to bear him through an aerial course of study. The brief flight ended, the boy begins life. He esteems himself not only a gentleman and a scholar, but a man of business, a lion in society, a politician, a critic, a philosopher. He has graduated into the self-importance of inexperienced ignorance. He sits cross-legged before the Sunday newspaper sucking cigarettes; he has a theory of "finance" and talks ironically on the woman question; he bluffs his seniors in conversation, and indulges in a thousand other manly performances.

Young America feminine is the counterpart of her precocious brother. She, too, is impatient—even more impatient of the school restraints and longs to cast them off. She gets through the seminary before you supposed her through the Third Reader. Her mental acquisitions culminate in the graduating essay—thrilling production!—elegant flower of originality that blossoms, alas! only to exhaust the parent stock which flowers no more forever. After commencement all study ceases, all reading drops except the lighter novels; even the piano lessons intermit, like the chills of a half-defeated ague. For is not Esmeralda's education finished? She finished that at school. And now Esmeralda is doing for herself. She is practically educated. She is accomplished. She is ready to marry.

The eagerness of parents for immediate results in education defeats its purpose by communicating a similar feverish restlessness to the youth, who, instead of regarding their school duties as regular business to be discharged with dutiful fidelity, are constantly looking beyond their books to an imaginary "actual life" of business or pleasure. This illustrates exactly the national fault which Herbert Spencer criticised when he visited the United States. He observed, as a general fact, "The American, eagerly pursuing a future good, almost ignores what good the passing day offers him; and, when the future good is gained, he neglects that while striving for some still remoter good." The dreadful delirium for early participation in what are called the actual affairs of life prevents all moderate living.

Actual affairs! What affair can be more actual than that of bringing youth to the state of manhood and womanhood? What business can be so important as the acquisition of power to do business? It is not education to send children through school, or to send school through them. The pupil must absorb the school; must digest and assimilate the elements of knowledge and virtue. This takes time. The boys and girls who "go through" are sometimes diseducated—they lose their natural aptitude for the

very pursuits which schools profess to fit them for. They go through and come out half developed physically, not half developed mentally, without established moral principles or power of self-government; without the strong armor of experience or the sharp weapons of discipline, and, rushing into the conflict for subsistence, for pre-eminence, for riches, for happiness, they miserably fail.—*Educational Review.*

A Bit of Experience.

Prof. R. M. Streeter, Superintendent of Schools, Titusville, Pa., gives this bit of interesting experience. It is altogether so wise and useful in its conclusions and outcome that we are sure it will greatly help hosts of young teachers, and pupils too:

I see John away in one corner, anxious to get his head behind the boy in front of him. That means he is going to whisper. Now, what is the use of waiting for John to do that? I don't wait. I say, "John do you want anything?" Of course he lies, and says, "No, sir." "Why," I say, "what were you going to whisper about?"

"I was only going to ask him to take his knife."

"Well, do take it; only let me know when you want anything like that, and don't get down behind Tom in that fashion. Tom, will you let John take your knife?"

Out comes the knife; John takes it, uses it, and, when he gets through with it, looks at me with lifted eyebrows, and points the knife at Tom. I nod; Tom takes the knife; and that is all there is to it. Another time, when John wants anything, he asks for it, man fashion, for two good reasons: he knows he can have what he wants if it is necessary; and he knows he will be caught if he don't. So, then, if they care to whisper, you can stop the whispering by watching them.

I hope I shall not shock any of you teachers when I tell you that I have a great deal of sympathy for a boy, big or little, who has smuggled an apple into the school room. He has brought it with him with the best intentions in the world. He doesn't expect to be mean about it. He hasn't the slightest idea of eating it. He does take it from his pocket, but that is because the apple is so large that it is painful there, and he puts it into his desk for safe-keeping. But the first half hour he forgets all about it; but when he stops a moment, tired with his work, with his elbow on the desk and his head upon the palm of his left hand, there comes floating up from that desk to the nostrils of that schoolboy an aroma that the perfumes of Arabia cannot equal. Even then no thought of guile drifts like a fancy across his mind. It smells so good that he puts his hand under to rub the luscious fruit, and carries to his eager nose the perfumed hand. Then the temptation comes; then the head goes down; then, quicker than light, the sharp teeth cut the red skin; and for the next five minutes that is the most studious boy in the room.

Now, I like apples, and I suppose I have done what that boy has just been doing a good many times in my life. I saw him when his hand went into the desk; when that big bite left the apple I heard it; and I saw every eye in that neighborhood turn to me to see if I knew what was going on. From that day to this the rest of those schoolboys believed that I never knew about that apple being eaten. A day or two afterward, when they had forgotten it, and the apple-eater happened to be at my desk, I said to him, quietly: "I didn't blame you much the other day when you ate that apple. It was a good one; and if it hadn't been in school I'd have asked you for a bite. You'd better not bring any more—do you think you had?" It was worth half a dollar to see that boy open his eyes and to hear the wonderful tone in his voice as he exclaimed, "Did you see me?" "See you!" said I, "of course I did; but I thought you wouldn't do it again if I asked you not to; and you won't, will you?"

"No, sir;" and it came out in that honest, hearty voice which a teacher likes to hear. I don't think he ever did, for two good reasons. I had used him as I would like to be used under the same circumstances; and he felt sure that he would be caught again if he did. So I say that the boys can be kept from eating apples by watching them, and treating them with a dose of the Golden Rule, if you get a chance.—*Educational News.*

How Far Shall I Help the Pupil?

It is always a very difficult question for the teacher to settle "how far shall I help the pupil, and how far shall the pupil be required to help himself?" The teaching of nature would seem to indicate that the pupil should be taught mainly to depend on his own resources. This, too, I think, is the teaching of common sense. Whatever is learned should be so thoroughly learned that the next and higher step may be comparatively easy. And the teacher should always enquire when he is about to dismiss one subject, whether the class understands it so well that they can go on to the next. He may, indeed, sometimes give a word of suggestion during the preparation of a lesson, and by a seasonable hint save the scholar the needless loss of much time.

But it is a very great evil if the pupils acquire the habit of running to the teacher as soon as a slight difficulty presents itself, to request him to remove it. Some teachers, when this happens, will send the scholar to his seat with a reproof, perhaps, while others, with a mistaken kindness, will answer the question or solve the problem themselves, as the shortest way of getting rid of it. Both these cases are generally wrong. The inquirer should never be frowned upon; this may discourage him. He should not be relieved from labor, as this will diminish his self-reliance without enlightening him, for whatever is done for a scholar without his having studied closely upon it himself, makes but a feeble impression upon him, and is soon forgotten.

The true way is, neither discourage inquiry nor answer the question for the pupil. Converse with the scholar a little as to the principles involved in the question; refer him to principles which he has before learned and now lost sight

of; perhaps call his attention to some rule or explanation before given to the class; go just as far as to enlighten him a little, and *put him on the scent*, then leave him to achieve the victory himself. There is a great satisfaction in discovering a difficult thing for one's self, and the teacher does the scholar a lasting injury who takes this pleasure from him. The teacher should be simply suggestive, but should never take the glory of the victory from the scholar by doing his work for him, at least not until he has given it a thorough trial himself. —*D. P. Page.*

Idleness.

There is an adage which says, "Money is the root of evil," and it is a fact that money plays a big part in the production of crimes and misery. But while this is true, it appears to me that the prime cause, or the origin of evil rather, might be traced farther back than merely to the root from which all evil springs. There is a soil, in which this root finds nourishment, that contains the vital constituents of the whole plant, and furnishes it with the power to fructuate. It ripens the bitter fruit thereof, and perpetuates its reproduction. This soil is called Idleness. A thorough analysis of it shows that it contains the most venomous poisons. It produces nothing but evil. Nothing else will grow in it. The root, money, however, if placed in another soil, may bring forth an abundance of good things that bring joy to the heart and relieve the suffering body. It may even be the means of gratifying the yearnings of a noble spirit, or of rescuing the body from peril and death. It is a splendid medicine, if judiciously used, and its preparation is simple. It is to be put up in the genuine *spirits* of honesty, and should be well corked with economy; should be shaken before taking, and taken in small but well measured doses. For a slight attack of extravagance, or a disposition to indigestion in the organs of reason, the bottle need only to be smelled of; but for a severe attack of viciousness, stand off a few paces and look at the bottle till the devil goes out. But don't fool with Idleness, for it is like a bloodthirsty beast of prey; and, although it wears the appearance of harmlessness, it fastens its fangs into its unwary victim, and gnaws continuously at the vitals of his moral nature. It is even more, and does still more; it sows the seeds of dissipation that bear fruits in the shape and nature of theft, arson, murder, and in fact, everything that is akin to total depravity. It transforms beauty into a fiendish searedness and clothes its victims in rags and misery.

J. R. Walker.

The Dictionary.

In many of our schools the dictionary is a book which is looked upon with a good deal of reverence but seldom used. This is wrong. One of the first and most important duties of the teacher is to teach the scholars how to use the dictionary. More families would own dictionaries if the parents knew what one of these books contains. Many teachers do not know how to use the dictionary. If they have an occasion to consult this book it takes so long they resolve never to do so again. Our authority for spelling, pronouncing and defining words is derived from the dictionary. Every thought we utter, every wish we make known, is expressed by means of words. How vastly important it is that we know something about these words which we are using continually. The story of the curious congressman illustrates this point. A curious congressman was looking for the word curious under "q," but could not find the word. Said another congressman, who was observing the acts, "That word does not begin with q." "That is so," remarked the other, "I might have known that it begins with k," and with that he fell to looking under "k." We have many just as curious individuals in our midst. Knowing how to find a word is a very small part of the knowledge required to use the dictionary properly. Scholars should be required to consult the dictionary on all occasions where there is the least doubt concerning the meaning or pronunciation of a word. It has been customary from time immemorial for the teacher to decide all controversies about words, and the scholars have learned to say, "It is right because teacher said so." This is wrong. Scholars should be taught to say, "It is right because my dictionary says so."—*Ex.*

Brains and Work.

There are two ways of doing work, and these two ways we have daily illustrations in the man whom the world terms a "drudge"—who seems only half alive, and plods on from day to day, not from any pride or interest he takes therein, but because he must work. The other man is keenly alive and active. There is scope for brain-work alongside of his manual toil, even in the lowest menial service, and he knows it. Now, those are the workers every vocation needs—men that aim to reach the highest attainable point in their department. Beware of grooves! They are excellent things to facilitate the movements of a piece of machinery, but when it comes to adjusting them to the human mechanism there should be righteous rebellion.

School Government.

All government is a means to an end. School government should always be treated as a means and never as an end. We frequently hear young teachers, especially of the stronger class, say, "I am going to have order, if I don't have anything else."

This class of teachers will, in all probability, have nothing else. What an unhappy place the family is where the parent rules with no object in view except rule.

In many families things are so ordered that little or nothing is ever said about government, and yet everything is in perfect order.

In some schools, where the desire for knowledge is created and sustained, good order follows as a natural result. This always gives a very pleasant state of affairs. Nothing along the line of school work is more beautiful than this natural, resultant order.

Much of the disorder in schools and families results from the want of a proper center of gravitation. All government is concentric. That every particle of matter in the universe attracts every other particle of matter with a force directly proportional to its mass, and decreasing as the square of the distance increases, is a law of minds as well as of matter.

Who has more soul than I, is sure to be my master. Around him I must revolve by the law of gravitation of minds. Who has less, I rule with equal facility. Let there be doubt as to the proper center, and confusion follows. I meet a person on the street, or in the car; a glance determines whether he is my superior or my inferior in soul qualities. If he be my superior, I must acknowledge it; if he be my inferior, I claim the right to rule. The same law applies in the school-room. If the teacher possesses qualities of soul which entitle him to rule, he will find little trouble in assuming his natural position, and he will naturally become the center of a system.

Around him as a center will revolve the other minds, and all in perfect harmony.

The teacher may fail to establish himself as the center. He may have all the qualities necessary; as a college education, and the advantages of an excellent early training, and yet if he lack the tact of impressing his many good qualities, and of showing how much he is really worth to those around him, he will live at such a distance from them as to have very little attractive force.

In mind, as in matter, the attraction decreases "as the square of the distance increases."

This may account for the fact that some of the best teachers are those of limited, early education, but having the power of coming very near to those with whom they are associated, they thereby make up for what they lack in "mass" of mind qualities.

He that has the faculty of arousing and of stimulating, will have good government as a result of his efforts.

If the whole time is employed, and the general order good, it is better that nothing be said about rules, order, or government. Mind-growth is the great object of school work, not order.

Order is a means, not an end.—*W. H. Putnam, in Public School.*

Drawing.

A dot, the first mark to be made by the child, why? it is the beginning of a line, and drawing consists of lines. A line is a succession of dots. The first lesson in drawing should be to make one dot, then another, and a third at an equal distance from each other. This practice of making dots as guides to drawing is very beneficial, as it assists the eye in judging distances, and where long lines are required, if the dots are regular, a straight, curved or broken line can be readily made. In the lower grades it would be well to renumber the dots and when calling for a line say straight line from (5 to 7.) As the scholars advance their eye becomes quick and their judgment more reliable, The numbers can be discarded and the figure gradually placed on the blackboard by the teacher, the pupils following closely, making the lines immediately after they are drawn on the board. They soon will be accustomed to draw the figure when it is placed on the board entire, and the teacher has then ample opportunity to go from scholar to scholar, giving such necessary assistance as the pupil may need. The dot system is used in a large number of schools in the United States and we have found it practicable here. —*Index.*

Friday Afternoon.

In answer to a letter of inquiry asking for suggestions relative to "Friday afternoon exercises" a leading and progressive teacher wrote this: "If I were teaching in a country school I should make my Friday afternoons the happiest half-days of the week. With this object and that of instruction in view, success will surely follow. Pupils may be led to do much work under the impression that they are playing. Among the many things that you do the following are presented as examples:

"1. Have a pronunciation test. Prepare and put on the board at least ten words commonly mispronounced. Do this soon enough to enable the earnest pupils to consult tne dictionary.

"2. Devote twenty minutes to 'spelling down,' using words commonly misspelled.

"3. Have a chart or map exercise.

"4. Read a short sketch and have pupils reproduce the thought orally or in writing.

"5. Give out work either orally or from the blackboard, requiring work in addition, subtraction, multiplication and division combined. Teach squares of numbers.

"6. Let each pupil give a sentiment from a standard author. If possible induce the pupil to develop the thought in his sentiment. (Language lesson.

"7. Put 'queer queries" on the board for investigation. Do this a week in advance. It will stimulate observation. Parents will become interested.

"8. Require pupils to answer rapidly ten questions about current events, dates, places, persons, etc. Number the answers from one to ten and criticise as in a written spelling lessons.

"9. Give a practical lesson in civil government.

"10. Conduct an exercise in false syntax. This work is very practical. Require pupils to correct sentences without giving the grammatical reasons In this way you can do much to teach

the true use of the verbs, TEACH, LIE, SIT, LAY, SET, the true use of the past tense and past partciple of irregular verbs, and also to discountenance many vulgarisms. It is better to do this than to teach the list of presidents of the United States.

"11. Require older pupils to write, fold properly, enclose and address a letter of some kind.

"The above are among the things that pupils can and will do. You can not expect to bring about all of these results at once. It is an easy matter to state WHAT to do. But it takes time and patience to learn HOW to do these things. When the very young pupils grow weary let those of them who prefer it go home. You need not hope to secure the willing co-operation of all your pupils. If half of them try at first you may feel encouraged. Giving sentiments is a pleasant exercise. Every teacher should own an Emerson or a Longfellow calendar and place it in his school room. If you know of anything in addition to the above that adds interest to the above suggestions please to let the teaching fraternity hear from you. If the plan of having 'Friday afternoon' exercises impresses you favorably don't fail to attempt it, no matter how small your school, nor how unruly, nor how limited your supply of books and appliances, nor how brief your experience. But of one fact you may be assured: Unless you are willing to do much extra work out of regular school hours you can hardly hope to win."—*Geo. C. Martin.*

Essentials.

There are a few matters of neatness and politeness which every teacher should impress upon her pupils in order that they may form good habits in these respects:

Boys should remove their hats on entering the school room and leave them off while there.

Pupils should never enter the school room without cleaning their shoes or boots as carefully as when entering their mothers' parlors.

Slates should be cleaned with a sponge or damp cloth, and not in the usual way, that of spitting on them and rubbing out with the hand.

Pupils should not interrupt one another, nor raise hands for criticism until the one who is reciting has finished.

If a pupil receives a favor from the teacher or one of his schoolmates, he should be taught to express his thanks.

Let everything that has been scattered on the floor during the day be picked up before dismissing at night. If this last is carefully attended to every day there will soon be nothing to pick up. If all these things are insisted on by the teacher from the beginning of the term there will be little trouble in getting all to comply with them.—*Mrs. J. W. Rowe.*

THE Seniors sigh as usual over Geometry and Mental Science.

THE Senior Class at present numbers about forty. The new members with one or two exceptions, are all High School graduates.

A LARGE supply of kindergarten material has been purchased for the Model School, and is being used under the direction of Miss Brooks.

"BEAUTIFUL for situation" is the California Normal, located on the left bank of the placid Monongahela, fifty miles from Pittsburg. The town received its name when laid out, in the days of the California gold fever.

A LARGE number of new books have just been received for the library. These have been purchased with the money derived from the last lecture course. The surplus turned over to the library amounted to about $170.

THE board of instruction at California consists of Theo. B. Noss, Ph. D., Principal; J. B. Smith, A. M., Vice Principal; Prof. G. G. Hertzog, Mathematics; Miss Belle M. Day, Grammar and Rhetoric; Miss H. Lenore Philips, Literature and Elocution; Prof. E. P. Fenno, A. B., History and Algebra; Miss H. E. Brooks, Methods and Critic Teacher; Prof. F. R. Hall, Principal of Model school; Mrs. Mary G. Noss, Assistant; Prof. W. K. Stiffy, Principal Music Department; Miss Jennie M. Ewing, Assistant.

THERE are two flourishing literary societies at the California State Normal, meeting every Friday evening. The large, new library and reading room, well supplied with newspapers, periodicals and books, is a favorite resort of the students and teachers. All the teachers but one are located in the building with the students, convenient for counsel, help and restraint.

SEVERAL figures are written in a circle on a blackboard and one is placed in the center. The teacher then points to each figure in the circle in turn, the pupils adding it with the one in the center as she does so. Then she points to them promiscuously. The central figure is then changed and a new set of problems appear. The same diagram will do for subtraction and multiplication. Three or four columns of figures are placed upon the board and the pupils asked to add each one and stand as soon as it is finished. By changing two or three figures an entirely new problem is made. Let the pupils choose sides for an addition match. They prepare slips of paper and write their names and the side to which they belong at the head. Then the teacher gives them several numbers which they write upon the slips and add. As soon as finished the pupils stand and a monitor collects the slips, the teacher calling out 1, 2, 3 and so on in the order in which they rise. When all have finished the teacher announces the result of each paper. If number one is correct the paper is marked 100, if incorrect, zero. No. two is 99, No. three is 98, and so on. The markings are then added by the pupils and the side which has the largest sum wins. This is the fairest kind of a school contest we have ever tried, as every pupil can take part. Accuracy counts for most, but rapidity aids very much; and the pupils have to figure out the result of their own contest.

The Queer Scholars.

The sun was shining softly,
The day was calm and cool,
When forty-five frog scholars met
Down by a shady pool—
For little frogs, like little folks,
Are always sent to school.

The master, perched upon a stone,
Besought them to be quick
In answering his questions,
Or else (his voice was thick)
They knew well what would happen,
He pointed to his stick.

Their lessons seemed the strangest things,
They learnt that grapes were sour:
They said that four and twenty days
Exactly made an hour;
That bricks were made of houses,
And corn was made of flour.

That six times one was ninety-five,
And "yes" meant "no" or "nay."
They always spent "to-morrow"
Before they spent "to-day,"
Whilst each commenced the alphabet
With "z" instead of "a!"

As soon as school was over
The master said "No noise!
Now go and play at leap-frog,"
(The game a frog enjoys),
"And mind that you behave yourselves,
And *don't throw stones at boys!*"
—*Selected.*

GREATNESS and excellence are achieved by singleness of aim and concentration of purpose to a single thought. The shallow river runs wide but not deep. One may spread over a large surface, know in a sort of agnostic way many things, but he who would drink deep at the fountains of wisdom, must patiently study a few things well. Errors, like straws, upon the surface float. He who would seek for truth, must dive below.

IT is sometimes the case that a school has as many classes as it has scholars. This is a great evil. When there are twenty or thirty classes for one teacher to hear, the work will necessarily be done in a very superficial manner. *Aim to have as few classes as possible, and to put each pupil just where it belongs.* Do not be arbitrary about it. Reason the matter with the children, and if necessary, with their parents. Show them the necessity for a thorough classification. Kindly expose the false pride which would keep them from going to a lower class when their own good and the good of the school demanded it, and the false economy which would keep them from buying a new book when the same reasons made it necessary. Be firm and patient and kind and you will overcome opposition.—*R. T. Cross.*

Primary Reading.

Many teachers seem to think something must be done with the alphabet, and the absurdities of the old methods of learning to read, manifest themselves.

Giving the names of the letters alone will not suffice. In fact, will not afford the least assistance in learning to read, or call the words at sight.

The name of the letters in making words is of no more use in learning to spell or read than the word flour is in making bread.

Reading requires that the words should be taught objectively in the concrete.

The names of the letters are to be learned for their name's sake only, and they are necessary only as a matter of convenience in talking about them.

In teaching children to read them, the first thing necessary is to present some idea or thought, either objectively *i. e.* by the use of an object, or pictorially, that is by the exhibition of the picture of the object. We must illustrate, in order to cause the child to perceive and conceive—then the words and their ideas find lodgment in the mind, and become a part of the child's self. They are then his own.

Hence we must teach the name of the object at sight—this is the word sign of the idea obtained by seeing the object. Make that name as familiar to the eye as the object or picture, so that the word will suggest the idea, and the idea the word.

But again in teaching children to read, something more is needed besides teaching them to call words at sight.

The meaning, and as far as possible, the use of the words should be taught, so that as soon as a word is heard or seen the meaning should be recognized, thus making words the medium of thought.

Too much importance cannot be attached to this subject, for the success of every pupil depends chiefly upon the proper observance hereof.

Further, the pupil must be taught how to make out new words for himself.

To do this he must learn to give all the elementary sounds of our language accurately.

First, in every word, when properly pronounced in his hearing; second, whenever he sees the letter or letters which are used to represent any sound; and finally he should be taught to notice such letters as have no sounds or are silent.

If we had a phonetic alphabet, this direction, if fully understood and carried out, would invariably help the pupil to call a new word at sight. But with the present alphabet, as soon as the pupil has learned the most common sound represented by any letter or letters, he has done the most essential thing to enable him to call any new word, and will thereafter need but little help, comparatively, from his teacher. The *a-b, ab's; e-b eb's;* the *b-a, ba's;* the *b-e, be's;* and the *b-l-a, bla's;* and *b-l-e, ble's*, can be made very useful in teaching him to communicate and articulate the elementary sounds correctly.

Finally, as a matter of course, the pupil must learn the names of the letters in their common order, in print and script form at about the same time. When these steps are carefully taken, in the order given, the ability to call words at sight will, generally, be readily secured, so that the subsequent work will consist chiefly in combining words into sentences and learning their relative meaning. Thus the Sentence Method is the natural outgrowth of the Word Method.—*H. E. Ryan.*

A Dear Little Schoolma'am.

With her funny little glasses you'd have thought her very wise,
If it wasn't for the laughter that was peeping from her eyes;
Just the queerest and the dearest little schoolma'am ever known,
Whose way of teaching boys and girls was certainly her own.

"I give my brightest pupil," in a pleasant tone she said,
"A little corner by himself to show that he is head,
And, to spare the feelings of the dullest boy, I put
All the others in a circle, so you can't tell which is foot.

"Whenever any pupil in his lesson doesn't miss
I encourage his endeavor with a penny sugar-kiss;
And, since this sight upon the rest might too severely fall,
I take the box of kisses and I hand 'em round to all.

"I've asked them what they'd like to be a dozen times or more,
And each, I find, intends, when grown, to keep a candy store;
So, thinking that they ought to have some knowledge of their trade,
I've put a little stove in, just to show them how it's made.

"Enthusiastic? Bless you, it is wonderful to see
How interested in such things a little child can be;
And, from their tempting taffy and their luscious lollipops,
I'm sure they'll do me credit when they come to open shops."

And, with a nod that plainly showed how free she was from doubt,
She deftly smoothed the wrinkles of her snowy apron out—
Just the queerest and the dearest schoolma'am ever known,
Whose way of teaching boys and girls was really her own.
—*St. Nicholas.*

General U. S. Grant.

So many admirable and fitting thoughts have been penned during the last few weeks concerning this remarkable man that we deem it more appropriate to give some of these thought gems than to write anything that might aim to be original. We are indebted to *The Current*, of Chicago, for gathering the selections which follow:

As one by one withdraw the lofty actors
From that great play on history's stage eterne,
That lurid, partial act of war and peace—of old and new contending,
Fought out through wrath, fears, dark dismays, and many a long suspense;
All past—and since, in countless graves receding, mellowing,
Victors and vanquish'd—Lincoln's and Lee's—now thou with them,
Man of the mighty days—and equal to the days!
Thou from the prairies!—tangled and many-vein'd and hard has been thy part,
To admiration has it been enacted!
—*Walt Whitman.*

He set himself to work to earn his living as an individual citizen. This position made him understood of the millions of men who were doing the same daily work, and it was plain that the "defender of the Union" was a part of that heroism common of the people and they regarded him, therefore, as higher than themselves, inasmuch as he was an incarnate part of them all.—*Louisville Commercial.*

From no section of the country will come warmer expressions of admiration and patriotic pride in his achievements than from that against which, in a civil war, his powers were directed.—*Louisville Courier-Journal.*

A great life is a constant and powerful force drawing mankind out of darkness, weakness and wrong up into light, strength and actual truth.—*Cleveland Leader and Herald.*

His name was equal to an army.—*Chicago Tribune.*

He goes to posterity as the greatest warrior of his time, the most devoted child of his loving country.—*Chicago News.*

And when the names of kings grow dim
The nations still shall know of him,
For he shall have, while years roll on,
In patriot hearts his Pantheon.
—*Henry Randall Waite in Boston Beacon.*

When, after lingering and painful illness, the patient sufferer of Mount McGregor passed quietly away, the most famous man of his age closed a career as remarkable as any in history.—*Chicago Herald.*

Welcome from fields where valor fought
To feasts where pleasure waits;
A nation gives you smiles unbought
At all her opening gates!
Forgive us when we press your hand—
Your war-worn features scan.
God sent you to a bleeding land;
Our nation found its man.
—*O. W. Holmes in* 1865.

The foremost general of his time.—*The Boston Transcript.*

The true General Grant lives in the monuments he left behind him.—*Boston Beacon.*

His name was as a sword and shield,
His words were armed men,
He mowed his foemen as a field
Of wheat is mowed—and then
Set his strong hand to make the shorn earth smile again.
—*H. C. Bunner in Puck.*

He is not the dead hero of any section, but of the nation.—*New York Graphic.*

He was not only a great soldier, but a great man. He was a typical American.—*Kansas City Evening Star.*

Now that he has gone the South will recall only the fact that he issued rations at once to the beaten Confederates.—*Columbia, S. C., Register.*

A true-hearted, unassuming old man whom every American has learned to love.—*Daily Business, Chicago.*

Grant was essentially the man who performed without rhetoric, who fought without bluster, who gained victories without apparent thought of celebrating himself.—*Cincinnati Enquirer.*

His fame can never be obscured. Posterity will do him justice.—*Denver Opinion.*

He sleeps and every heart is sad. His country loves him as he loved his country.—*Elgin Every Saturday.*

To no other human being, purely on his personal merits, his public services and his strength of character, have all civilized mankind paid such honors.—*Chicago Evening Journal.*

Grant has not died in vain.—*Mr. Beecher in American Art Journal.*

There was a marvelous penetration in his eye, a combination of shrewdest good sense with a somewhat finer temper, and yet entire self-control. A most stern, executive mode, a hard, compact judgment, which impressed you at once with the real massiveness of the man.—*Joseph Cook.*

The most conspicuous example of the kind of men American commonwealths are able to evolve when there is need.—*The Critic.*

The great soldier who transformed the words of Lincoln's proclamation into facts has passed away.—*American Art Journal.*

He had no historical models, but worked out his own course from his good sense and thoughtfulness.—*Hon. Hamilton Fish.*

He fought with no spirit of hatred.—*Boston Home Journal.*

Nature of Mental Growth.

AN INSTITUTE LESSON.

Motto—
O'er wayward childhood woulds thou bear firm rule,
And sun thee in the light of happy faces,
Love, hope and patience, these must be thy graces,
And in thine own heart let them first keep school.
—*Coleridge.*

STATEMENT I.—The mind grows as the body grows, during early childhood. We must care for the body of the child, that the mature mind may have a healthy, perfect instrument with which to work.

Inference.—No devices for development or for imparting knowledge are of any real worth, unless carefully adapted to the present stage of the child's physical growth.

STATEMENT II.—The mind grows by means of nourishment, as the assimilation of mental food.

The study and occupations of the

child should be adapted to his present stage of mental growth.

Inference.—We must regard both the quantity and the quality of mental food. The mind can be starved as well as over-fed. While the danger of over-pressure is great, the danger of mental starvation is not to be disregarded.

STATEMENT III.—There are two phases of mental culture: (*a*) that of instruction; the mind gains strength through knowledge which comes from without; (*b*) that of discipline; the mind grows strong through its own action.

Inference.—Some teaching power, and some amount of study, are equally necessary. "Skill is the expression of power." Power is the product of discipline. Discipline is the result of Attention. Attention is attained only through study, or concentration of thought.

STATEMENT IV.—Mental growth embraces an artificial or mechanical phase and a natural or inherited phase. The selection and arrangement of knowledge; all explanations; devices for teaching certain branches are purely mechanical.

Inference.—(1) Hence care should be taken that the natural is not overshadowed by the artificial as in the "Old Education." Nor should the artificial be entirely neglected as we are sometimes taught in the New Education. (2) Methods and devices are purely artificial. They may be changed so as to adapt them to circumstances, from time to time. Principles are natural and unchangeable. A thorough understanding of principles is better than a continual search for new methods and devices. The educational world is in danger of going method-mad.

STATEMENT V.—By "furnishing the mind" we mean: (*a*) imparting information, or pointing out the sources of knowledge; (*b*) acquiring those mental arts by which certain processes are carried on and perfected.

Inference.—We cannot then say, "first form the mind and then furnish it." We cannot separate the two processes; it is better to say furnish the mind as you form it." Skillful work requires that each process should receive equal attention.

STATEMENT VI.—There are two laws of childhood. The one is the law of change; the other is the law of repetition. Variety of occupation prevents weariness of mind, and is very essential. Mind habits, like habits of body, are produced by continual action, and this is of the greatest importance.

Inference.—In order to make an impression, it is often necessary to do the same thing many times. Children should be taught the value of continued effort in one direction. "Try again" is an excellent motto for every school room.

STATEMENT VII.—Life takes on so many forms that we are forced to conclude that there is one law of nature and another law of necessity. The first predominates in early childhood; the latter supersedes it gradually as life progresses.

Inference.—Whoever attempts to "follow nature," must also possess a large share of common sense, so that he may distinguish between those things which a child is *inclined* to do, and those things which he *ought* to do. The pressure of demand often seems to antagonize nature and a very wise discrimination is needed in order to determine which is best for the child.

STATEMENT VIII.—The two extremes in child-life are work and play. The distinction between these two should be carefully observed.

Each is of equal importance, but it is doubtful if it is ever wise "to treat play as if it were work, or work as if it were play."

Inference.—While play arouses the voluntary activities of the child's mind, work alone tends to this concentration or direction of his activities towards some purpose or required result. Skill, "the expression of power," comes to us through work, never through play. Hence some clear distinction between the two should be observed and taught even in the primary stages of education.—*Henry Sabin, Clinton, Iowa.*

Object Lessons.

The benefit derived from object lessons is becoming more and more apparent in our schools. They are the means of impressing and retaining upon the mind the subject matter taught, and are therefore important factors in inciting the curiosity, awakening an interest and creating a desire to obtain knowledge from the various avenues which lead to a liberal education. One may read of the grandeur and beauty of Niagara Falls, and picture in his mind what it may be, but go and gaze on the turbulent waters of that tremendous cataract, and an impression is made upon the mind that cannot be erased. Seeing is believing. A teacher may describe to his class the beauty, system and wonderful mechanism of a watch. The mind picture thus drawn, though of the most interesting character, will leave on the minds of the class but a vague idea of what the object really is; but let the teacher produce the watch and show them the beauty of its construction and the intricacy of its works, its use, its value, etc., and they at once comprehend clearly the facts stated, and the lesson thus taught leaves an impress on the mind which is not easily removed. As many of the text books do not contain object lessons, I have used this method, and found it interesting as well as profitable. At the commencement of the term a primary geography class is organized, including all those who do not study geography from a text book. This comprises mostly those from the first, second and third reader classes. Each day, after the usual recitation in geography, a few minutes are spent, and sometimes more than a few, in talking about some object. Those generally found in the schoolroom are taken up first. For instance, a boy in the class wants to know the names of the different kinds of wood that the floor, desks, shelves, tables, etc., are made from. I take his question as an object lesson for the next day. Each one is requested to bring into the class pieces of as many different kinds of wood as he can find, and we will talk about those and that which is found in the schoolroom also. The next day after the wood question has been satisfactorily answered, Willie, whose turn comes next to ask a question, wants to know if the isinglass in the stove door is like the glass in the windows. The next day a piece of mica and an ordinary piece of window glass are brought before the class, and by comparing the two they can readily see at once the difference. A talk is then had about mica; how obtained; how found; use, etc., and also of glass; how made; from what, and of the different kinds and their uses, and so on during the term. Many questions are asked and various subjects talked about, such as chalk, blackboards, broom, bell, slates, paper, corks, metals, cloth, pens, and many others too numerous to mention. How they are obtained; from what; how made; their color; size; use; value, etc., are some of the outlines of thought. By these object lessons pupils are made to observe, think, apply and understand, and lessons thus taught become a source of pleasure as well as profit.—*Delaware County (Iowa) Teacher.*

"Wanted—A Boy."

WANTED—A boy to run errands and make himself generally useful.

Mr. Peppergrass came out, with his cap on the back of his head and his spectacles pushed high up on his forehead, to wafer this written notice on the side of his store. And five minutes afterward (it might have been less, or it might have been more) a crowd of eager little lads assembled around it, standing on tip-toe to read every word.

Johnny Jarvis had just been discharged from his place as cash boy in a dry goods store, because business was dull and customers few.

He was a fine, tall boy of twelve, with bright, black eyes and a laughing mouth, and he didn't at all like having nothing to do.

Charley Warner wanted a situation, because there were a good many little Warners, and nothing to feed them with since their father died.

Lewis Brown had been out of regular employment ever since the china-factory closed last fall.

For these little fellows belonged to the innumerable army of boys who can not play and enjoy the hours as they go by, but must work and drudge and count every day lost that does not bring in its corresponding wages.

Children, did you ever think how hard the world was on these poor little toilers?

It was not long before Mr. Peppergrass's store was full of boys who wanted to "run errands and make themselves generally useful."

Big boys and little boys, tall boys and short boys, well-dressed boys and shabby boys—boys who leaned up against the flour and potato barrels, as if they had left their back-bones at home; boys who stood straight up—boys who took off their caps, and boys who kept them on. And still they kept coming.

"Hold on!" said Mr. Peppergrass. "This will do."

So he took down the notice and bolted the store-door.

"Now, I will proceed to business," said Mr. Peppergrass, rumpling up his hair and adjusting his spectacles so as to make his keen, gray eyes sharper than ever.

A few penetrating glances, half a dozen questions, and the number of boys was speedily reduced to our three little friends, Johnny, Jarvis, Charlie Warner and Lewis Brown.

They were all three willing and anxious to work; all three brought good recommendations, had honest faces, wanted to enter on the situation at once, and wrote neat, round hands.

"Hump! hump!" said Mr. Peppergrass, with his hands locked under his coat-tails behind. "There's three of you, and I can't find work for three boys!"

The little lads said never a word, but looked eagerly at the grocer, each one hoping that he might be the one selected "to run errands and make himself generally useful."

Mr. Peppergrass stared hard at the spice boxes and preserve bottles in the window, frowned at the cracker boxes, and finally made up his mind.

"Brown," said he.

"Sir!" said Lewis Brown.

"I'll try you on a few sums. I want my boy to understand the first principles of arithmetic."

"I'm good at figures, sir!" cried Lewis.

"Are you?" said Mr. Peppergrass. "Very well; I'll give you a trial."

He wrote down a labyrinth of figures on a slate, and then opened the door of a little room which communicated with the store."

"Sit down here, Brown, and work out these sums," said he. "I'll come to you in a few minutes."

Johnny Jarvis and Charlie Warner looked blankly at each other, then at the grocer.

"Please sir, what are we to do?" said they.

"You are to wait," said Mr. Peppergrass shortly. "Your turns will come in due time."

The sums were not especially hard and Lewis Brown was quick at figures. He soon dispatched his task and began to look around.

It was a stuffy, close-smelling little room, with one window close up to the ceiling, and a curious, old-fashioned book-case, or desk with glass doors, lined with faded red silk, in the corner.

"I do wonder what Mr. Peppergrass keeps there?" said Lewis to himself; and after he had wondered a little while he got up and went softly to the desk. "The key is in the lock," said he. "There can't be any harm in looking. Perhaps there are story books, or maybe curious shells and stones, or—"

As these thoughts crossed his mind he opened the silk-lined door. Buz-z-z! —whew! out flew a beautiful, pearl-colored dove.

Lewis stood aghast. In vain were his efforts to capture the little creature. It fluttered from the top of the book-case to a pile of boxes beyond, and thence to the top mouldings of the windows, as if it enjoyed the chase; and in the midst of it all in came Mr. Peppergrass.

"Eh? What?" said he. "How did this happen?"

"Please, sir," said Lewis, hanging his head, "the bird got out and I was trying to catch it again."

"Got out, did it?" said Mr. Peppergrass. "It must be a very ingenious bird to be able to open the desk from the outside! You may go, boy. I'm quite certain you won't suit me. I don't approve of meddlers."

So saying he opened the door which led directly out into the back street and dismissed poor Lewis Brown without further ceremony.

"Now, Pearlie," said he to the little dove, who perched on his shoulder at once, "you can go back to your nest. You have helped me out of the difficulty this time."

So he let the little creature fly out into the yard, where it belonged.

Charlie Warner was the next one ushered into the stuffy smelling room. He, too, speedily finished his sums and began to look around him for something to occupy his attention.

"Oh my! What a lot of boxes," said he, "piled up, one above another, like a Tower of Babel? What can Mr. Peppergrass keep in all of them?"

Charlie listened. No advancing footsteps were near. He looked cautiously about him, but he saw nothing, Then he rose from his chair and crept toward the mysterious pile of boxes. They were of all shapes, rather small, and fitted with loose, wooden covers.

Charlie lifted the lid of one. It was full of English walnuts.

Thought Charlie: "I'm in luck! Old Peppergrass will never miss two or three of these," and he pocketed a handful.

The next box was full of beautiful Malaga raisins. Charley nipped two or three bloomy, wrinkled fellows off the stem and ate them. He was fond of raisins.

"What next?" he said, tugging at the cover of the third box, which seemed to fit a little closer.

All of a sudden, however, it flew off with a jerk, filling the air with Cayenne pepper, and setting poor Charlie to sneezing as if he meant to sneeze his head off.

Mr. Peppergrass bustled in.

"Ah?" said he, "I see! But you needn't have been in such a hurry to

examine my stock, young man. I haven't engaged you yet, and I don't intend to."

And poor Charley sneaked away through the back door which Mr. Peppergrass politely held open for him, feeling that his curiosity had ruined his cause.

It was some time before the Cayenne pepper had sufficiently cleared from the atmosphere for Johnny Jarvis to take his turn at the sums in decimal fractions, but he worked them patiently out, and then sat looking around him, as the others had done. But he was too honorable to dream of meddling. He, too, wondered what was in the boxes, but he didn't do anything more than wonder. He heard a mysterious rustling behind the faded silk doors of the old book-case, where Mr. Peppergrass had shut up his pet kitten, but he never thought of opening it to see what it all meant.

He saw a glass jar of mixed candies on the mantel (sly Mr. Peppergrass had counted every one, besides covering it with a dusty lid, so that the least finger-mark would have been quite visible), but he sat there quite still until Mr. Peppergrass bounced into the room.

The old grocer looked at the candy jar, he glanced at the unmolested boxes, and opening the desk saw the kitten fast asleep in the corner.

"Ah!" said Mr. Peppergrass with a long breath. "Yes, exactly! You are the boy I want. Come right back into the store, and I'll set you to work weighing out tea and coffee."

And that was the way Mr. Peppergrass suited himself with a boy.—*Golden Days.*

Hints for Beginners.

BY MISS M. H. HINKLE.

"Forewarned, forearmed," is as true in the teacher's profession as in other affairs of life. With the beginning of the schools this year many high school graduates and Normal students will begin their first school in the country, perhaps some distance from any town where school supplies can be obtained. It may be a great saving of time and patience, not to mention other advantages, to receive a few hints from one who has had experience in such things.

The writer of this article once went to take charge of a school some distance from town. In blissful ignorance I imagined that the children would be supplied with the things needful. But, alas, how soon I was disallusioned. I do not think that the sum total of slate pencils in that room reached a dozen, and most of them ranged in length from that of a pin to two or three inches. Lead pencils were unknown factors in the educational problems; scratch books had not been thought of and when it came to the organization of the class in writing I found that some had pens, but neither ink nor copy-books; a few had ink, but neither pens nor copy-books; a few had foolscap paper; two or three had Spencerian and about an equal number the Eclectic copy-books.

Now this is not an exaggerated picture, but actual experience. A teacher does not want to waste a month of school and wear out her patience in getting ready for work, therefore I make a few suggestions to teachers going to the country and I think they will find by experience, if not sooner, that they will do well to heed them. I would recommend that each teacher, before going to her school, procure a box of slate pencils, half a gross of lead pencils, more or less, according to size of school, a box of *good* pens, two or three dozen copy-books and about the same number of noiseless slates. Perhaps other articles might be mentioned, but these are necessaries. The objection raised by most teachers is in regard to the expense. I know that teachers do have to regard expenses, for I have been a teacher for some years and could certainly testify to the generally lean condition of teachers' pocket-books; but I do not think that the expenses incurred need be great. If you have not the ready money and go to any dealer in the above-mentioned articles and state your case frankly, he will willingly give you time on them and will also let you have them at a reasonable discount. When you go to your school the first morning and find it, as you surely will, very poorly equipped you can explain to the children that you have these things to supply them, and that your object in bringing them along was not to make money, but that the school work might be carried on promptly and smoothly. You will find, if you exercise tact, that you will lose very little; most parents, and children, too, have too much of the right kind of pride to allow the teacher to furnish them with what they can pay for, and you will find the pennies rolling in for the slate pencils, the nickels for lead pencils, etc. Of course if you have any poor children who are unable to pay, it will not hurt you to give to them; but, generally, I do not think it best, either for the teacher's finances or the children's morals, to give them what they can just as well pay for. Children should be taught to return an equivalent for what they receive.

In regard to the slates, I would either sell or loan; if the pupils want to buy, sell; if not, let them have them to use, and at the close of the term gather them up for the next campaign. The amount of nervous exhaustion saved by the use of noiseless slates, and the saving of time to teacher and school by each pupil being supplied is very great. Two or three boys with the plea of "no slate pencil" can destroy the discipline of a whole school, for it gives them the excuse for spending their time in concocting mischief or indulging in that very pernicious habit—borrowing. All teachers of experience will agree with me that it is the worry caused by disturbances and insubordination that breaks down teachers rather than the strain of imparting instruction. So, my fellow-teachers, if you would save your best energies for the work of teaching and desire to come out of school at the close of the year with mind and body vigorous, and not with that fagged-out appearance which so many teachers wear, you will do well to guard yourselves against unnecessary worry.—*Selected.*

SCHOOL directors are falling far short of their duty, and so are doing the rising generation of the country an injustice when they employ any teacher that is not fitly prepared, morally, physically and mentally. Since the school teachers are recognized as the character builders of the country, only those you would have your children imitate should be employed. Consider the man or woman, and then their salary. Only good teachers should be employed, and only good salaries should be given them.

THE fellow who loafs around on the streets all day and goes home at night to a wife, mother or sister who works hard to support him, can tell you exactly what the country needs to make it prosperous, and what policy a newspaper ought to pursue and the kind of matter it should print to make it a glorious success.

THE infalibility of the Pope was proclaimed by Pius IX. fifteen years ago, July 13.

The Teacher's One Duty.

My text is found in the following item, which I clip from a newspaper:

"A correspondent of the Boston *Globe* sends the following to that paper as a lesson given by a teacher in the Franklin school, in Boston, to a class of girls from twelve to fourteen years of age, to be learned in one evening after school hours: 'Europe—Position, boundary; seas, name each, locate; gulfs, name each, locate; bays, name each, locate; straits, full description, location, separation and connection of each; peninsulas, location of each; political divisions, name every kingdom and country and situation of each, boundaries of each; islands, what nations and where situated, etc.; number of square miles in Europe; comparison with number of square miles in the United States.'"

Now I submit that it is of very little importance whether the answers to these questions were to be learned "in one evening after school hours" or in several mornings during school hours. In either case, if this is what the schools are doing, they are all wrong, and not only wrong in practice, but, to use a nautical expression, they are on the wrong tack altogether, and the farther they go the more hopelessly wrong they will become and the farther away from any true idea of their proper function.

I read a circular sent me the other day from the proprietor of a teacher's agency in Boston, in which the said proprietor announced that he had established himself in "the Mecca" of all those who were interested in education in America. If this is what is going on at the American Mecca, were it not better for us to turn our eyes in some other direction? I have so many times these columns called attention to the abuse of geography in schools that it seems hardly necessary to reiterate that most of the information here asked for has only its proper place in atlases and gazetteers, and not in a human brain.

If, again, the expression, "learned in one evening," were changed into "learned for one recitation" it would better express the truth. No one of the pupils who should study over these statistics would probably be able to recite them at the end of a week, unless kept in practice by an every-day repetition. If he be not able, then the labor and time spent may be considered as absolutely wasted, unless the information be of a nature fitted to broaden and develop the thinking faculty. But this it is not. If, by dint of every-day repetition, he do remember it, the case is almost worse, for then we have been simply working in the interest of the inborn depravity of the human mind, one undoubted sign of which is its tendency to fall back from active thinking into mechanical repetition.

Now, if there is one thing over and above another which the teacher was invented for, it is just to stand in the way of this natural tendency and inclination of the mind.

The human mind, in a state of nature, tends (just as naturally as water tends to run down hill or flame to ascend) towards mechanism. We find this hinted at in all savage tribes, with their endless repetition of beads and monotonous ornaments and their rhythmical chants and dances. We may see it, if we will only open our eyes, in all children's games and in their droning reading and in their way of reciting poetry, even in many of the rude rhymes which they chant in their plays. It is always repetition, always monotony. We could not get along without *habits*, to be sure, but what are habits but a result of the natural laziness of the mind, which asks for nothing so much as to free itself from the labor of thinking?

Education is not natural. The business of education is to take man out of his state of nature, and the business of the teacher, who is the school educator, is to stand forever in the way of mechanism. American schools, as a whole, are sometimes blamed for a mechanical way of teaching. I am inclined to think that at the root of this lies the nature of our political institutions. We are so careful to look out for and to guard the rights of individuals that, even in our schools, we hesitate unconsciously to put ourselves in the way of the nature of the child, and so the natural tendency to mechanism has had almost uninterrupted play.

In manners and morals no thoughtful observer can fail to see that already we are reaping baleful fruit in the homes and on the streets; and in the schools we have been fostering the growth of a superficial smartness, which crams facts one day in order to recite them the next and then to forget them—if one can be said to forget what he has never in any sense known.

In other words, we, as teachers, have been negligent. It is far easier for us to ask questions and receive definite answers, than to spur our pupils constantly to active thought—and so we go on.

Once in a while a man, like Dr. Arnold, gives a wholesome electric shock to the half-torpid educational establishments of England; or Horace Mann stirs up the drowsy teachers of America till they shake themselves and roar forth their indignation at being disturbed out of their placidity. And then these agitators die and the rank and file fall into their regular march again.

It is not only geography. It is arithmetic also. How long ago is it since we were told of pupils in Philadelphia public schools who were required to learn, word for word, the rule for Long Division, mentioning whenever they occurred, the point of punctuation as integral parts of the rule? And have Cincinnati and Cleveland, St. Louis and Chicago, thoroughly purged themselves of mechanism?

One thing every one of us should remember as we enter the school-room door every morning. It is this: Now what these children will naturally want to do all this day will be to turn themselves into repeating machines, and my business here all day is just to prevent their doing this. I am here to circumvent them at every attempt at it, and to make them *think* and *reflect;* and I shall go home at night triumphant and happy if I can exclaim with Dick Deadeye in Pinafore:

"They're foiled!
They're foiled! They're foiled!"

—*Anna C. Brackett in Am. Journal of Education.*

Spelling.

The only use for spelling, is for conveying our thoughts to others by means of writing. As we express ourselves to others in conversation, we make manifest to them our knowledge or ignorance of the rules and principles of grammar; yet we might be entirely ignorant of the knowledge of spelling the words which convey our thoughts, without anyone being cognizant of that fact. As soon as the child is able to write intelligently, he begins his written work. Through the First and Second Primary and First Intermediate, the words are taken from the reading lesson of the day. The teacher suggests for and obtains from the pupil, if possible—if not, gives herself—the words she has selected; and, one by one, as the words are announced, scholars spell, teacher writes upon board, pupils take down in their blank blocks, and prepare for their next day's recitation. On the day following, the teacher announces the words thus prepared, and pupils write in their spelling blanks; after which some pupil spells first word as he has it written, and if correct teacher assents, if not, correct; thus through the

ten words, the number given as a lesson. For Friday, a review of the words misspelled during the week is assigned. The object in taking words from reader, is that the pupil may, by seeing in what connection they are used, obtain meaning and thus gives an additional interest to the lesson and enables pupil to remember better what he has learned.

In the Second Intermediate and upward the lessons are assigned from speller. First 10 words, and as the pupil advances in grade 15, 20 and 25 words is the number given. Here pupil learns to separate words into syllables, and place accent. Since the principal use the pupils have for a knowledge of spelling is to enable them to write correctly, we hold this to be a great argument in favor of written spelling.—*Ex.*

U. S. History.

Into our school we are introducing the studying of history by the Topical Method. By this method the topic upon which the following day's lesson is to be, is placed upon the blackboard, and immediately is copied in scratch-book by class. The school does not adopt any one author as *the* one whose text-book is to be used, but allows each to use such as he already has, and suggests to him that the more different works he has upon the subject the better. The advantage of this is easily seeen, in that what one does not tell upon a subject another does, and by studying different authors we obtain all that is known of that person or event about which we are studying. In the study of history, as in all other branches of learning in this life, the more deeply we plunge into it, the more interested in and better acquainted with it we become, until we forget the time which has elapsed between the event and us, and live over the past in the present. With children this is as true as with older people, for "Men are but children older grown." Each child is responsible not only for what he finds in his book, but also for everything given in the recitation, either by teacher or pupils. Much more interest is awakened in the pupil by this method than by the old way of reciting one lesson after another in the order in which they are arranged in the book. First, his curiosity is awakened to a greater or less degree by the fact that, until the close of one lesson he is unaware of the subject of the next. And again each topic is named from the principal events, and pupils are led to bring all the information obtained under these heads and thus are enabled to remember them better. Sometimes 1, 2 or even 3 days are given to the study of one topic according to the importance of the topic given; and where there is but little to be learned two topics are assigned as a lesson. After each period is completed a review of that period is given.—*Ex.*

Writing in the Public Schools.

At the beginning, teach the first three principles, taking care that each pupil can make and describe correctly all of them. Then teach all the letters formed by these and their combination, teaching those of one space in height before those of two or more. We then teach the fourth principle and the letters in which it is used, afterwards the fifth and sixth and seventh, teaching all the letter in which the one is used before taking up the other. Of course all the small letters are taught before beginning with the capitals. Our method is principally by dictation. The pupils write on board or paper. Teacher first explains what is to be done. When all are ready teacher dictates first, second, or whatever principle is necessary, or sometimes he will count one, two, etc., having the pupils write as he dictates or counts. Vary the work as much as possible—sometimes using the board, sometimes placing half the pupils to board and half at seats. Have them write words and occasionally sentences by counting. Drill them continuously on the height, width and slant of letters. In teaching a new letter, use in connection with it all the letters before learned. We find it best to use pencil in the lower grades—introducing pen and ink in the second Intermediate. When at board have the children stand erect, when at seats sit erect with front position. Care should be taken that the pen is held correctly. Have each pupil do the same thing at the same time, that there may be no confusion. In regard to the principles, etc., we would say, review! review! review!—*Ex.*

For Lady Teachers Only.

A cunning little girl will be sent you by mail on receipt of stamp for return postage. Now, let me tell you, if you desire one, send at once—they will all be gone in the next few weeks. Address letter to F. L. PEIRO, Chicago Opera House, Chicago, Ills.

Our readers may be sure that the above is an offer worthy of attention, as we have seen the picture referred to. —PUB.

A FEW of those who have entered the senior class do not expect to graduate this year. The members of the class, at present, are Luna Chalfant, Annie Jenkins, Eve Downer, Nettie Jeeters, Avie Kinder, Dora Stockdale, Nora Hoge, Ollie Hoge Becca Reeves, May Johnston, Jennie Roy, Clara Mulhollan, Lizzie Lytle, Nannie Scott, Lizzie Higbee, Laura Hough, Maud Moore, Pressie Darsie, Clara Singer, Julia L. Reed, Annie Wood, Lucy Hertzog, Bell Armstrong, Ethel Ward, Eva Wilkins, Julia Leighton, G. W. Snodgrass, O. S. Chalfant, H. Chalfant, Wm. McConegly, J. C. Hockenberry, S. P. West, E. E. McGill, C. M. Smith, J. V. Kinder, L. B. Wilson, J. B. Hallam, W. D. Brightwell and Wm. De Bolt—thirty-nine in all.

Among those who will enter later are Florence Cope, W. G. Gans, E. F. Thomas, Lottie Beardsley and Dora G. White.

The Philo Society opened for the year with an excellent programme.

Quite a number of the new students have become Philos and have already given evidence that they are worthy to wear the Philo badge.

The officers of the Philo Society at the opening of the year were as follows: President, O. S. Chalfant; Vice-President, Clara Singer; Secretary, Lizzie Lytle; Attorney, Maggie Caughey; Treasurer, Belle Henry; Critic, Clara Mulhollan.

A member of the class of 1884 writes: "I have a good illustration of the advantages of a normal certificate here. There are some good teachers in this township holding provisional certificates who get $33 per month. I get $45 per month—$12 in favor of the normal certificate.

The Clios are delighted with their new hall on third floor.

Mr. Jas. B. Hallam is the honored President of the Clio Society.

Mr. Jas. A. Wakefield, formerly an active Clio, and contest orator in 1883, has entered the freshman class of Allegheny College.

Mr. J. S. Eberman, of the class of 1878, and Miss Mary M. Guffey, of the class of 1884, were married at West Newton, Sept. 23. They will make their home in California.

Miss May Donaldson, of the class of 1882, was elected on Sept. 22 to fill a vacancy in one of the higher rooms of the Monongahela City schools.

Miss Jennie Smith, of the class of 1884, was married on the 3d of September to Mr. Clyde Kimball.

Many former students and graduates have been visitors at the Normal since the opening. Among the number, Misses Rella Huntley, Elva Hertzog, Ara Hopkins, Allie Hopkins, Effie Johnston and Messrs. Frank Semans, Hugh Keys, R. C. Crowthers, M. A. Rigg, Jos. D. Hornbake, J. G. Silvens, Brown Colley and W. R. Scott.

W. E. Gamble, of '84, enters Washington and Jefferson College this fall.

Miss Elda N. Hooner, of Class of 1885, is engaged to teach in Snow Shoe township, Center County, at a salary of $40 per month.

Miss Minnie E. Walters, of '85, will teach near Sewickley, Pa.

At the first practice teachers' meeting, September 14, teachers were admonished to keep recitation room floors clean, to have perfect order before attempting to teach, to be prompt in meeting and moving classes, to write plainly and carefully when they place anything on the blackboard, and to adhere closely to the work as outlined by the Principal of the Model School.

The concert on the evening of September 19, by Miss Belle McClintock and Mr. A. L. Howard, vocalists, Miss Jennie Ewing, pianist and Miss Bessie Wilson, accompanist, was of a high order of merit. The audience was not as large as many of our lecture audiences, but the performances were highly appreciated by all present.

The Normal Review.

With the September number we began 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 (fifty cents). 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.

Resolutions of Respect Adopted by the Philo Society, Sept. 11.

WHEREAS, God in His all-wise but mysterious providence has called Miss Anna Mathews from among us to her final reward; therefore, be it

Resolved, That the society has lost an earnest worker and the membership a faithful friend.

Resolved, That while we mourn our loss, we bow with humble submission to the Divine will.

Resolved, That we extend our heartfelt sympathies to the bereaved family.

Resolved, That these resolutions be published in the NORMAL REVIEW and also in the Brownsville *Clipper*.

THE lecture courses at the California Normal for the last two years have not been excelled if equaled, at any school or college in the United States. They have included Joseph Cook, Chaplain McCabe, Mrs. Livermore, Rob't Burdette, Col. Bain, Will Carleton, Josh Billings, Rob't Collyer and Dr. Talmage. Audiences have numbered from four hundred to eleven hundred. In the future, as in the past, only talent of the highest order will be engaged for lectures.

NEARLY $1,000 has been expended recently on the Natural Science room and its equipment. Large walnut cases well filled with the newest and best appliances to illustrate the sciences, especially of physics and physiology, occupy the former Clio Hall. The department is conducted by Prof. J. B. Smith, A. M., a superior scholar and a skillful teacher.