

The Normal Review.

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50c a Year.

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THE NORMAL REVIEW returns thanks to many friends for words of encouragement. The REVIEW is here to stay.

THE readers of the REVIEW should patronize our kind friends who advertise with us.

MR. S. E. WINGETT, of Sparta, Pa., is the latest accession to the Senior class.

ON the walls of the Principal's office may be seen the photograph of each of the 260 graduates of the Normal.

A SCOTSDALE correspondent to the Uniontown *Genius of Liberty* says of the NORMAL REVIEW: "The paper is a spicy educational medium, and no hesitancy is required on the part of one who has read its columns, in recommending it to all teachers as a first-class helper in their noble work."

THE forthcoming lecture on "John Brown," Nov. 20, by the great colored orator, Fred Douglass, is creating a wide spread interest. Arrangements will doubtless be made for a special train and a special steamer to accommodate those wishing to attend the lecture.

IN the primary department of the Model school there is a class of about twenty-five children who are taught wholly by the use of material, songs, etc. The former consists of counting blocks, folding paper, Mrs. Hailman's beads, tablets, sticks for pea work, molding clay, etc., etc. Miss H. E. Brooks, the critic teacher, has general charge of the work, and is assisted by Miss J. L. Reed, who is making a special study of this feature of primary teaching. The members of the Senior class are receiving a course of lessons preparatory to a thorough training in the practical part of the work.

A cordial invitation is extended to all graduates of the school, teachers and friends of education to visit this department and see the children at work.

THE following questions have been prepared for the General History class:

1. What three things contributed most to the advanced civilization of the Phœnicians?
2. Describe the situation of Tyre, and give a history of the different sieges of the city.
3. What is the meaning of the word Hebrew? Give the boundaries of Solomon's kingdom.
4. Discuss the effect of Hebraic civilization upon the world.
5. Who are the Aryans? The Hindoos?
6. Point out the chief differences between Brahmanism and Buddhism.
7. Who was Confucius? Laotse? Show the effect of the doctrines of each upon the Chinese.
8. Give an account of the conquests of Cyrus.
9. What physical features of Greece have influenced most largely the character of her people?
10. Give an account of the different migrations by which the Hellenic states were settled.
11. Show the origin of the words Peloponnesus, Hellespont, Hellenic, Cyclopean.

ADVERTISERS desiring to reach the students of the Normal, and hundreds of teachers in southwestern Pennsylvania, will find the NORMAL REVIEW the best medium. For advertising rates address NORMAL REVIEW, California, Pa.

FROM all sides good words come for the REVIEW. The following from E. J. Smail, Esq., of the class of 1880, is a sample: "I believe the REVIEW to be a good thing, indicative of the spirit of progress in the

school * * * and a surprise and pleasure to any graduate of California."

THE following works on teaching are to be found in the Normal Library: Cyclopaedia of Education, Wickersham's School Economy, Wickersham's Methods of Instruction, Swett's Methods of Teaching, Bain's Education as a Science, Spencer's Education, Locke on Education, Payne's School Supervision, Tate's Philosophy of Education, The Quincy Methods, Regents' Question Book, Quick's Educational Reformers, Raub's Methods of Teaching, Raub's School Management, Parker's Talks on Teaching, Quiz-Book on Theory and Practice, Life and Works of Pestalozzi, Pestalozzi's Leonard and Gertrude, Rousseau's Emile, Calkin's Primary Object Lessons, Calderwood's On Teaching, Sypher's Art of Teaching School, Johonnot's Principles and Practice, Jean Paul Richter's Levana, Hoose's Methods of Teaching, Baldwin's Art of School Management, Craig's Common School Question Book, Trumbull's Teachers and Teaching, Oswald's Physical Education, MacArthur's Education in its Relation to Manual Industry, Hughes' Mistakes in Teaching, Fitch's Art of Questioning, Fitch's Art of Securing Attention, Huntington's Unconscious Tuition, Hewett's Pedagogy, Hailman's History of Pedagogy, Hailman's Kindergarten Culture, and Payne's Lectures on Education. Among the educational periodicals on the Reading Room tables are: The Practical Teacher, Education, New England Journal of Education, The Teacher, The Pennsylvania Teacher, Educational News, Pennsylvania School Journal, New York School Bulletin, Educational Gazette, School and Home, The Fountain, American Journal of Education, Intelligence, and the Teachers' Institute.

A Look at the Sun.

How large is it? So large that a hundred and eighty worlds like ours would barely reach across it if they were placed side by side, as beads on a string. If the earth should fall into the sun there would be only a slight blazing up, as when a lump of coal is flung into a furnace. One of the most interesting features of the sun, as seen through a telescope, is the appearance of dark spots on its surface; a three-inch one, (such as the writer has frequently found available,) reveals these spots with great distinctness. They appear as mere dots, sometimes as blots, or blotches, or rents with ragged edges; yet one of these openings, as seen one day last autumn, was really large enough to engulf the whole of North America, if not the whole globe.

The sun is surrounded by an atmosphere of burning hydrogen, at least a hundred thousand miles high. Sometimes the fiery sun sends out a great mass of blazing matter, as Mount Vesuvius sends out its lava. Prof. Proctor tells us that this matter has been seen sifting through the chromosphere at the rate of five hundred miles in a second. At this rate it would be driven off altogether. He thinks this is the way meteors are sent flying through space; and at times our earth rolls into the midst of them; then we see meteoric showers. The *asteroids* are perhaps meteors on a large scale. All the earthquakes that ever shook our little world would be as nothing compared to the *sun quakes* that toss and tumble the surface of that mighty orb above us. It is torn and tortured by internal fires, that break forth in explosions and floods of flame. It is swept by storms and shattered by convulsions. The sun throws out as much heat in one second as could be caused by the burning of all the coal on the continents. We cannot believe that any creatures live in such a world, it is too hot; and besides it is so vast and so heavy that a man standing on its surface would weigh twenty thousand tons. The attraction of gravitation is so strong that, probably, it would draw everything down toward its center, to be hurled out

again and consumed by the heat. The sun may be cool enough and small enough, some day in the ages to come, for beings like ourselves to live upon it. No mortal knows the plans of the Creator.

Around this central orb we go whirling at a rate compared with which the speed of a cannon ball would be slow. Little Mercury (which might have been seen with the naked eye for a few evenings during the first week of April,) revolves with still greater speed, 200,000 miles an hour. Prof. Langley, in his admirable articles on the "New Astronomy," tells us that in time of an eclipse of the sun, the moon's shadow moves over the earth as with a rush of darkness, a black tornado of terrific swiftness.

If we use the sun's diameter for a measuring rod, we find he is more than a hundred times his own width away from us. Venus is so much nearer that her inhabitants, if she has any, must be quite uncomfortable, at times, while Mercury must be almost a suburban sun, burning in a blaze of solar fires. Only one two-billionth (2,000,000,000) part of this heat comes to us. The rest flies off through the universe. We get but an acorn-cup full out of the stream that flows as from a fountain of fire. Yet our little cup full of golden sunlight makes meadows green, gardens gorgeous with bloom and the whole world glad.—*Rev. T. M. Griffith, Media.*

'Tis now that the schoolma'am begins to remember
She's drawing quite near to the month of September.

And, having enjoyed herself through the vacation,
She views its conclusion with much tribulation.
She feels so much happier, helthier, stronger,
She wishes the season would last a month longer,
And the urchins who sit on the wharves, catching
fishes.

No doubt, when they think of it, echo her wishes.

Try to send the children home with favorable reports of your work as a teacher. Don't scorn these little advertisements if deserving. They eventually make your professional reputation. Why not combine with all the teachers in your immediate neighborhood and call a meeting with the sole object of discussing a uniform system of methods and a thorough course of study? Appoint a time in the future to meet and discuss the experiment, to show the success, and to

report the weak points. Change the plan to suit the needs of your past experiences, and go to your work again. A series of such meetings will surely yield most excellent results, and if entered into with modest ideas of your own worth can be made a source of excellent profit to you. The directors will always help a teacher who helps herself. Don't stand back doing little jobs to improve your surroundings. A school board once saw their lady teacher nailing a loose board. By this they were aroused to a sense of their own inattention, and for years afterward kept everything in nice repair. Be reasonably polite to your pupils, but don't be officious. They may despise you for it the same as grown persons would do. Adopt some legitimate means of showing your patrons what you are really doing. It pays both parties, and gives an educational tone and direction to the minds of the patrons. If there are any grumblers in your district, don't turn a cold shoulder on them. Go to them. Find out, if you can, the basis of their complaint. They frequently have one. Accord to them, in your administration of affairs, as much as you can afford. Win their confidence. Then educate them to a proper ideal, and while they seem to rule, you really rule them.—*Educational Review.*

Every man must educate himself. His books and teachers are but helps; the work is his. A man is not educated until he has the ability to summon in an emergency his mental powers in vigorous exercise to effect its proposed object. It is not the man who has seen the most who can do this; such a one is in danger of being borne down, like a beast of burden, by an overlooked mass of other men's thoughts. Nor is it the man who can boast merely of native vigor and capacity. The greatest of all warriors who went to the siege of Troy had not the pre-eminence because nature had given him strength and he carried the largest bow; but because self discipline had taught him how to bend it.—*Webster.*

Type-Writing in Schools.

About two months ago the *Tribune* suggested the advisability of teaching type-writing and shorthand in the city high schools. One of the professors decided to try the experiment, so far as the first class was concerned, and he is delighted with the result.

"I considered the suggestion nonsense when I read it," said he yesterday, "and so did most of the other teachers, but I thought it over, and concluded that it was no more than fair to give type-writing a trial, and offer to teach the members of the two upper classes, who had the time to spare without interfering with their studies, the lesson to be taken outside of regular hours so as not to conflict with my duties. Out of 150 scholars twenty-five accepted the offer, and each one has since devoted two hours a week to the type-writer. More would have accepted had there been facilities. School begins at 9 and ends at 2. I divide the class, which consists of seven young men and eighteen young women, so that two can practice between 8 and 9 and two others between 2 and 3. The time is not sufficient, of course, to make rapid progress, but all are doing excellent work, and in two or three months more will be competent to fill positions in mechanical houses if obliged to earn their living."

The reporter saw a girl and a young man, members of the type-writing class, operating the machine in the professor's laboratory, a closet four feet wide and eight feet long. Their "copy" and that of the others was almost as good as that of an expert. The words were properly spelled, and the punctuation marks in the right places.

* * * * *

Graduates of the high schools can, as a rule, write grammatically and spell and punctuate correctly, and, with a knowledge of type-writing, would make satisfactory amanuenses. The success of the experiment has converted many doubting teachers, and they would follow the example of their associates but for the fear that the Board of Education might criticise their

action. Were type-writing added to the curriculum and adequate facilities furnished for the study, at least two-thirds of the pupils in the high schools would take it up. If the sixteen weeks given to mental philosophy by boys and girls of 14 to 17 were devoted to type-writing, they would acquire something which might be of advantage after graduation.—*Chicago Tribune*.

Elocution.

The education of to-day is eminently more practical than that of former times. We are beginning to recognize the fact that our mother tongue has increasing claims upon our attention. Without undervaluing the importance of ancient classics and modern languages, it may safely be asserted that no literature, living or dead, contains the wealth of thought and power that is found in the English language. The treasures of the East and the West have been fused in the common crucible with our Anglo-Saxon thought, and stamped with our modern image and super-scription.

Good reading is the open sesame of all literature. Nothing so interests us in an author as to hear his works well read. By the magical power of Elocution the dead letter of the printed page is infused with spirit and with life, and the thoughts of the author are made to glow till our hearts are warmed with their generous fire.

Not only does the study of Elocution impart vitality to literature, but the ability to read well gives added power and attractiveness to our ordinary conversation in social and business life. The vocal training necessary to become a good reader is carried into our everyday intercourse and imparts a delightful charm to our speech. Persons who care nothing for music or painting will listen spell-bound to good reading. It is not only more universally prized than the other fine arts, but it is capable of almost universal acquisition. It is natural to covet this elocutionary culture, this ability to entertain by so simple an act as that of reading and speaking. We should seek the power to charm the family circle or a company of

friends by reading to them the works of some interesting author. The demand for good reading is urgent, the power is attainable, the reward is sure.

Correct pronunciation is one of the first essentials of good reading and speaking. The instruction should embrace a drill upon the elementary sounds of the language; the principles of articulation, syllabication, and accent; extended exercises in phonetic analysis; practice upon difficult combinations of sounds; pronunciation of words commonly mispronounced; of foreign terms frequently found in literature; and of difficult geographical, biographical, and mythological names.

While speech is the audible expression of thought and feeling, gesture is the silent but no less eloquent manifestation of the same workings of the mind. It is thus apparent that especial attention should be given to the development of the art of gesture. The principles governing gesture should be clearly set forth, and regular exercises given in the specific forms of conversational, oratorical, and dramatic gestures, in position and movement of the head, arms, trunk and lower limbs, in attitudes, in facial expression, and in ease and grace of carriage.—*Exchange*.

To unfold the powers of children in due proportion to their age; not to transcend their ability; to arouse in them the sense of the observer and of the pioneer; to make them discoverers rather than imitators; to teach them accountability to themselves, and not slavish dependence upon the words of another; to address ourselves more to the will than to custom, to the reason rather than to the memory; to substitute for verbal recitations lessons about things; to lead to theory by way; to assign to physical movements and exercises a prominent place, from the earliest hours of life up to perfect maturity; such are the principles scattered broadcast in this book, and forming a happy counter-piece to the oddities of which Rousseau was, perhaps, most proud.—*Judge Steg's Introduction to Rousseau's Emile*.

Language Lessons.

As we said in a previous article, there is no more important duty devolving upon the teacher than that of teaching his pupils "to speak and write correctly." And this is an art not to be learned from books. It is a thing to be learned by "doing." I know that there are many who believe that English grammar "teaches the art of speaking and writing the English language correctly," and that it is necessary for everybody or rather every pupil at school to memorize the rules and definitions of some "composition book" in order to be able to write "compositions." But every observing man knows that ready and correct talkers are by no means to be found alone among those who have memorized the rules of grammar, and in the matter of writing, or "composing," as it is frequently termed, the teacher himself is in many cases a "living witness" to the fact that a mere knowledge of the rules of the "composition book" is not sufficient to enable one to write his thoughts with facility and accuracy.

What then is necessary to give a person readiness and accuracy in talking and writing? We answer PRACTICE. And by practice we do not mean simply repeating set phrases and words, or daily exercises in "false syntax." It is a good thing to have our pupils able and quick to perceive inaccuracies in the language of others, but it is a better thing to have them able to "put yourself in his place" and do the talking or writing themselves. The world has plenty of men who can tell others "just how it ought to be done." What is wanted is a larger number to take hold and do the thing themselves.

But where shall practice be had? We answer, *everywhere*; in every lesson and exercise in school. Is it

a reading lesson? Then have the children *tell* you what it is about; who are the persons named; the place and time of the incidents; in what paragraph and line certain unusual words occur, and whether in the middle, at the beginning or at the end of the line. Is it a lesson in geography? Then have the pupils give in their own language their ideas of the people, their customs, dress, employments; or the appearance, soil and productions of the country under consideration; or with a list of topics in mind—situation, boundary, rivers, mountains, cities, productions—let each rise in turn and recite the geography of the state or country *without questions* from the teachers, except as incidental or supplementary. Is it history? Then with every lesson relate some story or incident to be reproduced by the pupil, or use in this way some fact or incident in the lesson. Trust not to memorizing paragraphs and pages under the delusion that in this way the pupil gets both *history* and *use of language*. He gets neither. Is it arithmetic? Then require the question to be stated; what is to be done; the reasons for adding or multiplying or dividing; have every example *analyzed*; frequently require a simple example solved *in words exclusively*—that is with every figure and operation *spelled out*.

There are few schools in which every child can give in correct language and in detail his route from the school house to his home. Let each teacher who reads this article make an experiment in this matter, and he will be apt to conclude a second and a third trial would not be without profit to all.

Such are a few of the ways in which *practice* in speaking and writing can be provided. Enterprising teachers will find no difficulty in extending the list.

The Specialist's Cry.

"Now that we are making the people our masters, we must educate them or they will make us their victims."

When a member of the English parliament arose in his place and uttered these words, just quoted, he spoke a truth which suggests an important problem.

The question "shall we educate the people?" has almost ceased to attract attention, so general is the assent to it; but the question, "how shall we educate the people?" is still strongly agitated, and will probably continue so to be—will continue so to be, we say—for as long as there exists varied human nature to be educated, so long will live educators discuss this question of "how." So long as the comprehension of men varies so much as to the true end in education, so long will the methods differ radically even in their general outline.

One class of thinkers says, "Our broad lands need cultivation and we must have men to do this work—farmers. We want this work well done, so let us take one class of individuals and make all their training, from earliest youth, point to this one end, viz.: the developing of them into good farmers. Of what use to them will be the study of literature or of metaphysics?" We step into the streets of our large cities and find ourselves surrounded by a hurrying crowd of men who seem to see and know of no world outside the counting house and its connections. To these our educational friends point and say, "The world must and will have business men, and she cannot afford to lose any time or money through inefficiency in this line. Therefore educate for us a class of young men who can skillfully and accurately carry on the great business interests of our land. Let their education be directly in this line, and do not let them waste their time and strength over branches of study that will never be of practical use to them in their business." Similar cries come to us from every side, calling for specialists and education in particular lines.

On the other hand, and often waging fierce warfare against the

tendencies of those who are making so much of the specialists education, is the class who call for a good, broad, general education, as a basis at least, for the specialist's training which may follow if desired.

Now the line which separates these two classes, the one from the other, may not be so distinct as the warlike sound from their word battles might seem to indicate, as often in such battles the sound which at first struck terror to the heart as the sound of the galloping war-horses' hoofs, may be only the noisy rocking of a hobby with some fanatic on its back, and the battle loses its terror on the closer view of a cool, wise judgment. But the tendencies of the two classes, under unwise control, may be dangerous after all, and it is well to look carefully at what these tendencies are. Knowledge is extending in every direction, and in its various fields skillful hands are demanded to apply the results of research to the needs of mankind. These needs of mankind call for the greatest skill possible in each of these fields, and he who would be a success in any one of them will have little time to spend on the others.

This cry is sounding in our ears to-day from the mouths of a multitude of specialists. The desire to excel with which many are stepping into the ranks of specialization, is not altogether a selfish one arising from a love of glory, but is moved also from the possibility of adding to the sum of the world's knowledge, and thus doing something to lift a little the crushing burdens now resting upon the shoulders of the many.

With this laudable purpose in view the specialist enters his department, and the earnest cry of "follow me," which he sends back, is not unmingled with contempt as he views the multitudes of scholarly pleasure-seekers wandering hither and thither through the fields of knowledge; and not without cause, perhaps, seems this look of contempt, when we consider how many are selfishly gathering the sweets of knowledge with never a thought of how the world may be bettered by their acquisitions.

There is, indeed, danger of arriv-

ing at the state described by a well known poet in the character who

"With irresolute fingers he knocked at each one,
Of the doorways of life, and abided in none."

The revulsion of feeling which comes on the contemplation of such a state, leads us to sympathize with the specialist's look of contempt, and to believe that

"The man who seeks one thing in life, and but one,
May hope to achieve it before life be done;
But he who seeks all things, wherever he goes,
Only reaps from the hopes which around him he sows,
A harvest of barren regrets."

But although inefficiency thus threatens the general student, and so great is the necessity for special work, dangers are not wanting either in the path of the specialist. It is ever the way with the world's reformers that they are not content in attacking the strongholds of the past, to tear down only what bars progress, but must raze the city to its foundations and rebuild entirely. If the age demands specialists, then it is not enough to make special provision for education in this line, but the old strongholds of a broad, general education must be torn down to their very foundations, and the new education must be special throughout.

A writer in one of our popular magazines makes the following statement: "In natural philosophy, as, indeed, in *all things* on which the mind can be employed, a certain wideness of view is essential to the achievement of any great result or to the discovery of anything really new."

The question which at first seemed to narrow itself down to whether we will educate ourselves for ourselves or for the world, loses some of its distinctness on a closer scrutiny, and the query arises in our minds whether after all we may not best serve the world by a judicious attention to the part which is most especially entrusted to us, viz.: the perfection of our own powers. This should not be taken in a selfish sense, but since it is generally acknowledged that there is danger of special education bringing about narrowness of mind, we must seriously question whether this world would really be the gainer by an increase of mental deformities among its people.

If men were mere machines and

could be given up to one occupation exclusively, the question might wear a different aspect. But men are human beings with complex natures and different faculties, each demanding its due culture. Beings whose natures demand employment varied to some extent at least, as a condition of health.

If a man could be a scientist, and a scientist only; if he could dispense with the character in which he is a *man* among men, as well as a scientist among men; and could he lay aside his duties as a member of his family, of his community and of his nation; then he might be justified in making his education purely scientific from its foundation up.

But least of all, perhaps, can our Republican nation afford such a decision in the choice of a course of study; for our farmers, our business men and our scientists must at the same time be our citizens.

So while we see the need of specialists, and the counterbalancing dangers in this line, we also see that the cry must not be against specialization, but against *excessive* specialization. The question is not "Shall we have special education?" but "How much general education must go with it to make it most effective?" Give us farmers, mechanics, business men, artists, scientists; but let them also be fitted to ably and wisely fill their places as men, citizens and Christians.—*Jennie Carpenter.*

An exchange says, "A teacher in Arkansas, in response to an inquiry, what is most needed in his school, writes: "branes, branes, branes." Well, yes, we should think so."

"An idle brain is the devil's work shop." The faculties of the child must be kept busy. "*Keep your pupils busy,*" if obeyed will bring success to the teacher.

It is a mistake on the part of many teachers to neglect the unpromising pupils in a class. The most unpromising pupils should receive the most careful attention. The unpromising pupil sometimes develops into a very useful man, if properly educated.

Requisites to American Citizenship.

We believe that every American-born citizen should be able to read and write the English language; and, that every foreign-born person, expecting to become a citizen of this country, should be able, either to read and write English, or his own language. Hence, in our opinion, it would be well to make a law, requiring that every American-born person, and every foreign-born person, coming to this country before reaching the age of twenty-one should be able to read and write English before being entitled to the right of suffrage. Foreigners coming to this country after they have reached the age of twenty-one years, should possess the above qualifications, either in their own language, or in English, before being entitled to a naturalization or a citizenship in this country. He who does not possess those qualifications, should be debarred from casting a vote upon the political issues that shape the destiny of our country. The sooner this becomes a law, the sooner will fraud, bribery and intimidation cease to play the part of trade winds upon our great political sea, and the political offices will cease to be the seaports, where honor, reputation and the sacred products of honest toil are bartered away for things that are foreign to liberty, progress and civilization. It is high time that we were ridding ourselves of the ignorance, superstition and political corruption that have so long impeded the progress of education in her march to a higher and purer atmosphere. Our only hope is to educate our people, before placing into their hands the very means with which they may so easily fetter us and our posterity. We should rid ourselves of serfs and voting cattle, by stringent laws and educa-

tion. "We must educate or we must perish by our own prosperity;" but our efforts to educate will be of little effect, so long as we allow the ignorant and illiterate to decide, through the ballot-box, the great questions, of national import, that so nearly concern our moral and political salvation. But we may even begin farther back than at the ballot-box to educate. Let us make a law, prohibiting people from getting married, who cannot read nor write. *That'll fetch 'em!* The nursery demands our attention as well as the ballot-box. Teachers let us agitate these questions.

J. R. WALKER.

EDUCATION equips the mind with a complete outfit for usefulness in life. It bestows upon its possessor the right to a sovereignty over a territory that is unbounded and full of grandeur. It places into his hands a power unlimited and a wealth inexhaustible. It bequeaths to his soul a legacy, that would set worlds of gold at naught.

WE are all equally responsible for the condition of the society in which we move. Not that every one possesses an equal amount of ability to contribute to the welfare of society, but that every one ought to be held responsible in proportion to his ability. In fact, that which he contributes to the individuality of society, ought to be considered the *ad valorem* duty on the amount of ability he possesses.

Teachers Versus Tardiness.

The most successful war that I ever witnessed against this giant of the school-room, was waged last year in the public schools of L—. In the eyes of our Superintendent to be late was the one unpardonable sin; and he succeeded in rousing the same feeling among his teachers. Our campaign was carefully planned before the first shot was fired.

All tardy pupils were sent to the Principal's room, excuse or no excuse. This officer generally impressed them with two ideas—that they had sinned against God, man and themselves, and that it would be better for them not to make their appearance in the office again under similar circumstances. This plan touched the harder cases.

Through concerted action we awakened a generous rivalry among all the different grades; the tardy marks were read in each room, and the banner grade received due praise. In a thousand varying ways we created the right spirit in our pupils. I told my scholars stories of men who had lost much by being "one moment behind time"; showed them the benefit of forming good habits in their youth; pictured a school in which children made a practice of coming late; praised them when they deserved praise, roused their ambition to the highest pitch.

Finally, the pupils became enthused with such a spirit that I withdrew into the background, and left them to manage. The first month we had in a class of fifty not one case; the second month none; but alas! in the third month came a new pupil who sinned. You should have seen the expressions of the scholar's faces: chagrin, anger, surprise, mortification and disappointment were manifested on all sides; one girl actually sobbed out: "Oh, Miss H., he has broken our record." At recess that poor boy received so many lectures and reproaches, that there was nothing left for me to say. Shall I add he was never tardy again? During the year we had only four cases. Rouse the right spirit among your pupils and you are safe.—*By Anna F. Hardwicke.*

School Government.

The object of this government should be formation of character. It should be based on the moral nature, and should appeal to motives. The following principles underlie school government:

1. Established law should rule rather than the personal will. The teacher is the law-executor rather

than the law-giver. God is the law-giver, and the teacher is one with the pupils in reverend and loving obedience. Teach the children that a thing should be done because it is right rather than because it is the personal will of the teacher.

2. The Golden Rule is the law. It must be so effectually practiced by the teacher that it will be felt as a living truth. The teacher is even more fully subject to it than the pupil; he must be more obedient than he can expect a child to be. A good law gives the greatest personal freedom. Any rule which restrains a child from courteous, kindly action is a sin.

3. There should be discrimination in punishment. All offenses should not be classed under one head. Punishment for careless offenses should be kept distinct from punishment for willful wrongdoing. There should be the greatest discrimination used in even these cases; the want of it creates recklessness, hardness.

4. Manner of punishment. Never hold up to ridicule. A child smarting under ridicule has no room for repentance. Never give extra lessons lest you create a dislike to study. Allowable punishments include withholding of privileges and corporal punishment. Some punishment may be instant and public; ordinarily it should be in private. Its purpose is to awaken sorrow, to cultivate feeling, to promote good resolves, to encourage and strengthen them.—*School Journal.*

WE believe that one test of ability and scholarship, and only one, should be all that ought to be required of our teachers. After securing a certificate from the county superintendent certifying that the holder is qualified to teach in the public schools, that should suffice. Make the examinations more thorough, if possible, but do away with this testing, this annual weighing to see whether the teacher has lost or gained. Where do you find a law or custom which requires a doctor or lawyer or minister, once certificated as to his scholarship and mastership of the details of

his profession, to submit to an annual test of his ability to continue in his work? Where do you find the authenticity of his warrant to exercise his profession ever questioned, or the character of the court or college or seminary that granted the certificate ever assailed? A lawyer or a doctor may be as migratory as a Bedouin Arab, yet the presentation of his certificate to the proper authorities is the only evidence asked as to his right to practice. This is called professional courtesy. But why should not this customary practice of the other professions be a custom, not only by courtesy, but by right and law, in the case of the teachership? Why should they be excluded from a practice which certainly has harmed no one in the line of its existence? If you, as a teacher, believe that you belong to a learned profession, on a par with the others named, why not, in Institute convened, solemnly and firmly stand up and declare for the right.—*Teacher and Pupil.*

A Few Golden Rules.

TO PARENTS AND TEACHERS.

The following rules are worthy of being printed in letters of gold and placed in a conspicuous place in every household:

1.—From our children's earliest infancy inculcate the necessity of instant obedience.

2.—Unite firmness with gentleness. Let your children always understand that you mean what you say.

3.—Never promise them anything, unless you are quite sure that you can give what you say.

4.—If you tell a child to do something, show him how to do it, and see that it is done.

5.—Always correct your children for willfully disobeying you, but never talk to them in anger.

6.—Never let them know that they vex you, or make you lose your self-command.

7.—If they give way to petulance or ill-temper wait till they are calm, then gently reason with them on the impropriety of their conduct.

8.—Remember that a little present punishment, when the occasion arises, is much more effectual than

the threatening of a greater punishment should the fault be renewed.

9.—Never give your children anything because they cry for it.

10.—On no account allow them to do at one time what you have forbidden under the same circumstances at another.

11.—Teach them that the only sure and easy way to appear good is to be good.

12.—Accustom them to make their recitals with perfect truth.

13.—Never allow tale-bearing.

14.—Teach them self-denial, not self-indulgence.

SCHOOL days, are like the summer flowers, transient, but full of beauty; and, when once they are gone, they never more return. Others of their kind may follow, but they will only remind us of ours that are gone forever, and will mock us if we have permitted them to pass unimproved.

IN the bringing up of children an encouraging word has in it a great deal more of power than most people imagine. So thinks the Rev. Dr. Cuyler, who says in the Evangelist: "One sentence of honest praise bestowed at the right time is worth a whole volley of scolding. The sun understands how to raise plants, and to open flowers at this time of the year—he just smiles on them and kisses them with warm rays, and they begin to grow and unfold." A storm of scolding that sets in in the morning, and lasts till night, has about as good effect on childhood graces as a hailstorm has on young plants.

"How much will your new school-books cost, Johnny?" asked his father. Johnny calculates to himself, *sotto voce*, "Lemme see: sixty-two cents for the singing-books, seventy-five cents for a new arithmetic, one dollar and twenty-five cents for a new joggraphy, twenty-five cents for a hockey, half a dollar for a new bat, and a quarter for candy" Then out aloud says: "'Bout four dollars!"

PHILOMATHEAN GALAXY.

MOTTO---NON PALMA SINE PULVERE.

LUNA C. CHALFANT, Editor.

THE Philo's believe in woman's rights and have chosen a lady President.

LET every Philo graduate subscribe for the REVIEW and, if possible, get up a club.

MISS BLANCHE WILLIAMS, of Iowa, cousin of Mr. Emer Garwood, of the preparatory class in the Normal, graduated in June at the Deaf and Dumb Institute of Iowa. Her essay was described as a beautiful appeal to her auditors to look on the bright side of life.

When Should Music be Studied.

The question is frequently asked: "When should a child begin to study music?" It should learn to sing as it learns to talk. Every song it hears, indeed every tone is that much contributed to its musical instruction. Childhood is essentially "the age of song." The ear has then a sensitiveness and susceptibility that is replaced by callousness in later life. Self-consciousness has in no way crippled the possibilities. The habits are in the formative stage; the vocal organs, lips, fingers, wrists, all the muscles of the body and faculties of the mind are plastic and awaiting a forming hand; the keenness of the ear and eye to detect sounds and movements—perception and imitation are at their best. In the absence of bad habits, and in fact of any well decided habits, the work of forming a pianist or singer is greatly simplified. If proper vocal habits are formed in childhood, nine-tenths of the labor of the voice trainer is saved and years of time are gained for the pupil. The same may be said of the study of an instrument. Statistics prove that ninety-seven per cent. of pupils who study music from school age, six years, learn to sing and that the proportion decreases among older pupils, thus proving the proposition that you cannot begin too young.

An Old One.

"I cannot learn to sing" seems to us a very unthoughtful remark, and yet it is a very common one. If it means I cannot be a Jennie Lind or an Adelina Patti it would be more often truthful. "I cannot" means I am defective in ear or vocal organs. This is always a painful admission. Results from systematic teaching of singing are as great as from the teaching of anything else. Any one who can become an acceptable reader can, with no more labor, become an acceptable singer. Some sayings pass unchallenged as truisms because they are hoary falsehoods. "I cannot learn to sing" is one of them.

LYNCH is the live business man who always has the latest styles of everything.

EDITOR WILEY, of the *Elizabeth Herald*, attended the Vincent lecture and gave his readers, in his next issue, an excellent outline of the lecture, as well as a very fitting estimate of Dr. Vincent's style. Concerning the Normal, Mr. Wiley adds, "The California Normal College is an institution of which this whole Monongahela Valley has a right to feel proud. We are glad to know that its prosperity is greater than ever before, and that Elizabeth and vicinity has a larger representation among its students than ever before. * * * The buildings have been greatly improved during the past vacation, and have most of the modern conveniences, including a complete system of steam heating. A well appointed reading room, provided with the best standard and periodical literature, is specially attractive."

A LEADING object of the Music Department of the Normal will be to prepare teachers of Music. The rates are made especially low in order to place a first-class musical education within the reach of all.

A JUNIOR is noted for his many questions. Carefully prepared statistics show that he asked, during the first week of school, 7394 questions; second week, 5283; third week, 5009; Total, 17,686. Questions repeated: first week, 4847; second week, 3077; third week, 2584. Total, 10,508. Number of questions not repeated, 7178. These do not include questions directed to the professors.

LADY students should ask to see Lynch's \$2.50 shoe, equal to any \$3 shoe in the market.

DR. J. H. VINCENT addressed the students of the Normal, Wednesday morning, Oct. 14. He said that the whole of life is a school. The home greatly affects the manners and character of the individual. Health should be carefully guarded. The care of the teeth, of the nails, of the whole person is of great importance. There is no excuse for dirt or slovenliness. A cultivated mind is worth more than a pretty face. A fine intellect will make the homeliest face look beautiful. It is better to *be* than to *do*. Power of expression should be cultivated. We only know what we can tell. By the culture of the heart, the will and the intellect, we should all prepare for the days of darkness and sorrow which are sure to come to each one. The Doctor afterwards spoke to the hundred and fifty children of the Model School in his own charming manner.

LYNCH, in California, sells a gentleman's shoe for \$3; equal to any \$4 shoe you ever saw.

THE first of a series of recital by the members of the Music Department occurred in the Normal chapel, Saturday evening, Oct. 24.

THE California Normal keeps steadily in view thorough scholarship, teaching ability, good health, social and religious culture and rapid progress.

CLIONIAN REVIEW.

MOTTO---PEDENTIM ETGRADATIM ORIAMUR.

G. W. SNODGRASS, Editor.

CLIO has at present an enrollment of 59 active and 30 honorary members. Among the latter are Rev. Joseph Cook, Hon. G. V. Lawrence and Hon. Gibson Binns.

THE society meets in its new hall at 7 p. m. on Friday. The hall is spacious, nicely papered, pictured and carpeted, heated with steam, seated with chairs and provided with a good organ. Much interest is shown in the debate by the young men. W. L. McConegly has the honor of presiding over the society at present.

Reflex Action of Ridicule.

If you would be safe from the *reflex action of ridicule* and derision, refrain from ridiculing those blemishes that are shown more strongly in yourself than in the object of your contempt. Beware lest your own guns be turned upon you. Beware lest you laugh yourself "out of virtue and good sense by attacking everything solemn and virtuous."

ONE of the Seniors refuses to believe that the imagination can create any new ideals. He delivers himself on the subject as follows: Since the whole is but the sum of its parts, a product of the imagination must be but the sum of its composing elements; and since everything must have an origin, so must these elements have had such. Now if these elements be counterparts of material entities, their origin must have been in the material world, and they must have come to the imagination through perception. If, on the other hand, these elements be counterparts of spiritual entities, their origin must have been with God, and they must have come to the *imagination* through intuition. But besides the material and spiritual world there remains but the *realm of nothing* from which the imagination may create new images. But as *ex ni-*

hilo nihil fit, "from nothing nothing comes," the imagination is powerless to *create new ideals*, and may but work *over* old ideas into new forms.

THE duties of critic in a literary society seem to be merely nominal. Why should he not note matter and manner, as well as the mere words of performers? If our work is intended to be a practical training of the student, should not all his inaccuracies of statement, crudities of expression, faults of utterance and awkwardness of position be corrected? It surely is not just to the essay class for the critic to say, "Mr. President, I have no criticism to offer," when one member of that class could not be heard at the farther end of the hall, another never raised his glance from his paper, and a third held his paper so high that his face was hidden from the listeners. Free and frequent criticism would doubtless result in the improvement of the society.

"THE prospect of time to come the ruination of many a soul." This illusion appears in that student who fails to respond to his name in society. There is danger of its following him through life; but that young man who grasps his opportunity for preparation on the same eve his performance is assigned will prove a help in society and a successful man in the world.

THE novelty of school life has now worn off, and the students have fairly settled down to the routine of work. They may all look forward, however, to the time when they will reap the benefit of present labor.

THE printing press has proved to be a powerful weapon used to battle against the vices in our land. It struck its blows against slavery and it reeled and fell. It is at present striking its best at polygamy and intemperance, and promised good is

resulting from the same. It at all times wars against ignorance, one of the most formidable enemies of religion, good government and humanity.

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What the Child Knows of Numbers When He Enters School.

What is in the child's mind is a question which the teacher ought to be able to answer before she undertakes the training of the child. In all teaching she must lead him to pass by natural steps from what he knows to what he does not know. "Pass from the known to the unknown," is very clear and simple, stated in this general way. Every teacher understands it. But its application requires a keen insight into the child's mind, a practical knowledge of psychology which not every teacher has. What does a child know of numbers when he enters school at the age of five or six, as the case may be? Does he know numbers at all? Is it true, as is often supposed, that he knows *numbers*, but cannot *add*, *subtract*, *multiply* and *divide*? If he can count twenty with objects, or a hundred, does this prove that he knows these numbers? Does he know figures? What, in short, does he know of numbers if he knows anything? Unless a primary teacher can answer these questions, she must necessarily do blind and hap-hazard work with the child. If she does not know what the child knows, she cannot lead him to "pass from the known to the unknown."

Teachers often (we may say generally) suppose that the child knows numbers, but does not know the processes called addition, subtraction, multiplication and division. They imagine that he knows all numbers as far as he can count with objects, and all that he needs to be taught is the "four fundamental rules" with these numbers. They, of course, assume that he knows nothing of fractions.

Does he know subtraction? Let a little boy six years old have three marbles. Another little boy comes along, takes two of them and runs off. The first boy cries. One of the marbles is brought back, but he continues to cry till the second is returned to him. He knew exactly how many were taken away. This is not difficult for him at all. He knows all about it. But now he comes to school and finds that his three marbles are called *minuend*; that the two which the other boy had taken from him are called *subtrahend*; that the one which he had left is called a *remainder*; and that this whole business of stealing or taking away a boy's marbles isn't stealing at all. It is subtraction. These are all new words to him, full of mystery. So he must, before

long, commit to memory definitions of them in order that he may understand them.

Before this, two meant two objects to him. He knows what two marbles means; but now the teacher puts a mark on the blackboard and calls this one mark two. If she should write two such marks, thus, 2 2, he could easily see why they should be called two, but how one mark can be two, whilst it takes two marbles and two nails, and two fishing hooks, to make two, he cannot understand. The teacher indiscriminately speaks of two marbles and of the figure on the board as two. He also learns that the sign, —, means that marbles had been taken away, and that the mark, =, means that some were left. But perhaps the greatest mystery of all is, that here is a trick by which you can find out the number of marbles left without having any marbles at all to show it, thus: $3-2=1$.

There are three other little boys in the room. Hold out to him a handful of chestnuts and ask him to take enough to give two to each of the three boys. He does it without any hesitation. He knows how many threes twos are. This is very simple. He had done the same thing often before. But now he comes to school; he finds that the two chestnuts he gave to one boy are the *multipliland*; the six chestnuts he took are the *product*; the three little boys somehow or other are an *abstract number* called the *multiplier*, and the performance itself is *multiplication*. The mystery again is cleared up for him by making him, before long, commit to memory the definitions of these strange names. He again finds that *one* figure may mean *six* chestnuts, and another *one*, *three* boys, and that the game can be played without either boys or chestnuts, thus $3 \times 2 = 6$. He notices, too, that the terms *multipliland*, *multiplier* and *product*, are applied to these marks, or figures, as well as the boys and chestnuts.

Take the boy home. As you step into the entry you find six over-shoes belonging to strangers. Ask him to look at those shoes and tell you how many strangers there are in the parlor. He separates them, allowing two for each man, and finds that there must be three men. There is nothing difficult about it. He had done the same thing often before when he distributed peanuts and apples among his companions. He never had any particular name for the thing. He simply knew how to do it.

But when he comes to school he dis-

covers that after all he knew little about it. He learns that the six over-shoes are the *dividend*, the two shoes belonging to each man is the *divisor*, the three men are an *abstract number*, and are called *quotient*, as near as he can tell from what the teacher says. The whole thing is called *division*. The teacher again solves the mystery for him by having him commit the definitions of these terms.

From all this we can safely infer that the boy knew the numbers, one, two, three, and even six, in as far as it is composed of three twos. He knew the elements of addition, subtraction, multiplication and division. What he did not know was the terms, the figures and the signs—the mere language of number, which has no essential connection with the thing itself. Terms, signs and figures, at this early stage of the boy's development, are simply so much rubbish that stands between his mind and the proper object of thought. There is a time when they must be taught, but to introduce them soon after the child begins the study of number, and for the purpose of teaching him number, is one of the common mistakes of the school room. There is no occasion for any of them before the middle of the first year, or the beginning of the second.

Do children, six years of age, know anything about fractions? Give a cake to three little boys, and a knife, and see whether they will have any difficulty in finding how to cut it so as to give each an equal piece. True, they do not know the name, one-third, nor the expressions in figures for it, but do they not know the thing? After one boy has taken his piece of cake, do they not all see that two pieces are left, *i. e.*, that three-thirds minus one-third equals two-thirds? If two boys cut an apple into two parts so as to share it equally, can they not see that each half, if again cut into two equal parts, is equal to those two parts? This is reduction of fractions. Can they not see that in each larger piece there are two smaller pieces? This is division of fractions ($2 \frac{1}{2} \div \frac{1}{2} = 5$). Can they not see from the pieces they have that one-half of one-half is one-fourth?

Nearly all children of ordinary intelligence, six years of age, know most or all of what we have here assumed. They do not know, but in their play and their dealings with one another they are unconsciously guided by these truths. If children do not know the elements of addition, subtraction, multiplication,

division, both of whole numbers and of fractions, before entering school, a great deal of their play would be utterly impossible.

It has been found, by careful examination, that few children know numbers above three when they enter school (except in the case in which they know six, when they can find the twos in it, which they can do by knowing two and three, without being able to recognize six as a group).

What is properly called "counting," has nothing to do with number except the number one. It consists of learning arbitrary names of units in a certain order and thinking of one at a time. A child may be taught to count fifty with objects, and yet not know more than one. "Counting by twos," or "threes," is not counting at all, but addition.

We have, in a general way, and, we believe, with some accuracy, indicated what the average child knows of number when he enters school as well as what he does not know, and how the teaching of number in some of our primary schools must appear to his mind. Such general statements as we have made, however, do not answer all individual cases. Each child must be carefully examined. Every child knows the number, one, when he enters school, most children know two and three, and some know four. Only an examination can determine exactly what each one knows, and enable the teacher to make a proper classification of them.

In view of all that has been said, let the teacher of a primary school constantly bear in mind the following:

(1) A child can not possibly think of numbers except as he thinks of things. As long as the child has not the power to think of objects except when they are present, objects must be used; just as soon as he can think of them in their absence, their use should be discontinued. A child cannot think of an abstract number. When children are supposed to be thinking of an abstract number they are thinking either of a figure or a word, neither of which has any essential connection with the number.

(2) Figures, signs, and terms, need not be taught at all the first year. Only the most skillful teachers can use them the first year of the child's school life without doing harm. When they are taught, they should be taught simply as the language of numbers.

(3) If the numbers up to ten are taught the first year thoroughly it is a very good

year's work.—*T. M. Balliet in Illinois School Journal.*

Maxims for the School-Room.

As is the teacher, so is the school.

Be what you wish your pupils to be. Convince your pupils that you believe in education.

Do nothing to lower a pupil's self-respect.

Earnestness will make even a dull study interesting.

Fasten every principle by frequent repetition.

Gentleness, justice and firmness are the essentials of influence.

Have no pets or favorites.

It is what a child does for himself and by himself that educates him.

Justice must be the basis of all rules.

Know what you propose to teach.

Let your pupils see that you would do as you request them to do if in their places.

Monotony in school means the end of usefulness.

Never punish pupils, or even speak to pupils, when angry.

One chief purpose of instruction is to create and foster a zeal for study.

Politeness in the teacher secures politeness in the pupil.

Questions should follow each other in a natural manner.

Resistance is due to ignorance or the human will.

Success in government turns on the deft presentation of motive.

The best government reaches its ends indirectly.

Unite firmness and good nature.

Verbal reproduction attests only accuracy of memory.

Whether a subject yields discipline to the pupil, depends on the manner in which it is taught.

Youth loves those who sympathize with and understand it.

Zeal is indispensable.

Know thoroughly and familiarly the lesson you wish to teach; or, in other words, teach from a full mind and a clear understanding.

Gain and keep the attention and interest of the pupils upon the lesson. Refuse to teach without attention.

Use words understood by both teacher and pupil in the same sense—language clear and vivid alike to both.

Begin with what is already well known to the pupil in the lesson or upon the subject, and proceed to the unknown by single, easy and natural steps, letting the known explain the unknown.

Use the pupil's own mind, exciting his self-activities and leading him to think out the truth for himself. Keep his thoughts as much as possible ahead of your expression, making him a discoverer of truth.

Require the pupil to reproduce in thought the lesson he is learning—thinking it out in its parts, proofs, connections and applications, till he can express it in his own language.

Review, *review*, REVIEW; reproducing correctly the old, deepening its impression with new thoughts, correcting false views, and completing the true.—*Hon. John M. Gregory.*

Evils of Irregular Attendance.

Read these to your pupils:

1. An hour lost is lost forever. Present duties crowd the present, and the past cannot be recalled.

2. Irregularity in boys becomes the same in men. A bad habit stays by us.

3. The teacher's explanations to the class are important, and there is no time for repetition.

4. If a pupil loses his interest in school work, outside matters fill his mind.

5. It causes disturbance for the pupil to find out the lessons of to-day.

6. It checks the progress and enthusiasm of the class, and wears upon the nervous system of the teacher.

7. The reputation of the school and teacher suffers.

8. The teacher cannot be interested in those who show no interest in the school.

THE teacher should have each day's work clearly mapped out ere proceeding to the business of the day. There should be no careless assignment of so many pages. Lesson should not be studied by the square inch, having nothing more definite in view than the arrival at a certain point in a given time. Very often a few lines may be of more value to the pupil than as many pages ordinarily. Every word of the text-book should not be regarded as "law and Gospel." The teacher must discriminate, sift the good grain from the chaff, and give the pupils the benefit of the separation. Be thoroughly posted on the contents of the text-book, but do not make it your *mas er*; know what you intend doing in advance of the recitation and make value and not quantity your guide in assigning lessons.—*S. A. Kendall.*

Only a Cipher.

"1,000,000! My, what a lot of ciphers and only one figure; but that brings the answer out even, and finishes my arithmetic lesson for to-morrow." Schoolboy Harry closed his book, and, turning from the table where he had been studying, glanced around the cosy sitting-room as if ready for some other work or sport, whichever might present itself. In the big arm chair sat grandma with little Bess on her lap. The firelight from the open grate was dancing and playing over them with a seemingly unwonted privilege. Harry stood a moment watching them, then, as if considering himself as privileged a character as the firelight, he caught Bessie in his arms and went whirling about the room with her until she cried for him to stop. When safely seated again on grandma's knee, the little girl only laughed in glee, for she was used to Harry's antics.

"Oh, my head is so filled with figures and ciphers to-night that I just wanted to jump about and see if I couldn't get rid of some of them; and here I caught up Sister Bess, and she is just like a little, round, fat cipher, and I don't want any more arithmetic at present, so grandma can have her to fill up the vacant place on her lap. That's what ciphers are good for, anyhow, to fill the vacant places; and I'm thinking there would be a great empty space in grandma's lap if Bess didn't keep it filled nearly all the time."

Grandma smiled at this, but it was one of her sober smiles, as she said: "I fear there would be more unfilled places than on my lap if dear little Bess were not here to occupy them. And," she added, looking up brightly, "I am almost selfish enough to wish that she could always remain the little cipher that you call her, instead of growing up to think herself a great figure some day."

Bessie put up her little fat hands and softly stroked the gray hairs. "See how smooove I make 'em shine," she said, giving the aged head a loving pat. But grandma didn't seem to hear, for she was intently gazing into the fire and her eyes had in them a far-away look.

Harry drew up a chair and seated himself close beside her; and pretty soon he said:

"Grandma, I would like a story to-night; won't you please tell us what you see away off in the fire there?" The old lady came back from her wanderings in the firelight and looked about

with one of those rare, bright smiles of hers. Harry's father was wont to say that one of the greatest blessings in his home was grandma's smile, with its peculiarly sweet expression; for growing up under its warm sunshine his children could not help but bloom and blossom into some happy goodness.

"I was thinking," came the reply after a moment's pause, "about a little girl who once determined that she wouldn't be a mere cipher in the world."

"Oh, do please tell us all about it," broke in Harry.

"Well, once upon a time, a good many years ago, there lived a little girl who had five brothers, one older and four younger than herself. And these brothers had a habit of talking a great deal about what they would do when they grew to be men. One thought he would go West and be a rich farmer, and have immense ranches of live stock, for he delighted in working with horses and cattle; one brother thought he would study law; one preferred the ministry; another wanted to be a merchant, and possibly a banker; and the youngest of all, once, when but a little fellow, said most seriously that he didn't know whether to be a doctor or President of the United States. This caused an outburst of merriment from his older brothers; but they laughed just as much when one day their sister, whom I shall call Helen, told them that she had decided to study medicine and become a practising physician.

"'Oh! you are only a girl, and can never be anything more than a cipher in the world,' said her eldest brother.

"And all the brothers thought it great fun that Helen wanted to be a doctor, and ridiculed the idea of a girl's entering one of the professions. There were not so many women physicians and lawyers then as now; so they only laughed at Helen, and whenever she talked of becoming a doctor they told her she was too completely their good little cipher to think of ever trying to make such a figure of herself. Yet for all this it was Helen's pet fancy for a number of years to study medicine, and many of her spare moments were spent in poring over her father's medical books, and she read all the health journals that came within her reach. And numerous were the air-castles built in which she figured largely as the heroic healer of diseases. Yet from her readings she had obtained many useful hygienic ideas that were of benefit to her in after years.

"When Helen was still only a school-

girl the death-angel visited the family and took away the father of these children. Then followed a loss of property, and it became necessary for Helen to do some work for self-support. A situation in the public school, that had been left vacant by the removal of a former teacher, was secured for her.

"So I am only a cipher after all, and must slide in and try to fill a vacancy left by some one else," said Helen, grimly, for school-teaching was not quite to her fancy. But in time she became interested in her pupils, and found that there was much enjoyment to be had even in the school-room; and gradually her old *doctoral* notions vanished and gave way to a new interest in training youthful intellects.

"For a number of years she was thus happily employed. Then, again, sorrow came to them in the removal of the mother from her earthly home. And another burden had fallen upon Helen; but she daily prayed for strength and guidance to fill better the void that was felt in this household. Her brothers, she well knew, still needed a mother's sympathizing love and wise counsels.

"Helen was a cipher destined to fill what seemed to her some of earth's most precious places.

"One day the young pastor of the village came to her saying that he had a vacant parsonage, and a great vacancy in his heart, that only she could fill; and Helen was now so accustomed to being a cipher that she gave a most happy assent, and was soon fitted into these vacancies to the young minister's complete satisfaction. And, during the more than forty years of their wedded life, he many times told her that, with her wisdom and goodness, she filled to the brim his life with joy and gladness. And when the dear man was taken to his heavenly home, everything was filled with such loneliness that there seemed to Helen to be no more vacant places for her to occupy, and for a time she wished that she, too, could have died. But there yet remained for her sweetly pleasant places in the hearts of loved ones on earth."

"Oh, grandma, I know now," exclaimed Harry, "your name is Helen, and you have been telling about yourself. And it was when grandpa died that you were left so lonely. Now, grandma, if you and Bessie are ciphers, then I think that ciphers are the very best things in all the world."

"And I think so, too," came a voice from the open doorway, where Harry's mother had stood for a few minutes

listening to their conversation; and the tears shone in her eyes as she came up to them, and clasping both Bessie and grandma in her arms, she said: "And I very much fear that without these two blessed ciphers to give value to the rest of us we would be very poor figures."

Then Bessie hugged grandma so tight with her chubby arms that she could hardly get her breath. But Harry looked thoughtful, and stooping over kissed grandma right in the middle of her forehead, and then very soberly he said: "I have had two arithmetic lessons to-night, and found their answers to be nearly all ciphers; I never thought before that ciphers could be so useful."

"Yes," replied his mother, "a cipher in its proper place is frequently of much more use than a very big figure with a minus sign before it. And it is not so bad a thing after all to be only a cipher if one is sure that he is fitted into the right place. For what can be more valuable in any person than to possess the rare faculty of giving value to others?"

Is THIS your first school, or your first term in this school? Does it tax your nerve and patience? Are you homesick and heartsick? Most of the successful teachers of to-day know what that means, and tens of thousands of hearts beat in sympathy with you. You will win. Multitudes who have trembled as you do to-day, who have had the same back-aches, headaches, and heart-aches, have won glorious victories, and you will. Be courageous as you can; be hopeful if possible; bring sunshine into your voice and eye and the success will come all the sooner.

It is sometimes said that a teacher must not get too well acquainted with the pupils. There is no danger if she gets acquainted in the right way. She should always preserve her dignity. She can take a sincere interest in the affairs of pupils and join them in many kinds of work or sports without losing her self-respect or that of her pupils. The presence of the teacher upon the playground frequently as a participant in the games or at least as a pleased spectator is a great aid in winning the good will of the pupils. With gentlemen teachers, at least, they should make it a rule to spend considerable time upon the play ground if for no other reason than to protect the weak and to see that all the pupils enjoy themselves. When away from the school premises the teacher should frequently seek the

society of the pupils, not of the two or three *good boys or girls*, but of all at different times. Be impartial in the distribution of favors. If partiality is shown at all let it be to the poor, the unfortunate, the weak or even the bad. Many a bad boy could be reformed were the kindness due him, but not received at home, shown him by the teacher. Kindness will do far more than punishment to awaken noble impulses in the hearts of the hardened waifs of society and the children that come from poverty and sin stricken homes.

Influence of City Life on the Young.

The quiet and simple life of rural districts feels the influence of the city, so that urban and suburban excitements reach the majority of an entire population. The effect of density of population is manifest beyond the limits of its existence. City life lures the young from their homes long before their characters are solidified. Parental restraints are loosened. Parents dismiss their children from their thoughts under the glitter of a business career that opens before them. They have thought more of making them skillful accountants than men of stalwart honesty; their conversation has savored more of cash than of character; their counsels have led more frequently to shrewd bargains than to sterling integrity; so that boys who mean to be filial find themselves the victims of misdirection, and enter into business life with little strength and less power of resistance. Independent before his majority and before he has real knowledge of what true independence is, or strength to use its privileges aright, the youth cherishes a confidence in himself and in his moral purposes that is unwarranted by his experience, and falls a prey to temptation. The better counsels that may at times have escaped his father's lips—the earnest prayers that have flowed from a mother's heart, are forgotten in the giddy society that surrounds him. As he has banished from his mind all thoughts of home, the warnings of those who are less to him than father and mother are unheeded. Filled with confidence in his own judgment, he first invites temptation, then dares it, and is snared

and bound before he is aware that what he called strength is fatal weakness. The home failing as a source of high moral purpose, parents look with leniency upon their son's misdeeds, indirectly encourage vicious practices and condone offenses, until the elders become involved in the crimes of their children. They are dismissed from parental restraints when youthful passions need curbing, and for the years when self-restraint insures health and vigor, both physical and moral, and, consequently, the social evil finds them too ready victims. In its train are crimes innumerable. The whirl and excitement of city life keeps the flame constantly burning. The false side of social life allures the young man who has no abiding memory of a true home—a memory possible only to him who has known such a home, not alone as a child in his tutelage, but as a young man participating in its hallowed scenes, himself a contributor to its blessedness. Take away from the youth the real acquaintance with father and mother at a time when, upon a footing of comparative equality, they meet at the fireside, and substitute for it only the society to the young man away from home, and is it to be wondered at that unhappy homes, inviting to evil associations and evil practices abound? If the Scylla of social corruption be avoided, there is still a Charybdis of ill-assorted marriage to be shunned. I have dwelt at length upon the influence of city life on the young because it appears that crimes increase in the wake of social life, and because it still further appears that the age of criminals is growing constantly less, and still further because the home loses its power as density of population increases, especially where this increase is most marked about urban centers.—*J. L. Pickard.*

Don't scold, it is unpleasant to you and for the pupils. It does no good; it does work harm in the government of a school. The pupils dislike a scolding teacher; they lose respect for him and then follow disobedience and insubordination. It is not polite to scold. You should treat your pupils politely.

Concerning Plans of Teaching.

Nobody has any right to impose his plan of teaching on his neighbor. There is no method which can call itself *the* method of education. There is only one set of right principles, but there may be ten thousand plans. Every teacher must work for himself as every man in the world works for himself. There is for all men in society only one set of right principles, yet you can see a thousand men in one town all obey them, although all, in conduct, absolutely differ from one another. They will present among themselves the widest contrasts and yet every one may be prospering and making friends. Thompson talks little, avoids company, sticks to a few good friends and does his work in a snug corner. Wilson speaks freely and cheerily, delights in associating with his fellows, and works with a throng of helping hands around him. Jackson is nervous, fidgety and constitutionally irritable; he does his duty, though, and gains his end. Robson, on the contrary, is of an easy temper, lets a worry rest and never touches it when he comes near; he does his duty, too, and gains his end. But let the shy Thompson undertake to make his way in the world by being, like Wilson, sociable and jolly, and he will make himself contemptible by clumsy efforts, and the end of them will be dismal failure. In the school, as in the world, a man must be *himself* if he would have more than a spurious success; he must be modeled upon nobody. The school master should read books of education, and he may study hard to reason out for himself, by their aid, if he can, what are the right principles to go upon. A principle that he approves he must adopt; but another man's plan that he approves he must assimilate to the nature of his own mind, and of his own school before he can adopt it. Even his school he must so manage that it shall admit of a great variety of plan within itself, and suffer him so to work in it as to appeal in the most effective way to the mind of each one of his scholars.

The principal suggestion which arises from this is, that each teacher should take pains not to make an abstraction of himself; but to throw the whole of his individuality into his work; to think out for himself a system that shall be himself; that shall be animated by his heart and brain, naturally and in every part; that shall beat, as it were, with his own pulse, breath his own breath, and in short, be alive.

The teacher may be mild or sharp, phlegmatic or passionate, gentle or severe; he may thrash or not thrash—but I would rather he did not thrash. As men differ and must differ, so must teachers, so must schools. But no man can be a good teacher who is a cut and dried man without any particular character; his individuality must be strongly marked. He should be, of course, a man of unimpeachable integrity, detesting what is base or mean, and beyond everything, hating a lie. He should have pleasure in his work, be fond of his children, and not think of looking down upon them, but put faith—and that is the main point which many teachers will refuse to uphold—put faith in the good spirit of childhood. He must honor a child or he cannot educate it, though he may cram facts into its head. It is essential also, to the constitution of a good teacher that, whatever his character may be, he shall not be slow. Children are not so constituted as to be able to endure slowness patiently. He must also not be destitute of imagination, for he will have quick imaginations to develop and satisfy.

Furthermore, it is essential that he should deeply feel the importance of his office, and utterly disdain to cringe to any parent, or to haggle for the price of services that no money can fairly measure. He must be devoted to his work; if he want pleasure and excitement he must find them in the school room and the study. For it is only when his teaching gives great pleasure to himself, that it can give any pleasure whatever to his pupils. The parent must not grudge to a worthy teacher the most liberal reward that lies within his means. It is not to be supposed that any large body of men can be induced to devote themselves heart and soul to an ill paid profession, which demands peculiar talents, and expensive training, with a toil both in preparation and action that can never be remitted.

There is no fault of character, in boy or girl, that cannot be destroyed or rendered harmless, if right treatment be applied to it in time; that is to say, within the first twelve years. We inherit tempers and tendencies which sometimes, when they are neglected, bring us to harm. The bent of character is settled before birth. Anything cannot be made of any boy or girl, but something can be made of every child, which shall be satisfactory, and good, and useful.

Children are wonderfully teachable.

They are, however, so created as to require free action and movement—to be incapable of sustaining long continued mental exertion, to be restless. It is not in the constitution of a child to sit quietly, day after day, for three or five consecutive hours. If the schoolmaster subject children to unnatural conditions, and Nature asserts herself in any boy or girl more visibly than discipline admires, the teacher, not the child, is then at fault; and it is he or she—if any one—who should stand in the corner, do an imposition or be whipped. It is only possible to teach a child well, while accommodating one's ways humbly to the ways of Nature.

ON THE CONSTITUTION OF A SCHOOL.

Since there is no such a thing as a plan universal for all teachers; since each school should maintain its own individuality; since the school of which the plan is an abstraction is a dead school; I can only express my notions on this subject by explaining what sort of a crotchet my own notion of school keeping was, and how it answered. Let me be at the same time careful to iterate, that I do not propose it as a nostrum, but that, on the contrary, I should hold cheaply the wit of any one who copied it exactly in practice. I only want my principles adopted—nothing more. One notion of mine was, that if children could be interested really in their studies—as they can be—so long as they were treated frankly and led by their affections, the work of education could be carried on entirely without punishment. I had been, as a boy, to many schools, and knew how dread begot deception, and we were all made more or less liars by the cane. Even our magnanimity consisted frequently in lying for each other, and obtaining for ourselves the flogging which impended over our friends. I knew how deceit rotted the whole school intercourse to which I had myself been subject; how teachers made distrustful, showed about accusations of falsehood; how we cribbed our lessons, and were led to become shy and mean. I do not mean to lay it down as a principle that schools should be conducted without punishment; I can conceive of a dozen kinds of men who would know how to do good with a few floggings judiciously administered. But I was not one of the dozen—I should certainly have done harm.

Corporal punishment being abolished, there remain few others. For, I uphold it as a principle, that punishments which consist in the transformation of the school-room into a prison, or in treating studies and school-books as if they were racks or thumb-screws—instruments of torture to be applied against misdoers, in the shape of something to write, something to learn—learn, forsooth!—defeat the purposes of education, heap up and aggravate the disgust which it should be the business of a good teacher carefully to remove.

Some Things a Teacher Should not Do.

A teacher should never turn his back to a pupil while the pupil is reciting.

A teacher should not forget that there are *some things* that certain pupils can not do.

A teacher should not laugh at children's mistakes, no matter how ridiculous they may be.

"A teacher should not adopt a loud or unnatural tone of voice when teaching."

A teacher should never repeat an answer to a question when it is a correct answer. If certain of the class fail to catch the answer, have the pupil who gave the answer to repeat.

A teacher should never keep a class at recitation longer than the regular time. If he can't so use the time as to make all necessary explanations without intruding on the time of the next class, he had better re-arrange his program.

A teacher should not neglect the proper ventilation of his room.

A teacher should not look always at the faults and never at the good in his pupils.

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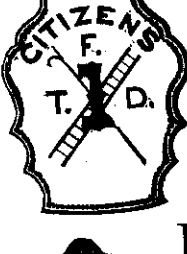
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Normal Briefs.

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The school has graduated in all 260. Four are dead: W. M. Stoodly, J. S. Best, J. K. Browne and J. A. Will. Nine are physicians, two lawyers, 250 have taught, 180 or nearly seven-tenths of the whole number, are now teachers.

Expenses at the California Normal are remarkably low; \$168 will pay for board and tuition for the entire year, to those expecting to teach, or \$118 to those who graduate. Baggage hauled free to and from school. Text books for sale at low prices. The school extends a friendly hand to every earnest student of limited means who is striving to rise.

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