

# The Normal Review.

Vol. I. No. 4.

California, Pa., December, 1885.

50c a Year.

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WINTER term opens January 4.

THE total enrollment of students thus far is nearly 400.

MR. J. R. POLLOCK, of the class of 1884, was one of the secretaries of the Washington Co. Teachers' Institute. He and Mr. Byron O. Tombaugh, class of 1883, were chosen members of the committee on permanent certificates.

MISS GRACIE GRANT and Miss Clara Burgan, former students at the Normal, are pleasantly engaged in teaching at Tyrone, Pa.

MISS EVA M. IEGGART attended the Fred Douglass lecture. She will return to school at the close of her present term's teaching, and will remain to graduate in the class of 1887.

MR. W. S. VAN DYKE, class of 1878, was married on Thanksgiving day to Miss Carrie Taylor, of West Newton, Pa. The REVIEW extends to the happy couple its hearty congratulations.

MISS MIMA LOMAS, a music student, is the happy owner of a new upright piano.

MISS LUCY HERTZOG writes glowing accounts of her musical advantages in Baltimore. She will return to the Normal Jan. 1 and re-enter the senior class.

THE fall term will close Dec. 25. The last public exercises will be humorous and dramatic readings by Stuart Rogers, Friday evening, Dec. 18.

PROF. W. S. JACKMAN, class of 1877, professor of Natural Science in the Pittsburgh high school, recently visited the Normal, and expressed himself as highly pleased with the improvements made since his last visit.

MISS MINNIE APPLGATE, class of 1883, has charge of room No. 2 in the first ward public school of McKeesport, Pa.

MISS REBEKAH E. BROWNE, class of 1879, was chosen a member of the committee on permanent certificates at the Lawrence Co. Institute.

MISS IDA BLACKBURN and Miss Sue Weitzel, both of the class of 1883, fill very acceptably responsible positions in the Greensburg, Pa., public schools.

MISS E. A. COLDREN, the efficient principal of the first ward school, McKeesport, Pa., was a student at California in the early days of the Normal.

KIND words for the REVIEW continue to come in daily. The cordial reception of the paper greatly encourages us, and amply rewards us for the labor expended upon it. We aim to make the REVIEW indispensable to every former student at the Southwestern, and very valuable to every teacher.

R. Q. GRANT, class of 1879, is in the U. S. Signal Service, and is now stationed at Fort Stanton, New Mexico.

THE veteran temperance orator, John B. Gough, has been engaged for a lecture in the Normal chapel soon after the opening of the spring term. Mrs. Mary A. Livermore will also be secured for a lecture in the spring, if possible.

MISS CELIA PATTON, class of 1883, is teaching in a graded school in Dunbar township, Fayette county. She sends two subscriptions for the REVIEW and writes, "I enjoy the REVIEW so much. It is dozens of letters to me without my having any to write." Miss Mary Patton

THE lecture of Hon. Frederick Douglass on "John Brown" in the Normal chapel, Nov. 20, was a notable event. No lecturer ever had a more eager and attentive audience. Of the five or six hundred persons present, many drove six, eight, or ten miles over bad roads to hear the veteran orator. The lecture was a perfect model. The more it has been reflected upon since, the higher it rises in the scale of merit. Some disappointment was felt when the lecturer began by using manuscript, but this was compensated for by the intrinsic excellence of the thoughts uttered. When the aged colored orator turned from his manuscript and stepped to the stage front, uttering words of burning eloquence in defense of the Martyr of Harper's Ferry, he presented a spectacle which the youngest in the audience will never forget. Mr. Douglass is dark-skinned, but not black, is six feet in height, weighs 240 pounds, has long, white hair, slightly curled and very thick, and he is nearly seventy years of age. He does not himself know his exact age. He was born in Talbot county, Md., about 1817. His mother was a slave, his father a white man. At the age of ten he was sent to Baltimore to live. He secretly learned to read and write, ran away in 1838, married in Connecticut, went to Europe in 1845 on a two years' lecturing tour, returned in 1847 and made his home in Rochester, N. Y. He was supposed to be implicated in the John Brown raid in 1859, and Gov. Wise of Va. tried to secure his arrest, but, as Mr. Douglass expresses it, he "left just before the officers arrived." He was U. S. Marshall during Hayes' administration, and has since been Recorder of Deeds in the District of Columbia.

## Telling Fortunes.

BY ALICE CARY.

"I'll tell you two fortunes, my fine little lad,  
For you to accept or refuse;  
The one of them good the other one bad;  
Now hear them, and say which you choose.

I see by my gifts within reach of my hand,  
A fortune right fair to behold;  
A house and a hundred good acres of land,  
With harvest fields yellow as gold.

I see a great orchard with boughs hanging down,  
With apples, russet and red,  
I see droves of cattle, some white and some  
brown,  
But all of them sleek and well fed.

I see droves of swallows about the barn door,  
See the fanning mill whirling so fast,  
I see a man threshing wheat on the floor:—  
And now the bright picture is past.

And I see rising dismally up in the place  
Of the beautiful house and the land,  
A man with a firey-red nose on his face,  
and a lit le brown jug in his hand.

Oh! if you beho'd him, my lad you would wish  
That he were less wretched to see;  
For his boot toes they gap like the mouth of a  
fish,  
And his trousers are out at the knee.

In walking he staggers, now this way, now that,  
and his eyes stand out like a bug's  
And he wears an old coat and a battered-in hat,  
And I think the fault is the jug's.

For the text says the drunkard shall come to be  
poor,  
And that drowsiness clothes men with rags;  
And he doesn't look much like a man, I am sure,  
Who has honest hard cash in his bags.

Now which will you have? To be thrifty and  
snug,  
And be right side up with your dish,  
Or go with your eyes like the eyes of a bug,  
And your shoes like the mouth of a fish?"

## Normal Training for Our Teachers.

Should there not be a regular course of study laid down for young people who expect to teach school? Should there not be some work *generally recognized* as necessary preparation for the work of teaching? Is any such preparation *generally* recognized now? These are questions worthy the consideration of those interested in the education of our children. Let us look into them. At present there is no *definite preparation recognized* as indispensable to teachers before applying for a certificate to teach. Some young people have but the vaguest idea of "how near they will come to getting a certificate." They frequently come to the office, "to try their luck" in the matter. Occasionally one who has had quite

could be taught for two or three years yet by the former, comes with assurance equal to his inability. Some persons "try for a certificate" when their knowledge of the common branches is so meagre that one wonders why they should *think* of teaching school. It seems so absurd that they should *think* of such work. And these are, as a rule, the ones who insist on having certificates because "they can get schools." Now are they much to blame for this? Are the people much to blame who proffer them schools in the event of their getting certificates? We think not; so long as their idea of the proper preparation for teaching is so indefinite.

There should be a *course outlined* for teachers to complete *before applying* for certificates. This course should be completed by each person before going to the County Superintendent's office for a certificate, and it should be understood by teachers and people that this course, or an equivalent, should be completed before persons should think of teaching school.

Some of our graded schools are arranging for a special course for teachers. It is intended that they shall do text-book work in the regular classes, and then have special work on methods and school management in the Teachers' class. Having had this drill, they can visit other departments of the school intelligently, and be ready to profit by the work they see done. Such a move will do more toward advancing the work of our county schools than anything that we can do. We need good teachers, and the only way to get them is to make them. The only place to do this work at present is in our graded schools.

W. M. WELCH.

he was recently able to convey a considerable amount of conviction to an intelligent scholar by a simple experiment. The scholar was singing the praises of the "ruddy bumper," and saying he could not get along without it, when the doctor said to him: "Will you feel my pulse as I stand here?" He did so. I said count it carefully; what does it say? "Your pulse says 74." I then sat down in a chair and asked him to count again. He did so, and said: "Your pulse has gone down to 70." I then lay down on the lounge and said, will you take it again? He replied, "Why, it is only 64; what an extraordinary thing!" I then said, when you lie down at night that is the way nature gives your heart rest. You know nothing about it, and that beating organ is resting to that extent, and if you reckon it up it is a great deal of rest, because in lying down the heart is doing ten strokes less a minute. Multiply that by sixty and it is six hundred; multiply it by eight hours, and within a fraction it is five thousand strokes different; and as the heart throws six ounces of blood at every stroke, it makes a difference of thirty thousand ounces of lifting during the night. When I lie down at night without alcohol, that is the rest my heart gets. But when you take your wine or grog, you do not allow that rest, for the influence of alcohol increases the number of strokes, and instead of getting this rest, you put on something like fifteen thousand extra strokes; and the result is, you rise up very seedy and unfit for next day's work till you have taken a little more of the "ruddy bumper," which you say is the soul of man below. — *Dio Lewis' Nuggets.*

If your school goes wrong in any particular, don't blame anybody until you have thoroughly and impar-

tially investigated yourself in reference to it. It is strange that in nine cases out of ten you are to blame, or else you lacked some power or judgment which would have remedied it.—*Am. Journal of Education.*

#### Work.

One of the greatest means of education is *work*; but the work that educates must be done by the children. Drudgery is not work, and is out of place in the school room. Word-learning is drudgery, yet in the "Old Education" it is the chief business of pupils. Are they to learn grammar? They learn a jingle of words called rules and definitions. From these they produce another jingle called parsing and analysis. Are they to learn arithmetic? Another jingle of definitions and rules must follow. The same is true of geography. Pupils hate drudgery, and will get out of it if they can. But for them to get out of doing what they are told to do is disobedience. Whose fault is it that the pupils are getting more disrespectful and disobedient? "Young America" is wise in this day and generation, and can detect shams readily. He believes he can manage you, and that is what he likes to do above all other things. The only way to keep from being managed by the pupils is to keep them busy. This is not easy. One great difficulty is that teachers do not have *study programs*. Everywhere teachers have programs of *recitation*, but that pertains to the teacher's work. *Every teacher should have a study program where the pupils can see it, and then insist upon their following it.* This will make it necessary for every teacher to have a clock, so the pupils can see how much time to spend on each topic. Primary pupils should not work more than ten to fifteen minutes at one thing. They can read ten minutes, study ten minutes at their reading lesson, write ten minutes, draw ten minutes, do kindergarten work ten minutes, and work at numbers ten minutes. This will make one hour, and if this is done four times per day, it will be enough for the very smallest pupils. The same course should be

pursued by the pupils a grade higher, only the time can be made twelve minutes instead of ten. Then drawing and kindergarten work should be done only twice a day, so that the time can be lengthened to fifteen minutes for each period.

The teacher should aim at variety in giving pupils work, for this will tire them the least.

Writing and drawing should not come together, neither should reading and study of the reading lesson. The order may be something like this: Recitation, written language work, kindergarten work, numbers, study, drawing, play. Each of these exercises are entirely different, and before the child gets weary of one there is a change to something else. This change brings into play a new set of powers, and the hand, the eye, and the mind are all educated.

When a teacher makes such a program, she should endeavor to do all she can to get pupils to work at each part of the program full time, and have them interested in them. She should aim to keep up a lively interest during the recitations. The written language work can be made so very instructive and enjoyable, that children would willingly continue at work. Children will be glad of the chance to draw and to do kindergarten work, and if they have objects to work with, they will think number work a pleasing occupation. The most difficult thing to do will be to get the pupils to study the reading lesson all the time allotted. This can be secured by the judicious use of praise and rivalry.

If a teacher gets habits of industry formed in the pupils who are under ten years old, she has laid an excellent foundation in more ways than one. The children will be busy, and so will not be engaged in meanness, and cultivate habits of disobedience and feelings of disrespect. At present the pupils are not busy more than half the time, either in town or country schools. The great cause of this is lack of variety.—*Iowa Teacher.*

Study methods of teaching and originate your own; study the char-

acter of your pupils, and then adapt your teaching to the peculiar traits of each disposition. Don't try every new method, neither continue in the old ruts simply because you were taught that way. Don't make a machine of yourself, but put active life in every action, thought and expression. Don't give way to discouragement because a pupil appears stupid and incapable of being taught; but try plan after plan, and you will eventually succeed, if the boy has any mind at all. Your work as an instructor of boys and girls is an exceedingly noble one, and as a teacher you can and ought to be one of the best.—*N. C. Teacher.*

By all means have especial exercises for opening school each morning, and know beforehand exactly what they are to be; at least, of what nature. Vary these exercises from week to week and always enter into them heartily. The nature of the exercises must depend upon the school you have to teach. They should be the subject of careful preparation, and you *must* make them a success. The influence of a really successful opening upon the entire day's work cannot be estimated. Hence, while preparation is essential for each exercise of the day, that for the opening should be most carefully made.—*Ex.*

The person who exhibits good work will do much to establish a reputation as a successful teacher. If you are employed where you have not taught before, and question your ability to get good work because of the condition in which you find the school, test the pupils at once in the work you would like to exhibit, that a comparison may be made between it and the work you are able to get, at or near the end of the term.—*J. C. Hisey.*

PLACE in your school-room windows glass jars full of water, covering them with thin fabrics which are tied on so loosely as to dip into the water. Then place in one jar flaxseed, in another corn, in another beans, wheat, or small grains. You will soon have a garden of living green which the children will study eagerly.

### Literature a Safeguard to the Young.

No subject connected with the school and home can claim more serious consideration than the cultivation of a correct literary taste. There are many good books and magazines, and equally as many bad books and magazines.

There is no better way to protect a child from the dens of vice than to give him a taste for the pure and the beautiful in literature, and there is no surer way to ruin him than to bring him in contact with vile publications. A correct literary taste will save men from brutality, and women from aimless lives. Great caution and good judgment are necessary in order to make a proper selection of books to be read by children.

Our great dailies are full of vicious stories, colored adventures, wild escapes, and "love stories," tinted with deception and indecency. Forty years ago a man could take the daily paper to his fireside and in the presence of his daughters and wife read it through with, out blushing, or offending against decency. Where is the great daily to-day that can be read through in the presence of good men and pure women, without a blush? I do not wish to cultivate the acquaintance of any man who can read all in the dailies without feeling a sense of shame. The sensational and impure articles predominate to an alarming extent.

When the great William Dodge died, the papers say, "William Dodge died yesterday." But when Elliott, the prize-fighter and murderer, died, these same dailies gave three columns of gushing eulogies, and informed us that the funeral was grand; that three carloads of bouquets followed the dead body of the pugilist.

Too often our towns and cities show their literary taste in attending popular amusements. Dog-shows, variety theaters, or indecent exhibitions will have a crowded house, but an eloquent orator, or an accomplished vocalist, will have empty benches. When Joseph Cook lectures the papers say, "Mr. Cook was in the city yesterday."—But when May Fisk desecrates

the Lord's day with her indecent harangues, or some sensationalist sweeps out of heaven, as it were, all the dear sentiments of home, the papers are full of praise.

Let children visit lecture-rooms and libraries more, and the variety theater and novel stores not at all. No young man or young woman can visit these places of "popular" amusements without returning to society lowered in morals. A careful examination will convince any one that a large portion of reading done by young men and young women is detrimental to purity. In our public libraries from thirty to ninety per cent. of the books read will be found to be of a worthless character. Many boys and girls have locked up in trunks, or hid away in some dusky corner, obscene books, the very mention of which causes the blood to rush to the cheek.

Anthony Comstock visited a female college for the purpose of learning what books were read by the lady students. He was confident that books filled with vileness were sent to the college, and so informed the faculty. The president scorned the idea. Mr. Comstock was not to be defeated. He had the authority to investigate the matter. He called upon one lady and asked her if she had such a book, naming it. She laughingly said, "No, sir; I can attend to my own books." A letter was then presented, written by the lady herself, to the publishers of the same vile book. She then admitted writing the letter, but said she wrote *it for fun, but that the book did not come*. Whereupon Mr. C. informed her that a search would be made at once. The poor girl now realized her condition, and began to beg. The search was made, and the book found, and with it five or six others that would make the most indecent street stroller blush.

What is to be done to prevent this wholesale ruin? Some answer, "Establish libraries." Many libraries are full of worthless trash, and public librarians inform us that a large per cent. of the books read are the trashy and vicious. In some towns ninety per cent. of the books taken out of the libraries are

worthless, and many of them injurious. This evil must be corrected by teachers and parents.

The teacher can do much to create a taste for pure literature. The teacher of history and geography has an excellent opportunity to direct his pupils in their reading.

The libraries have good books to which the attention of pupils may be called. No one can teach history well who cannot lead his pupils away from the text books. That teacher who can inspire his pupils to read good books has done much more to shape a bright future for the boy than he could have done by compelling him to mumble over lifeless dates and tedious events. Let the teacher lead his pupils away into the cheerful fields of biography, travel, exploration, and political history. Let him give short talks on the lives of great men, great events, and prominent periods in the world's history.

Again, let colleges and schools of lower grades put more literature and history in the curriculum. History and literature should be inseparable, and largely taught. Instead of giving ten terms to mathematics, and one, or a part of one, to English history and English literature, let history and literature be in every term in the entire course, one or six years.

It is as important for the pupils to become acquainted with Lowell and Longfellow as with Calculus and Greek. It is as wise to have the pupils appreciate the beauties of Irving and Abbott as to taste Latin roots and chew Greek stems. It is *wiser* and *better* for the pupils to have a correct taste for the good, the beautiful, and the useful, than to exhaust the energies upon deep thinking.

But the teacher cannot reform the children's reading without the aid of parents, and the public at large. The parent should not only know what is read, but he should direct the reading. Some good books should be in the house. See that children can say, "*My book.*" There is a charm in ownership. Let children own books.

In order to aid parents and teachers in selecting books, we will, in our next, arrange a list of books

which we think should be read by boys and girls, and also make some suggestions as to books and how to read them.—*J. V. Coombs.*

### Universal Free Education.

BY W. H. VENABLE.

Education cannot confer any benefit upon a nation, but it can confer incalculable good. Neither population nor products, money nor machinery, bullets nor ballets, will secure lasting prosperity to any people. Nor will all these together secure it, unless they become the agents of general intelligence and sound morality. True education has never disappointed the expectations of individual, community, or state. It has always helped man in proportion to his faithfulness in seeking its good offices. The more general the diffusion of knowledge among the multitude, and the higher the popular standard of education, the better in every way will be the condition of man, whether in private or public life. Vast material resources, unless controlled by intellectual and moral influences, are as systems of worlds destitute of the attraction of gravitation. Education is not everything; yet without it a nation is nothing.

They who put their trust in legislation as a sure means of maintaining good and preventing bad, are no wiser than they who have implicit faith in the saving power of wealth and enterprise. Solon, when asked if he had given the Athenians the *best* laws, replied: "Yes, the best the Athenians are capable of receiving." In a republic the citizens fashion the government more than the government fashions the citizens. They are their own Solons, and dictate laws for themselves. But they cannot devise laws above their own capacity, nor will they obey such laws. Constitutions and statutes, banks and railroads, farms and warehouses, reflect the spirit and character of the men who make and manage them. Acts of Congress and decisions of courts are only marks upon the barometer scale of Popular Opinion, and serve to indicate the state of the intellectual and

moral atmosphere. It is vain to expect wisdom and purity to rule at the capitol unless wisdom and purity dwell at our firesides. Party corruption rages among the ignorant and vicious, as cholera infects the weak and debauched. Only education can depose spurious officeholders and amend evil measures. Intelligence desires excellent rule—petitions for reform of abuses—is a good law unto itself when thrown upon its own option. Ignorance hates all rule—demands license—demands anarchy—gravitates to barbarism. No statesmanship can save an ignorant people from ruin. Exclaims the historian Michelet: "What is the first part of politics? Education. And the second? Education. And the third? Education."

There are multitudes of wholly uneducated men and women all over the land. They weaken society, as rotten threads impair the fabric in which they are woven. And there are other multitudes so poorly and superficially educated that it requires a remarkable effort of imagination to regard them as capable of intelligent self-government. This nation, notwithstanding its boasted educational facilities, permits the existence of an immense class of foreigners, native whites and negroes, who can neither read nor write, not to speak of that yet larger class of persons who, though they read and write, are far from being able to think rationally or act virtuously. These classes are hostile to good institutions, whether they know it or not, whether they wish to be so or not. We must lift them up, or they will drag us down. Universal suffrage is a doubtful good, unless accompanied by universal education. To extend the right of voting to the ignorant is to open new fields to the spoliating hands of the demagogues. Would we have the freedman appreciate his privilege? Educate him. Would we better the condition of woman? Educate her, and she will better her condition for herself. Would we save the expense of poor-house and prison? We must incur the expense of school-houses and library. Would we avoid civil war, establish busi-

ness upon a sure basis, abolish the evils of caste, repress sensuality, and induce men and women to live rational, beneficent and happy lives? We must let education do its perfect work for high and low, rich and poor, male and female, black and white.

General education is general uplifting. Universal education is universal ascendance of humanity. The more complete the culture, the higher the elevation. Universal and complete education is universal and complete elevation—is human perfection on earth—is the millenium of enthusiasts realized.

Material resources may fail, banks break, and corporations go down, trade may languish, and mechanic invention slumber; blight may fasten upon the grain-fields, and drought dwindle the running streams; the army may disband, and the navy lie idle upon the barren sea; courts and congress may dissolve, and the sacred ballot-box moulder from disuse; but yon humble school-house must not be abandoned nor neglected. To sacrifice that were fatal indeed. To stab the people's Free School is to pierce our country in the heart—is matricide.—*Intelligence.*

OUR schools ought to quicken thought, teach self-reliance, train the senses, employ the reasoning powers. If they are to be worth what they cost, they ought to furnish a training adapted to the practical life pupils must lead when they leave school. If a child's schooling does not aid him in the struggle of life, what is it good for? The useful kind of knowledge which enrich the conscious experience of the learner and make it easier for him to succeed in life, first claim the attention of the educator. Welcome the day when our text-books will contain and our teachers teach only that which it is most important pupils should learn.—*Pa. Teacher.*

EVERY absurdity has a companion to defend it; for error is always talkative.—*Goldsmith.*

WHAT you dislike in another person take care to correct in yourself by the gentle reproof.—*Sprat.*

### Keep Sunny.

FLORA JOY FROST.

This world with all its beauty, its sunshine and its showers,  
Was made for highest duty, and not for idle hours.  
Each leaflet has its mission, each blade of grass its place;  
Each life, spite of position, bears fruitage for the race.  
Only one Spring is sent us to sow the golden grain,  
Only one Summer lent us to reap in joy or pain.  
The Autumn dawns not slowly; white hairs too soon will come;  
We lay us with the lowly, and all life's work is done.  
What matter if life's measure be long or short on earth,  
So we fulfill His pleasure for which the soul had birth—  
So we keep sunny ever, though clouds may dim our way,  
Making the darkest weather a bright perpetual day?

A smile has heaven within it if hearts be warm and true;  
A sweet voice is akin it, and both are but His due  
Who spoke us into being—blest immortality!  
Where hoping turns to seeing, and faith to things that be.  
No life but has its sorrow; tell it to God alone;  
Looking for golden morrow, keep ever near the throne.

### An Old Friend.

Recently in visiting a fifth grade room I heard the children at work upon this: "If A can dig a ditch in 6 days, B in 8 days, and C in 12 days, in what time can they dig it all working together?" Who does not recognize the problem as an old friend—or enemy?

Many of the children in the class solved the problem without hesitation, but, from answers to certain questions, doubts arose as to whether more than a very few out of the sixty understood it. Of course the value of all work in arithmetic, especially that of a purely disciplinary nature, is just in proportion to the thorough understanding the pupil has of it. The solution of the problem in question, as all others like it, is very easy to learn from a set formula, and, although pupils seem to be doing thorough work, very little good will come of it.

After the first statement in the solution—A can dig 1-6 of the ditch in one day, a boy was asked if he could show what he meant by the statement. After a moment's thought he stepped to the board, drew a representation of the ditch, divided it into six equal parts, and pointing to one of them said, "that is 1-6 of the ditch, and that is what A digs in one day." Many pupils were ready to show the facts for B

and C, drawing a separate picture for each.

The question that followed was, "Now what?" and it was an excellent one to make them think, for they knew that the answer had to be illustrated on the board. After a little time one of the pupils stepped to the board, drew a fresh representation of the ditch, and divided it into 24 equal parts. Long lines drawn across the figure showed what each could dig in a day, and the number of parts cut off what all together could dig—or 9-24ths. The second day they dug 9-24ths more, and there were 6 of the divisions left. A majority of the pupils thought these represented 6-24ths of a day. The rest thought they represented 6-9ths of a day. Most of them could find the answer,  $2\frac{2}{3}$  days, very readily; but to show just how the  $\frac{2}{3}$  of a day was obtained from the diagram was excellent in stimulating thought. I considered the half hour spent upon the problem well used.

Two or three days afterward the following statements were placed upon the board: Smith can mow a field in 4 days, Jones in 5 days, and Johnson in 10 days. How many different facts can you find out from these statements? Not fewer than two dozen were given in their answers, and they were ready to illustrate them too. Drawing may be made a prominent factor even in teaching arithmetic.—*Intelligence.*

### Discipline by Apology.

The old fashioned discipline of compelling a pupil to do penance by giving a public apology before the school, is harmful.

It is said that an offense has been committed against the school, and that reparation should be made to and before the school. It is also said that the result of this method justifies its use—that the proud boy does never repeat the offense. The plan is one that aims at wounding the spirit; the heart of the offender does never accompany the tongue in such exercise. The culprit is forced to deceive, to be hypocritical, to pretend meekness, when if he be a boy of spirit, his whole soul is enraged. A forced apology teaches the unchristian act of a make-be-

lieve repentance. The effect upon the mistaken teacher, is a notion that he himself has been vindicated and his dignity re-inforced; upon the brave boys and girls, that a sham ceremony is performing before them; upon the culprit that he will avoid the repetition of the offense, but that he will "get even" in some other way. The custom teaches insincerity, and provokes young people to make light of that real blessing, true repentance. An apology, to be effective must come spontaneously from the pupil. Any other begging pardon is a lie, and so considered both by participant and spectator.

WHILE the teacher should know in a general way the best methods in use, she should also know what are best for the particular school in which she is employed. "Make haste slowly." Do not talk about the changes you make. Make them in a manner not to be noticed by the pupils. Be especially careful at the beginning of a term because both the pupils and the people are on the alert at that time, watching every movement and eager to criticize. Suppose that oral spelling has been taught from time immemorial in your school. Suppose also that you believe spelling consists in making the forms of words we use, instead of describing the forms. Say nothing against oral spelling, but shorten the lessons. Require the words to be written as well as spelled orally. Introduce an exercise in connection with the *reading* lessons to give the pupils practice in writing, punctuating and spelling all together as you explain to them. This consists simply in copying the first few lines of each lesson. Let old and young try it. Unless writing exercises have been common in the school, no one will be able to write five lines correctly. Generally mistakes in *spelling* can be found on almost every slate. Mark the mistakes and require the mistakes to be corrected and the work re-written. If mistakes occur again require the work to be performed again, and so on until perfect copies are made. Continue this work from day to day, invariably requiring the work

to be made absolutely correct in spelling, punctuation, capitalization and arrangement, and to be written in as good penmanship as the pupils can use. Gradually introduce other written work—making sentences about objects in the room or in sight, building sentences from given words, simple descriptions of objects, persons or pictures, reproductions of stories, writing letters, business forms and giving written geographical descriptions—always insisting upon correctness. The improvement made will seem wonderful when compared with the progress made under the old system. Pupils will be able to see their own improvement. Parents will be delighted if they are shown the work. Then will be the time to discontinue oral spelling. So with other improvements or changes made—First work the school up to a condition where all can see the wisdom of the change.

TEACHERS sometimes make mistakes in not forgetting a fault when it has once been atoned for and forgiven. If a child had done a wrong thing, has really been made to see that it was wrong and ought not have been done, and has fairly acknowledged the fault and promised future good behavior, then the teacher should let that fault pass out of mind and memory. The pupil now needs, and should receive, the teacher's cordial good will and confidence. A little boy, four years old, had done a naughty thing. His mother talked with him about it, showed him his fault and how wrong it was, and he acknowledged his error. She forgave him, and he went away happy, determined to be a good boy and merit his mother's approbation. That afternoon he had occasion to ask a favor of his mother. She reminded him that he had been a bad boy in the morning, whereupon the boy said: "Now, mother, if you and I are to be friends, the less you say about that, the better!" Was he not right?—*N. E. Journal of Education.*

Who can watch a child at play and not learn something of the laws by which nature educates? See how

intensely active it is both physically and mentally. How eagerly it studies nature, looking at every new object it meets. How much it loves to do things, to make what it has seen others do. How quick it gains information of those things which it wishes to know. How frequent the changes in its occupations. Does not all this suggest any ideas to the teacher as to the course she should pursue with the little pupils? There are thousands of teachers (we call them teachers) in our state who have seen the children grow, under nature's teachings, strong in intelligence and childish skill and yet these same teachers will call the children into the school room, place a spelling book in their hands and say, "Study your lesson and keep still." Away with such teachers! The teacher who would repress a child's activity, deprive it of objects, forbid it to change occupation and give it nothing but empty symbols is far behind the spirit of the age. The teacher's duty is to direct, not repress, the pupil's activity. Let all teachers who can not or will not learn of the child how to teach the child stand aside. Their place will soon be filled by teachers more worthy of the name.—*Iowa Teacher.*

If a teacher has been faithful, done good work and given good satisfaction, he or she is better prepared to take up the work where it was left at the close of the term than any stranger of equal qualifications can be. We have long wished that our directors would adopt the practice of engaging their teachers by the year after they find such as suit them. The teacher that is sure of being retained in his position, other things being equal, will labor harder to give entire satisfaction than he otherwise would do. Permanency of position and certainty of employment are important factors in the school question, and deserve more consideration from school boards than they receive.—*R. A. Smith.*

Do you realize that pupils must have variety in work, and that, especially with young pupils, changes in work must be frequent? Do you study your pupils from the

standpoint of "how to direct their energies," or are you trying to keep them "quiet." Have you learned that it is not in the nature of a healthy child to fold his hands and "keep quiet," that it is naturally overflowing with energy which only needs to be properly directed? What are you doing to properly direct this energy? Is not here food for thought and close study that cannot fail to waken in you an interest for your school? Teachers, think first and then act as becomes persons upon whom rests such great responsibility.—*Dan. Miller.*

MANY Teachers systematically foster habits of carelessness and inattention, thoughtlessly, perhaps, by allowing erasures in written work, and needless repetitions in oral work. Have the child say a thing the first time he tries it. Have him write whatever is attempted at first trial. What he says may have to be said in half a dozen other forms. What he writes may need to be written a dozen other different ways. But have all done without stumbling and stammering, erasing and revising. By stumbling and stammering, erasing and revising, he falls into the habit of not being able to do a thing at first trial.—*School Education.*

HISTORY is but a series of tales of human beings. Human beings form the theme which is of all things most congenial to the child's mind. If the subject loses all its charms by our handling, the fault is ours, and we should not blame the child.—*Geo. Chandler.*

BE not over-exacting in requiring the child to use your method in his work. While you may have a correct, effective method, do not flatter yourself that it is the method, to the exclusion of all others; for, however perfect it may be, it will have to be shaded to meet the requirements of any other human being. Success results, not in having the scholar imitate our methods, but in recasting the essentials thereof into a method peculiarly his own.

# PHILOMATHEAN GALAXY.

ODELL S. GHALFANT, Editor.

MOTTO---NON PALMA SINE PULVERE.

Gov. PATTISON was recently elected an honorary member of the Philo Society. In a neat letter he expressed his thanks to the Society.

"KEEP your head and heart full of good thoughts, and bad ones will find no room."

"Oh! that essay," we frequently hear. But from this we are not to infer that the essay will not be written. To the contrary, it will be written, and that in the best style.

NEVER before were the members so enthusiastic over the work of holding up Philo's good name as at present.

THE membership of Philo Society consists of 38 active, and 39 honorary members. Of the latter, among the most prominent are Gov. Pattison, R. J. Burdette and Col. Hazzard.

THE old cushion (president's) chair formerly occupied by such distinguished persons as Profs. Smith, Newlin and Lackey, and Drs. Dearth, Parkhill and others, is now ably filled by Mr. J. Z. Simpson.

THE latest accessions to the roll of members were Miss Georgia Williams and Messrs. Wingett and Ward.

## A Young Man's Fortune.

A young man's fortune is not to be found in inherited wealth or social position. Gracious manners or business habits are good things to cultivate, but are not all. Will power is his fortune. This is the essence of the man. A young man with only a little will power is a failure. It should be cultivated. Genius is a gift of God, and should not be a cause of pride, but an honest pursuit of duties is an exhibition of will power, and is something to be proud of. Well-directed, ed-

ucated will power is what a young man needs.

"LIFE'S field will yield as we make it,  
A harvest of thorns or of roses."

THE habit students generally have of taking notes is a pernicious one, when carried to the extent that it sometimes is. The prevailing tendency in this age is to substitute note books for brains. While it is true that our modern system of education does neglect the culture of the memory, yet, the writer believes that every adult student of sound mind should have sufficient mental grip to catch and hold not only a single idea but many, without taking the trouble to jot them down. We are prone to fall into this habit of scribbling on paper and to forget, for lack of practice, the art of etching on memory. Yet, the latter process is by far the more desirable, for it is not only instantaneous and noiseless, avoiding the hurry and confusion of hunting book and pencil, tearing paper, etc., but it also stores up knowledge in a regular order. Memory naturally tends to group together like objects of thought, and so a thing once memorized is, to a certain extent, classified. Necessarily this cannot be so with thoughts written down on the spur of the moment. Pick up any student's note book and you will find contained therein a jumble of ideas that "would make angels weep." Knowledge of this kind can be of but little use, for it is never ready when wanted. It never builds up into a science, and seldom ever unites to form a single idea. Avoid the use of note books as much as possible, and rely more upon natural and cultivated strength of memory.—SELECTED.

MR. S. asked a young lady her age, and she replied, "six times seven and seven times three, added to my age will exceed six times nine and four, as double my age exceeds twenty. "Ah! ah!" said Mr. S., "I thought you were much older than that."

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# CLIONIAN REVIEW.

MOTTO---PEDETENTIM ET GRADATIM.

L. B. WILSON, Editor.

OUR school is the Modern Paradise; at least it contains at present Adam, Eve and Abell, and sometimes an incautious word will almost "Raise Cain."

OLIO will give another of her select entertainments sometime near the holidays. The performance will consist of debate by Messrs. Snodgrass and Wilson, oration by Mr. McCongly, declamations by Misses Jenkins and Stockdale, select readings by Misses Moore and Teeters, essay by Mr. Kinder, and music, dialogues and tableaux by a large and efficient committee.

A YOUNG man's fortune is not in inherited wealth or social position. Gracious manners and business habits are worthy of cultivation, but they are not all. Will-power is the principal thing,—the essence of the man. Genius is a gift from God and scarce merits admiration, but honest pursuit of duties is an exhibition of great will power, and well deserves all praise. It is not that time is wanting in our lives, but that we make a wrong use of much of the abundance that is given us.

CHARACTER is made up of little things, and it is only through constant watchfulness over *details* of right and wrong that we can hope to build it into fair or enduring proportions.

WHAT is it that distinguishes a true *man* from a mere *thing*? What is it that enables him to rise above all obstacles and difficulties, and stand paramount to all creation? It is his independence to think, to speak, to will, and to act; for this attribute, if it be not abused, enables him to become a true thinker, to penetrate facts and theories, and thus to make evident to himself their existence and truth.

INSTEAD of becoming "love poets," renowned for shallowness of thought and lack of rhythm, would it not

be better for us to strive to speak and write correctly, in plain English, on common-sense subjects with which we are well acquainted?

IS IT honorable and just and benevolent for a young man who, in his inaugural address as President of the Society promises to act in a fair and impartial manner to all, to pay his compliments to one lady during his entire administration?

"PUSH yourself up head" is not half so good a motto as "Be what you profess."

## To-Morrow.

It is a strange thing that, while we sigh for our yesterdays and feel ashamed of our to-days, we should all agree in thinking so favorably of our to-morrows. To-morrow is, for the most part, the only day in the year with which we are satisfied. Other days, like a schoolboy's copy-book, are blurred and blotted, but to-morrow is a fair page, smooth, clear and white. Could I effect my purpose, deeply would I impress my own and every other heart with the danger of neglecting to-day and trusting to-morrow. For to-morrow is like a fruit that grows beyond our reach; a glittering bubble that bursts and vanishes away.

## Discontent.

Discontent is not usually regarded as a desirable attribute to character, but nevertheless it is partly by this element that men have risen to eminence. Only when dissatisfaction with the present condition arises do we strive for a higher and nobler state of being. As long as the mind rests content with its own achievements, just so long is it in a state of stagnation, and not until *discontent* has entered, and the soul with a passionate longing yearns for something it possesses not, does true growth begin.

EGOTISM, in the open-countenanced style, is very odious; but when egotism and deceit walk hand in hand, the latter attempting to shield the former from the public gaze, they, twin vices, become almost Satanic in their meanness. It is proper and right that a man have confidence in himself; but misguided ambition, fostering deceit and flattering and seeking only the loving estimation of courtiers will beget that state of the imagination that might be termed "Phantastical Crankism."

## Music as an Influence.

Speaking of music as an influence gives an opportunity to say a little of a great many things. Music is supposed to be part and parcel of almost every public and social entertainment. It is called on to entice a crowd to hear the candidate orate on "the stars and stripes, the American eagle, George Washington Esq., and the Declaration of Independence." The dear people go to hear the ——— brass band. The Sons of Labor have a picnic, and the Sons of Veterans have a picnic, the Sunday school has a picnic, the Grangers have a picnic, the Beer Brewers assn. has a picnic, and—everybody has a picnic, and "come one, come all." *Good music will be furnished.* The family has a re-union, the occasion is "a most enjoyable one. *The music added greatly to the interest.*" Who ever heard of a church service, except that of the Quakers, in which music was not a recognized necessity? Point to a social gathering at which it is not considered essential! But you say "you have not said what its influence is." No, and I don't intend to. I have neither time nor space. "Put two ideas together" and you will see that it has an influence, because it is an attraction.

## Benefit of Personal Work.

BY IDA M. GARDNER.

The teacher who is most successful is usually the one who does the most personal work with her scholars; who gets a hold upon their lives and influences them, consciously or unconsciously, every hour of the day. Classes may do very thorough, faithful work, and the school be called successful; yet, if there is not individual growth and development, the highest success is wanting. The teacher who feels this, and is anxious to do the best possible for every child, is often misled by trying to do too much at once, or by too great haste. Growth is slow, and awakening not always pleasant. There is no time when the teacher must rule herself more firmly, or curb her impatience more thoroughly, than when she sees the first symptoms of growth. Too much haste will crush the tender germ; a momentary carelessness ruin forever the high ideal gradually forming in the child's mind.

Let the pupil be won, first of all, to respect his teacher. Her neatness of dress, and daintiness in the care of her person; the quiet, gentle dignity of her bearing; her careful, refined speech; her firm, just government; her truthfulness,—all these will gradually and insensibly build up, in the child's mind a standard of excellence, with which, so soon as he becomes aware that his teacher loves him, he will begin to compare himself. When this has been accomplished, the battle is half won. To furnish one with a standard of excellence is much. To awaken a desire to attain that excellence is infinitely more, and everyday of intercourse should strengthen that desire.

Win the child to love you. With the right management, love, naturally and easily, follows respect. Here is the grand field for personal work. "If my scholars won't believe that I love them, how can I make them love me?" You cannot, if they will not believe; but they will believe if it is really true. By intuition the child unerringly discriminates between genuine love and that which is forced as a matter of duty. If you can look through the disguise of dirt and rags, and see, behind the mask, an immortal soul in all its grand possibilities, without a thrill of longing to lift that soul up and out into "the vast to be," you have no right to be in the school room.

A true mother is never at a loss to know what to do to make her child

know that she loves him. It comes as a matter of course. Many a child would answer, if questioned as to his love for his mother, "Why, don't you know? Mother loves me."

A loving hand laid on the shoulder, a pleasant "my boy," has often told the child that his teacher *likes* to claim possession in him; and "love begets love." How slow we are to learn this simple truth.

One word of encouragement from those who do love their pupils, but who from lack of experience with children, or from native shyness, do not know how to express their love. Dare to do the thing your heart prompts you to do, and you will meet with a return that will soon set aside your fear or shyness. Said a lady to me as we watched her pupils fling out at night, "Haven't they dear little faces? I just long, sometimes, to kiss them good-night."

"And why do you not, now and then, when the right opportunity offers?" I replied.

"I do not know. I was never brought up to do such things. My father never kissed me, and my mother only at bedtime, when it became a part of 'saying my prayers.' To be honest, I dare not do it, for fear the children will think I am silly, and will lose their respect for me."

Ah! love is better than respect, for it includes respect and a great deal beside. "I like my teacher very much; she makes us all respect her." "Oh, mamma, mamma, teacher kissed me good-night!" Which is the "exceeding great reward?"

Out of respect and love for one's teacher, there grows instinctively a desire to be like her; to do things she does; to like what she likes. Here the teacher must not fail the child. Looking around upon his surroundings, the boy says, "I can never be like that." The girl, just awakening to the desirableness of refinement and culture, hears the careless speech, sees the uncouthness all about her, and says, "What's the use? Would she be so nice if always her life had such surroundings?" Oh, teacher, how can you leave the child's aspirations after that which is good and true, to go out in darkness and despair? You must make your influence *hopeful* as well as refining. Meet the slightest indications of an upward striving, by your belief in the child's power to rise. Make him believe in himself, in the power that is given to every man to rise above

his circumstances. But let him know that you believe in him, because God has promised to help him; and God and a human soul working together are stronger than all the powers of darkness. Do not smooth over the difficulties of the struggle, lest disappointment and defeat at every step should crush out the aspiration. Honestly admit, and set before the child the obstacles to be overcome. Take advantage of that trait of human nature which makes it pleasant to regard one's self as a possible hero. Lead the boy to prize more highly the thought of victory, because the struggle is so great. Lift him up to companionship with the heroic souls of earth, and stimulate his ambition to be worthy of a place among them.

Make opportunities of talking with your pupils alone. If you can do it in no other way, think of something about which a pupil can help you after school, and make the help a personal favor to yourself. "It is more blessed to give than to receive," and human nature takes one step upward when it finds itself "good for something." Many a noble life that is blessing the world to-day dates back the first upward aspiration to that first talk "all alone with teacher" in the gathering twilight, when teacher and pupil first touched souls.

Those who have charge of girls in their teens have no conception of the wonderful influence they may exert upon those girls. Never, in all a woman's life, does she need a friend more than in the years from fourteen to twenty. Already outgrowing the ideals of childhood, with new ones but crudely conceived and scarcely grasped, the girl shrinks from letting even her mother see into her inmost thoughts; and, unless she has a mother marvelously wise, she begins to find friends outside the home circle who share thoughts she "would not let mother know for anything." This is your opportunity, teachers. If you can win the love and confidence of such a girl, eternity alone can reveal the value of your influence over her. Hero-worship is a normal accompaniment of youth. If it be preceded by the worship of an ideal woman who can appreciate the romance and sentiment of youth, and furnish it with loftier ideals, the hero-worship will never degenerate into an unworthy passion.

A young lady of seventeen, already engaged to be married, was led to confide to her teacher her plans of life and her expectations of happiness, because

one day, when the two happened to be left alone in the school room, her teacher remarked to her as they separated, "I suppose you are very happy in looking forward to the future; bring your friend to see me some evening; I would like to know the gentleman who is to win this girl of mine." The fact that the teacher cared to know her friend, and that she appreciated and sympathized with a young girl's feelings, paved the way for many quiet talks, in which the girl learned to take higher views of the duties and responsibilities awaiting her. Who can tell where the end shall be?

Do you say that personal work takes time and strength, and that you cannot afford to give so much? Fellow-teachers, do you ever have days when teaching seems hopeless drudgery, and you yourselves are growing old and "tired of living?" Do you look forward with fear to the time when your work will be done only under the spur of inexorable duty? By those hopeless days, by those heart-chilling fears, you can afford to spend the time and strength to get a hold upon your scholars' hearts. The teacher who lives again in her pupils' lives never grows old at heart. The affection and love of her pupils, the steady growth of the souls in her charge, give courage and strength and a never-failing source of happiness. Surely, "they that be wise shall shine."—*N. E. Journal of Education.*

#### The Penalties of Education.

Most middle-aged persons can well remember the time when a very usual copy set for the youthful penman was, "A good education is better than riches." Many a poor parent to-day consoles himself for his poverty in the reflection, "I am not able to bequeath any money to my children, but I have given them what is really better—a good education."

This putting of education in the scales against a veritable money-bag is by no means a tradition. It is the prevalent method of estimating the value of education, although the method seems to be somewhat on the decline.

The conviction is planting itself that education is not an unmixed good. Prof. Swing, in a late sermon, presents forcibly some of the considerations that begin to impress society. Even educators cease to swell with resentment at the insinuation that the common schools have a tendency to render hard labor ignoble in the eyes of our youth.

It is a pleasant sign that Prof. Swing in the midst of the temptations of his discourse, avoids the usual, though shallow, thrust at the public schools. He evidently feels what, it would seem, any fair observer must see, that it is silly to put upon the schools, a feeble agency in comparison with the total sum of education, any large responsibility for what is the general result of a literary education no matter how obtained. And educators ought to see, as some of them do, that it is equally silly to deny that the tendency of the schools is in inevitable accord with the universal result of education upon individual character. The thing to hold accountable is education in general, and not our schools in particular.

However it might be in the case of an ideal education, it seems beyond dispute that the actual effect of securing that mental power and superiority which are implied in the term education, or its semblance, is to beget a self-consciousness and an inspiration that are not content with the drudgery that makes a living by hard labor.

It is not among the least of the blessings of education that it does beget this inspiration, this ambition. The effort and desire to escape mere physical labor is a strong lever in promoting both race and individual elevation. That along with this ambition often go vanity and a false estimate of what is worthy, is one of the penalties that come from partaking of the tree of knowledge. But they are the accompaniments of that little learning which makes one mad, an amount that, unfortunately, a large part of mankind never get beyond.

Whether the education that stops here, leaving these defects in the character, is more of a blessing than a curse to the individual and to society may be a question. But if this stage were never reached there would be no hope of reaching the stage beyond, which is full of health and blessing. The evil must be endured or the subsequent good cannot be attained. It is a penalty entailed by human nature.

But those who take to education simply as a business investment, a means of livelihood, not unfrequently pay a heavy penalty in prolonged disappointment and unrest. For them there is a sad irony in the statement, "Education is better than riches." The lie is given to it by the money-getting experiences of life. Solid, thorough-going education cuts no creditable figure as a mere money-getter in competition with that

smart, trade intelligence, which may be absorbed without ever seeing a book, school or college. If we would avoid the penalty we must abandon the idea and never permit our children to get it, that there is money in an education, therefore let us get an education. We must teach them an education means, or ought to mean, manhood, character, power to extract happiness and good from life, irrespective of the wealth we may possess.—*Intelligence.*

POWER to discriminate is the thing sought in teaching the child to observe. Object teaching is valuable in proportion to the success in this department. It is not to teach him to look at objects merely, but to discriminate clearly the various peculiarities of the object in shape, size, color, etc. The present danger of object-teaching being buried in oblivion will be avoided if the young minds can, through such lessons, be trained to make sharp distinctions. There is too much that is invaluable in these much-abused exercises to allow them to be discarded, notwithstanding the sarcasm that greets them from various pens.

#### Directions About Written Examinations

1. Do not be in a hurry. Take time to read every question carefully, so that you may be sure to answer just what is asked, and nothing else.

2. Work slowly and thoughtfully. Think out your answers and condense them into the fewest words possible.

3. If you come to a puzzling question, pass it by until you have answered the rest, and then turn back to it when you are not pressed for time.

4. Write neatly and legibly, and punctuate as you write. Separate your answers by a space, so that the examiner may distinguish each without confusion.

5. After you have completed paper, go over it carefully with reference to accuracy, expression, spelling, punctuation, and capitals.  
*John Swet on "Methods of Teaching."*

## Botany for the Little Ones.

### OUTLINE OF STUDY—LESSONS TO TEACH THE PARTS OF A PLANT.

The objects of these lessons is to secure to young pupils an elementary knowledge of plant life which shall serve as a foundation for subsequent scientific study of the same. They afford an admirable opportunity for the training of the perceptive faculties and supply the best kind of material for language teaching.

#### 1. To teach to name the parts:

**Root, stem, leaves, hairs, buds, flowers, fruit, seed.**

#### 2. Teach to describe the parts:

**Root:** The root lives in the ground.

**Stem:** The stem bears leaves.

**Leaves:** The leaves grow on the stem.

The leaves are thin.

The leaves are flat.

The leaves are green.

**Hairs:** The hairs grow on the leaves and on the stem.

**Buds:** The buds grow on the stem.

The buds are full of little leaves.

Leaves grow from buds.

**Flowers:** The flowers grow on the stem.

The flowers are bright colored.

The flowers smell sweet.

**Fruit:** The fruit grows on the stem.

The fruit has seeds in it.

**Seeds:** The seeds grow in the fruit.

#### 3. Teach to name and describe the parts of a leaf:

**Petiole, blade, stipules, veins.**

**Petiole:** The petiole is narrow.

**Blade:** The blade is broad.

**Stipules:** The stipules are like little blades.

The stipules are at the lower end of the petiole.

**Veins:** The veins are in the blade.

The veins are hard.

#### 4. Teach to name and describe the parts of a flower:

**Sepals, petals, stamens, pistils.**

**Sepals:** The sepals are the outside of the flower.

The sepals are green.

(All the sepals form the *calyx*.)

**Petals:** The petals are next inside the calyx.

The petals are bright colored.

(All the petals form the *corolla*.)

**Stamens:** The stamens are next inside the corolla.

The stamens have two parts.

One part is like a thread. (Call this the *Filament*.)

The other part is on top of the filament. (Call this the *Anther*.)

In the anther is a yellow powder. (Call this *Pollen*.)

**Pistils:** The pistils are in the middle of the flower.

The pistils are larger at the bottom than at the top.

(Call the larger part at the bottom the *Ovary*. Call the large part at the top the *Stigma*. Call the part between the *Style*.)

There are some little bodies in the ovary. (Call them *Ovules*.)—*George H. Martin, A. M., Bridgewater, Mass., in Primary Teacher.*

### Hints for Educational Reading.

In much of the school reading it is well to make the text-books the basis. Pupils will feel an interest in some subject which is touched upon in the lesson, and will wish for more information about it than is found there. Such information should be sought in some larger and more complete work, which, perhaps, may be quoted, or in some way referred to in the text-book. Do not let pupils undertake to read all the works thus referred to, but let them make themselves masters of what they do read.

Let the pupils become familiar also with the use of works of reference, particularly such as are arranged in dictionary or alphabetical form. These are not designed to be read through, but to be consulted for information which one part of the volume may contain, independently of all other parts. In the same way they should form the habit of using maps and atlases, when reading any work which is concerned with the location of the places.

Wholesome habits of reading should be acquired and maintained. Concentrate attention on the subject read, for it is worse than useless to dawdle through it. Read carefully and thoroughly, so that one subject may be digested in the mind before passing to another.

A proper ambition is commendable, in reading, as in other things, but there is nothing meritorious in the mere act of reading apart from any good results. Remember that one book, thoroughly digested, is better than twenty quickly hurried through, and then as quickly forgotten. Nor should reading interfere with ordinary school duties, but be made supplementary to them. So, also, it should not interfere with regular outdoor exercises.

It will be well occasionally to mark

the reading for a series of weeks or months, causing pupils to note down what new ideas they have gained from the books read, and noticing whether the advance has been, on the whole, in the right direction. If it has not been, begin at once to correct the error. It will be a useful practice for them to enter in a note-book, from time to time, such facts or memoranda as they consider of special value. The very act of writing will serve to fix them in memory, even though never looked at again. Life is too short to read many books through but once, but one will occasionally find a book which so impresses him that he will wish to go through it a second time. One is surprised to find, not only how interest is almost doubled on the second reading, but how the two views obtained of the book, supplementing each other, helped to fix an image of its main ideas in the mind. In brief:

1. Begin by having pupils base their reading on the school text-books.

2. Have them learn the proper use of reference-books.

3. Teach them to use books that they may obtain and express ideas of their own.

4. Have them acquire wholesome habits of reading.

5. Let them use imaginative literature, but not immoderately.

6. Do not let them try to cover too much ground.

7. Have them feel that they need not hesitate to ask for assistance and suggestions.

8. See that they make their reading a definite and recognizable gain in some direction.—*Teacher.*

### The Distinctive Principles of Normal School Work.

BY ALBERT G. BOYDEN, A. M., BRIDGEWATER, MASS.

"A Normal school is an institution for the education of teachers."—(*Webster*). It is not an attachment to a high school, to an academy, or to a college, but an institution in itself, "having a local habitation and a name," equipped with the corps of teachers, the course of study, and the necessary appliances for the accomplishment of its object. Its sole work is the education of teachers.

"A thing is normal," according to *Webster*, "when strictly conformed to those principles of its constitution which mark its species." Tried by this test, the education of the child and the teacher is normal when strictly con-

formed to the laws of the physical and rational nature of man. An institution whose purpose is to educate teachers according to this standard is properly called a Normal school. Its *purpose* determines the class of schools to which it belongs. Its excellence depends upon the *quality* of its work.

The teacher has the organization, the teaching, and training of the school committed to his hands. He directs and controls the activities of the children while they are forming habits, and laying the foundations of character. He should be able to train the child in the right use of all his powers.

The distinctive work of the Normal school is to educate the teacher according to the normal standard. To this end the normal student must have as definite and full knowledge of the human body and mind as possible. By careful study he may learn the structure, functions, and conditions of health of the human body. He may learn the powers of the mind, the order of their development, the objects upon which they are employed, how they are called into right exertion, and the products of this activity as they crystallize into those habits of thinking, feeling, and willing which constitute character. By this study he discovers the laws of human life, and learns what education is, as an end, and as a means, and derives the principles which guide the practice in the normal education of teachers and children. This general knowledge of mind prepares the teacher for that close observation by which he may learn the peculiarities of each one of his pupils, so that he can teach and train each one in the way he should go.

The normal student must make a careful study of the art of teaching and training, that he may know distinctly what teaching is, what training is, and the means by which he will sustain the attention of his class, as dependent upon a knowledge of the subject; the selection of the proper objects of thought; the natural and logical arrangement of ideas; the presentation of the objects of thought; the direction of the pupil's thinking; the use of the best motives; leading the pupil to acquire ideas, and to their correct expression, orally and in writing; recapitulation and reviews; criticisms by the class and teacher; daily preparation by the teacher; and the general culture of the teacher.

The normal student must make a thorough study of the course of study

in all its grades, as a means to teaching and training; that he may know what studies should be included in the course, and why these subjects should be studied; in what order the studies should come, and the relation which they hold to one another; in each study what shall be taught, and why; the order in which the parts shall be considered; and the method of teaching and drilling the class upon all parts of the subject.

The normal student must thoroughly examine the subject of school organization, that he may know what it is to organize a school; the advantages of a good organization; the preliminary preparations for opening a school; how to open a school; how to classify the pupils; how to apportion the time and studies; and what provisions to make in relation to order.

The normal student must carefully consider the teacher's moral duties, with reference to the need of moral training, the object of it, what moral training requires for the pupil, for the teacher; the principles of government; school government; its necessity; how the end of school government—self-control—shall be secured; the effect of the proper arrangement of the exercises; the effect of good management, its requisites; the best motives, and how they shall be used in governing; the teacher's personal habits, the teacher's spirit; his love for his work, his willingness to work, his willingness to sacrifice, his love for his pupils, and his honesty.

He must study the history of education that he may know what has been attempted and accomplished. He must study the school laws of his own State that he may know his legal status.

The teacher must have such a degree of skill in the application of these principles and this knowledge as will enable him to organize and control his own school, and to educate his pupils. It is the distinctive work of the Normal school to secure to its students this knowledge and skill according to the measure of their ability.

The first distinctive principle of Normal school work is that the normal student is to be a teacher. He is to look at the acquisition of knowledge, the teaching, the training, all the exercises of the school, his own spirit, purpose, manners, and conduct from the standpoint of the teacher. The acquisition of knowledge in this spirit is as much a part of professional work as teaching is.

The second distinctive principle is that the teacher is to be educated for his work. His mind is not only to be furnished with the knowledge of subjects and methods, but trained to comprehend and apply the principles of education. He must be required to imitate good teaching; to teach, drill and examine in all grades of the work under intelligent supervision. The Normal school is a training school in all its course.

The third distinctive principle is that the method of instruction in the Normal school is to serve as a model for the normal student. Not that it should be followed literally in all points; the teacher must always adapt his work to his pupils; but the principle, the arrangement, the spirit, and the manner of conducting it will be imitated. The unconscious tuition of the school in some things is more potent than the conscious teaching.—*New England Journal of Education.*

#### How to Teach "Language" to Young Pupils.

BY R. C. METCALF, SUPERVISOR OF SCHOOLS, BOSTON, MASS.

The teacher should remember that by "language teaching" we mean that training which shall result in a read and correct use of language. She must remember that language is used in two ways only; orally and in writing. Remembering also that children learn to talk by talking, and to write by writing, she is prepared to take the first step in language teaching intelligently.

First, give the pupils something to talk about. Tell them a good story and let them, in turn, tell it to the class. One pupil can tell a little of it and another may then take it up and carry it on until a third is ready to assist. In this way half a dozen, and even more, pupils may take part in telling the same story.

Other stories can be added from day to day until a sufficient stock has been accumulated for ordinary use. A list of these stories should be written upon the blackboard.

Daily, or whenever the pupils are weary of any class exercise, let the teacher say, "Now, children, let us tell stories. Who will tell the story about the monkey?" Ned, and Annie, and George tell this story in their own simple language. "Now, who will tell the story about our dog, Carlo?" Three or four other children take part in the story. And so the story-telling goes

until it is time to resume the usual class exercises. The children should be encouraged to tell these stories in their own words. Few, if any corrections should be made until the story has been fully told. Then the teacher asks if anyone has noticed a mistake. Such mistakes as have been noticed will be commented upon by the teacher, but in such a way that the pupils will feel perfectly free to "take a hand" in the story-telling whenever they have a chance. The teacher should remember that most of the mistakes will disappear as the pupils become accustomed to talking.

These stories should be *told* and not *read* to the pupils, in the first place by the teacher. Young children are very likely to catch the words of the book, and whenever they do so the story telling, as a language lesson, is of little value.

When children are old enough to write, these stories can be written upon the slates. Thus they may be trained in the use of *written* language. They should be encouraged to express themselves in writing just as they have expressed themselves when telling the story orally. Moreover, the teacher should neither talk herself nor allow anyone else to talk while this writing is going on. She may walk quietly among the scholars as they write and may take note of such errors as she would like to comment upon before the whole class, but the pupils should have at least ten minutes of uninterrupted time for writing.

The work thus briefly outlined should be carried on for four or five years, the stories being adapted to the ages or capacities of the pupils. If it be true that children learn to talk by talking and write by writing, surely we have a right to expect that at the end of five years of such training they will express themselves both readily and correctly in good language.  
—*Practical Teacher.*

#### Reading or Word Naming.

A county superintendent in Illinois writes:—"I have been pained many times to see a row of boys and girls stand before the teacher and set to naming the words in their reading books; nor could the teacher pass beyond that step; it was always word-naming and never reading. And after studying the case over, I have ever found that some teachers were defective in language culture."

This is a correct statement. You cannot make a good teacher of reading of one who does not understand language. A young man was lately observed in the school-room; it was his second term. He managed his second reader class in a very bungling manner; the pupils merely called off the words, their minds evidently on something else, they gained no ideas. Watching the teacher it was seen that his articulation, accent, pronunciation, and penmanship, were of the lowest order. He wrote a sentence on the black-board in a style that must have sunk him in the opinion of the school; he misspelled one of the simple words. "No wonder that he has such a reading class," was the comment; he does not comprehend the language he speaks; yet he was an American and a respectable looking young fellow. That school will go on "naming words" all this winter, instead of reading; they will be disorderly because they cannot read—for the human being loves to read—for reading means advancement, growth, enjoyment. Reading means thought-grasping, and is like the art of playing ball, or skating; it yields pleasurable results. Why is it that teachers fall into and stay in this word-naming rut? Is it ignorance? It undoubtedly is. Says Webb, the originator of the natural or "word method": "It is amazing what efforts are made to prevent reading on the part of the pupil. In visiting schools I have been obliged to say, 'Let the pupils alone, they will read if you only give them a chance.'"

Hear the natural, easy and impressive *talking* out of school; hear the drawling, mechanical, meaningless reading in the school; yet they are parts of one and the same thing. Word-naming is not a step toward reading; it stands in the way of reading.—*School Journal.*

#### Curing a Bad Memory.

Our readers have, doubtless, heard of *mnemonics*, the name given to any system of rules intended to assist the memory. The practical working of such a system is hindered by the fact that it requires a good memory to remember its precepts, when the occasion comes to use them. But a writer in *St. Nicholas* gives two simple rules for the improvement of the memory, which can be easily recalled and readily put in practice.

Your memory is bad, perhaps, but I can tell you two secrets that will cure

the worst memory. One—to read a subject when strongly interested. The other is not only to read, but think.

When you have read a paragraph or a page, stop, close the book, and try to remember the ideas on that page, and not only recall them vaguely to your mind, but put them into words, and speak them out.

Faithfully follow these two rules, and you have the golden keys of knowledge.

Besides inattentive reading, there are other things injurious to memory. One is the habit of skimming over newspapers, all in a confused, jumbled, never to be thought of again manner, thus diligently cultivating a habit of careless reading hard to break.]

Another is the reading of trashy novels. Nothing is so fatal to reading with profit as the habit of running through story after story, and forgetting them as soon as read.

I know a gray-haired woman, a life-long lover of books, who sadly declares that her mind has been ruined by such reading.

FINE school houses are fine things, but fine school houses are not fine schools. I have seen poor schools in good houses. Let us have both fine houses and good schools if we can, but if not both, good schools at all events.  
—*The Educationist.*

#### Principles of Teaching.

1. Teach objects before names.
2. Teach ideas before words.
3. Teach thoughts before sentences.
4. Knowledge before definitions.
5. Proceed from the known to the unknown.
6. Proceed from the concrete to the abstract.
7. Proceed from the simple to the complex.
8. Proceed from the particular to the general.
9. Proceed from rudimentary to principles.

"LEARN them correct pronunciation." This is a sentence frequently found on examination papers. We call attention to it because of the incorrect use of the verb *learn*. One never learns *others* in the sense of instructing others. In all such places *teach* is the proper word to use. "*Teach* them correct pronunciation." When one learns he gets information, etc., for himself.

NEVER buy what you don't want because it is cheap.

THE children should be taught and trained to be prompt, to be truthful, to be honorable in their conduct in school and on the playground—to be just in the expression of an opinion of a topic or person. How much all this involves of character and intelligence on the part of teachers! How the relations of each to all must be explained and dwelt upon, until the whole circle of results can be comprehended! This teaching is a great work, if properly and faithfully done.

THE teacher may describe an object in the school-room or in sight and ask the pupils to tell what it is. Let each pupil describe an object for others to name. Describe a person. Describe a city, lake, river or country. This will serve for an occasional general exercise.

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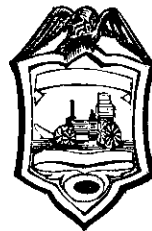
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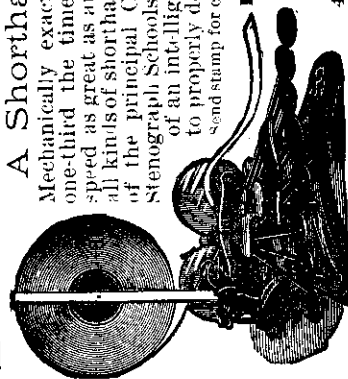
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PROF. E. L. RAUB subscribes for the REVIEW, and reports his father's academy at Newark, Del., in a prosperous condition. Miss Gertie Bridgeman, class of 1885, has charge of the primary department.

WE hope our readers will bring the California Normal to the attention of young people who think of going to school. Our advantages now are so marked that, if they were fully known, we would not have room for the students who would attend. Speak to these young people of our earnest and able instructors, large and choice library, first-class lectures, elegant rooms with Brussels carpet and steam heating, excellent table-board, *never complained of*, the growing demand for our graduates in good positions, and our very reasonable rates—\$168 a year to those expecting to teach, and \$118 to those who graduate. This includes board, room, heat, light, and tuition.

THE enrollment on the first day of the Washington County Institute was 267. Good. In several important respects the Institute was the best held in this county in many years. It is generally conceded that Superintendent Spindler knows how to arrange for and conduct an Institute. The following quotations were made at the Institute by our scribe:

*Dr. Higbee:*

The home and the school should be brought closer together.

*Dr. E. E. White.*

Directors have full authority to pay teachers for their five days at Institute. This time cannot be counted, however, as days taught.

I have not carried a calculus nor a Greek grammar in my pocket for twenty years, but I have carried with me all the time the influences of my school life.

Develop the distinctions in a grammar lesson before asking a class to prepare it.

Questions in books of geography should never be used, except in review. Teach orally first.

The elements of physiology have been taught in the public schools of the state of Indiana for fifteen years.

Mistakes of emphasis are usually blunders of the mind, not of the voice.

Our profession is especially exposed to hobby riding.

In a good method there is a place for the best things in all methods.

The great problem now before our American educators is how to conjoin oral instruction and book study.

It is scarcely ever necessary (if you are skillful) to tell a child anything in numbers.

MR. THOS. J. CHARLTON, of Canonsburg, class of 1882, sends a club of seven subscribers for the REVIEW; Mr. J. F. Bell, of Claysville, class of 1884, a club of ten; Mr. J. C. Longdon, of Amity, class of 1884, a club of five. Let the good work go on.

#### Topics for the General History Class.

1. Discuss the Olympic Games, their origin, importance, and influence upon Greek civilization.
2. Characterize, in general terms, the governments of Sparta, Athens and Corinth prior to 500 B. C.
3. What were the causes of the Persian War?
4. Show the importance of the battle of Marathon in relation to European civilization.
5. Give causes, results, two important battles and two great heroes of the Peloponnesian War?
6. Describe the character and influence of Socrates.
7. Define *Ostracism*. Give origin of the word and name three famous Greeks who were victims of this institution.
8. How was Macedonian supremacy over Greece brought about?
9. Bound Alexander's empire. Discuss the effect of his conquests.
10. Mention the five most important dates and the six most prominent persons in Greek history.

THE Lawrence County Teachers' Institute was held November 9—13. It was very largely attended and was pronounced a complete success. The evening lecturers were Prof. S. R. Thompson, Col. G. W. Bain,

Col. R. H. Conwell, S. P. Leland and Dr. J. H. Borland. Much credit is due Supt. Sherrard for a well prepared programme and a well managed Institute.

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MISS FLORA HUTCHINSON, class of 1881, is teaching in Mifflin township, Allegheny county. Postoffice address, Braddock, Pa.

MISS TILLIE CRAWFORD, class of 1879, was elected in October to a position in the McKeesport schools.

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