

The Normal Review.

Vol. I. No. 6.

California, Pa., February, 1886.

50c a Year.

TOTAL attendance at the Normal to this date, 417.

SPRING term of the Normal opens March 29, and closes July 1.

THE Senior class at present numbers 40, a few of whom, however, do not expect to graduate until next year.

A COPY of the latest Normal catalogue will be sent free to every applicant.

PROF. JOS. JENNINGS, of the Normal faculty last spring term, addressed the Greensburg institute in a neat and forcible speech, and likewise the Uniontown institute.

How to Subscribe for the Review.

Send 50 cents either by postal note or in postage stamps to Theo. B. Noss, California, Pa. In clubs of five or more, 40 cents each.

WILL all our friends kindly aid us in extending the circulation of the REVIEW? We desire to reach not only every graduate of the Normal but every teacher in this Normal School District.

MR. J. A. DRUMM, class of 1880, is principal of the Fourth Ward school, Johnstown, Pa.

MR. B. W. CRAFT, '79, we regret to record, had his left eye destroyed through an accident in chopping wood, a few weeks ago.

PROF. HERTZOG, of the Normal faculty, was kept busy at the Uniontown institute shaking hands with those whom he had drilled in mathematics in the days gone by.

MR. J. R. MCCOLLUM, class of '83, is principal of the Graded School of Goldfield, Iowa. He has prepared, and his board of directors has adopted, an excellent course of studies for the school.

SUP'T. RITENOUR'S quiet but efficient management of the Fayette county institute pleased everybody.

STATE SUPERINTENDENT HIGBEE has summoned the Normal School principals to meet at Harrisburg, Feb. 3, to consider matters pertaining to the general welfare and increased efficiency of the Normal schools.

THE California Normal is one of the youngest of the ten State Normal schools. Last year it ranked, in attendance, among the highest.

THE newly required subject of physiology will receive special attention during the spring term. The appliances for illustrating this subject are very extensive at the Normal; including a well-mounted skeleton, imported from Paris.

THE leading aim at the Normal is to intensify the love for teaching and to develop teaching power.

THE Seniors have each had their turn once in a chapel recitation, and are now starting on their second round.

THE Normal had an unexpectedly large increase in the attendance at the opening of this term.

THE latest accessions to the Senior class are Miss Florence Cope, of Fayette Co., Miss Dora White, of Center Co., and Miss Carrie McGinnis, sister of Prof. McGinnis, of Waynesburg College. Miss Lucy Hertzog and Mr. W. G. Gans will join the class about Feb. 1, and Mr. E. F. Thomas, of West Va., later.

THE troublesome question as to what grades should use text-books in physiology many good teachers settle by requiring books in the fourth and fifth reader grades, and none in the classes below.

NEARLY \$1,000 has been expended within the last three years on the Natural Science room and its equipment. Large walnut cases well filled with the newest and best appliances to illustrate the sciences, especially of physics and physiology, occupy the former Clio Hall.

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

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

PROF. R. B. MAHAFFEY, who rendered such excellent service as director of music at the Uniontown institute, was a student at the Normal in 1870, or '71.

Our Presidents.

The initial letters of the words in the following stanza are, in order, the initial letters in the names of our presidents:

"Wisdom and justice many men admire;
Jarring vice harms truth's pure trembling fire;
Pray, be loyal, just; go! highest good acquire."

The Normal Diploma

Is a valid certificate for life in any county of the state. No higher grade of certificate is given. It exempts from all further examination and thus puts an end to profitless reviewing of the common branches, and enables the teacher to apply himself to the science and art of teaching. It entitles the holder to the sum of fifty dollars at graduation.

How to Awaken Interest in Pupils.

BY PROF. H. L. SMITH, SELMA, N. C.

A MISTAKE.

All men work according to the theories or principles which they at heart believe in, though not always according to those which they profess. Wrong theories produce wrong practices, therefore first correct the theory.

There are three wrong theories which, carried into practice, produce lifeless schools:

1. **THE BLOCK-OF-MARBLE THEORY.**—A pupil with his mind untrained and undeveloped, is like the rough block of marble just from the quarry. The true teacher is a sculptor; he sees beneath the rude exterior the beautiful outlines of the perfect statue, and slowly, chip by chip, hews away the useless matter till his ideal is embodied in the marble, and visible to the eye. The theory is as false as it is beautiful and poetical.

2. **THE POURING-IN THEORY.**—The teacher from his stores and accumulated wisdom pours with liberal hand into the waiting mind of the pupil. Not quite so poetic as the former, but equally false.

3. **THE BALKING-MULE THEORY.**—The least poetical and most commonly practiced of the three false theories. The pupil is driven or coaxed like a stubborn mule. A tempting wisp of oats is held out in front, in the shape of promotions, rewards, prizes, and public announcements of proficiency. The lash is vigorously applied from the rear, in the shape of threats, public reprimand or disgrace, and a whole dark catalogue of punishments.

A fatal mistake underlies these theories and the methods to which they give rise. The pupil's mind is *not* like senseless marble or water, yielding only to extreme forces; not like a railroad coach, which, though built by Pullman, and called a palace car, is yet inert, passive, dead; fit only to be dragged or pushed. It is like the engine, when the steam is throbbing against the piston-rod, instinct with real life and power, waiting but the touch of the engineer to imprison its seething energies, and enable it to do its share of the world's work.

THE QUESTION.—How shall a pupil's mind that is being dragged or pushed, be so awakened and energized as to move forward, impelled from a motive power within?

THE ANSWER.—1. *By encouraging parents to visit the school-room.* Least

necessary; but by no means unimportant.

2. *By making the school and its exercises pleasant and attractive.* By kind deportment towards pupils, by ornamenting and making comfortable the school-room and grounds, by providing facilities for pleasant and profitable out-door exercises, music, calisthenics, etc. More important than the first, but still not absolutely necessary.

3. *By the power of intellectual leadership and predominance in awakening ambition and stimulating the mind.* A necessary and powerful means of accomplishing the end aimed at.

4. *By the power of personal friendship.* Love of the teacher will awaken love for the work of the school-room. Hate and fear are fatal foes to interest in study. *This is a mightier agent in awakening love of study than any yet named.*

5. *By the contagious power of enthusiasm and interest.* All affections of the mind are violently contagious. A cold, uninterested, inert mind will never awaken others to intellectual activity. A soul that is energetic, glowing, red-hot, will impart its life and heat to all who are brought within its influence. It is by far the most powerful and indispensable agent in arousing the latent energies of a pupil's mind. A teacher who is devoid of it should relinquish his vocation and seek some field of employment where he can do less harm.

A Thought for Parents.

FROM A SCHOOL CATALOGUE.

Education is the cheapest and safest investment known to man. It multiplies the powers of the individual many fold, and becomes a part of the man, so as to remain with him. Yet, I do not deny that much money and time have been lost in trying to educate thoroughly dull and indifferent students, a thing absolutely out of the question.

So in a dry year we sometimes waste a great deal of time and money on a crop; but we do not cease to plant. A merchant frequently buys a large stock of goods for an advance and the market takes a downward instead of an upward tendency. Does he cease to buy? We know not which will prosper, therefore we should do what seemeth best.

An education increases self-respect, and that itself is worth the money.

Some claim that it has a tendency to

render a young man extravagant. This is a mistake; the associations formed while at school do, in some instances, tend toward extravagance, but not education. Put a boy in the same company and furnish him the same amount of money at home and the consequences would not be different. Besides, this objection only exists among young men who are raised with the idea that pleasure is the end of man, and go to college merely for the name, with no desire for proficiency in the arts and sciences.

Next comes the book worm, who reads patent office, agricultural and census reports, just for the love of information. He knows more about the federal debt than he does about his own; knows what everybody else said or did, as far back as the introduction of letters; but never does anything himself. He is a literary miser, and does as much good while living as the shyllock; the only difference being, the former's immense store of information dies with him, while the latter's gold remains, to engender hate among greedy claimants.

Should education be put in one pan and the cost of it in the other, I am certain the full development of the mind would over-balance in every instance. I have yet to see the educated man who would exchange his education for twice the cost. I do not mean the uneducated who wasted time and money in college and learned nothing. It is true that ambitious parents not unfrequently injure their children's prospects in life by attempting to make something of them, for which they have neither talent nor inclination. Thus a good blacksmith into a poor lawyer, etc. Education must be properly directed, and none is in position to know the wants of each student so well as the teacher. Parents should express their wishes, with the advantages they can afford their sons, and leave the matter alone. No teacher can manufacture talent; nature does that. Very few of us, in fact none, direct it wisely after Dame Nature has created and delivered it to our keeping. The dull and indifferent should be encouraged, but cautiously kept in the elementary branches until proficient and then directed in a line which, in the teacher's judgment, will be most beneficial to them. Education rightly directed is grand. Education misdirected is not desirable. After the boy leaves school, put him at that pursuit for which he is best adapted, and if he is not "*a born failure*," you will never accuse his educational advantages of ruining him.

Spinning.

A spider was swinging herself in glee
From a moss-covered, swaying bough;
A breeze came rollicking up from the sea,
And fanned her beautiful brow.
She hung, it is true, with her pretty head down,
But her brain was cool as you please;
The fashion quite suited the cut of her gown,
And she could look up in the trees.

She saw where a humming-bird lighted down;
At his throat a bright ruby gleamed;
On his head was a gold and emerald crown,
And he sat on a bough and dreamed.
The spider ran up on her silver thread,
And looked, in the little king's face;
"If I may but sit at your feet," she said,
"I'll spin you some beautiful lace."

The humming-bird looked in her shining eyes,
And then at her nimble feet,
And said to himself: "I have found a prize,
She is useful as well as neat.
You may sit by my side, if it please you so well,"
Said he, "the summer-time through:
And since you spin on a noiseless wheel,
I'll do the humming for you!"
—Marion Douglas.

I NEVER could find a good reason
Why sorrow, unbidden, should stay,
And all the bright joys of life's season
Be driven unheeded away.

Our cares would make no more emotion,
Were we to our lot but resigned,
Than pebbles' fling into the ocean,
That I have scarce a ripple behind.

The Young Teacher.

It is certainly true that "the laborer is worthy of his hire," if by this we mean that he ought to be paid a fair amount for his services.

The double meaning of the word "worthy," however, leads us to remark, by way of parenthesis, that in school teaching the laborer is too often not worthy of his hire in the sense that he does not render a fair equivalent for the money paid him.

It is very true that if the teacher is a good one, he deserves to be well paid, though in that case no money can be any equivalent for his services. We might as well talk of recompensing our parents or our friends with money, as of squaring our account with the real teacher. It is impossible.

We can pay for sugar, and calico, and for the carpenter's and mason's work and remain under no obligations to those who exchange these things for our money. But personal influence on character, and life, and thought, are things for which we can not pay in minted coin, and we must always be under a deep sense of obligation to those teachers who have given us these.

However, if the teacher's work is well done, he has a right to expect and demand sufficient salary to enable him to live comfortably, and to lay up something for the years when active toil shall be impossible.

But too many young and inexperienced teachers make the mistake of supposing that a large salary is to be

the equivalent of their services at the outset of their career.

The one need of the young teacher—of the graduate of the normal school—is not salary but experience, and though he must have some salary to enable him to live, it is not after that he ought principally to look. It is true that he has spent some time in endeavoring to fit himself for the work. It is true that there may be others whom he wants to help. But after all, we do not know yet and he does not know yet that he is a teacher at all, or that his services in that capacity will be worth any salary. That still remains to be proven, and very thankful ought he or she to be for the opportunity to prove this. If any town or district will give him the use of a well furnished room and school apparatus free of cost to him, and then trust its children to him to experiment on, it would seem almost as if he ought to pay money to that town or district for the privilege.

Because a young man or young woman is a graduate of a college, it by no means follows that we are to have a good teacher. But the majority of college graduates seem to have no doubt whatever on this subject. They write in this wise: "I expect to graduate from _____ college next June, and would like a position in one of your schools." It is surprising if they do not add that they "can teach anything usually taught in schools."

Of two things we may be reasonably sure: (1) They do not intend to lend their services except at a high salary. (2) They do not know the meaning of their own words.

To one who has, by years of constant practice and through many mistakes, arrived at any conception of what the work is, which they so unhesitatingly approach, it would seem as if instead of the usual formula we ought to receive applications somewhat in this strain:

"I expect to graduate from _____ in June. Would it be possible for me to enter your schools as an observer and student for two or three months, and afterward be entrusted with some few classes that I may learn whether or not I have the requisite gifts for the position of a teacher?"

As I write this fanciful note the incongruity of its spirit with that of the confident spirit of many college and normal school graduates strikes me as almost ludicrous. And yet the application is in the true spirit of the true teacher.

I remember once hearing of a poor sick woman who was so overwhelmed with delight at something that was done for her she exclaimed:

"What! all this and heaven, too?"

In the same spirit does the true aspirant for a teacher exclaim, after going through her first summer term, thinking only of her work, when the committeeman brings her probably the first money she has ever earned, as her promised salary, exclaim, mentally at any rate.

"What, all this experience, and money, too!"

My readers may smile, but this is the true spirit of a true teacher, and this feeling ought to be so general that it would seem only the most natural and probable thing in the world.—Anna C. Brackett, in *American Journal of Education*.

"ENGLISH is an expressive language, but not difficult to master. Its range is limited. It consists as far as I observe, of four words: 'nice,' 'jolly,' 'charming,' and 'bore'; and some grammarians add 'fond.'" The author of *Lothair* puts these words into the mouth of one of his characters, thus ridiculing our want of thought when speaking. Girls, look over your graduating essays and underscore these words with red. Boys, watch the teacher next term and tally the words as used.

SAYS EMERSON: "You send your boy to the school-master, but 'tis the school-boys who educate him." A school is a society or economy, and each member not only acts upon all others, but is acted upon by them and by society itself, considered as a unit or solidarity. In these associations, pity, kindness, moral indignation, sympathy, admiration, choice, volition, and other qualities are called out and strengthened. Not only so, but children learn to appreciate and respect, at least to some degree, the rights, interests, and feelings of their fellow pupils. It has been observed that the only child is often arrogant, exacting, and self-willed; the reasons being two in number: parental indulgence, and lack of that discipline which comes from constant association with other children.—[Supt. B. A. Hinsdale.

Modern Education.

C. A. EGGERT, PH. D.

Every thinking person wishes for himself, and for those in whom he is interested, a good education. Being confronted, however, by the various and special claims of the age, the more conscientious such a person is, the more difficult he will find the making of a choice among several methods of education. It is inevitable that the conservatism of the older portion of educators and educated should try to perpetuate modes of education that, as far as they know, were the best in their day. It is also inevitable that those who wish to inaugurate reforms, and strike out in new directions, should often make mistakes. The old will tend to routine, the blind following of a beaten road—the new will be apt to waste time in unsuccessful efforts, and tend to superficiality.

Admitting all this, it is yet possible to discuss the question. What should a good modern education do for an earnest student? We start with the universally admitted principle that individuals differ naturally, that hence, the same method may not answer for all, and that whatever is done to educate the individual generally, his or her future life work must be kept in view. It is very true that a large number of people seem to have no special fitness for any one calling, and a general adaptability for almost any; but such may, after all, be classed in groups for the purpose of classification, and such grouping may tend to bring out the slumbering capacities of many, or of some.

The real object of education, in so far as the state is concerned, must be the utilization of the natural capacities inherent in the individuals that constitute the nation. The state has an interest in aiding education, and taking its management in its own hands, because it can reach its highest efficiency only through the increasing efficiency of its members.

Not a few philosophers decry this view as tending to "Socialism." It is a fashion with them to carry the views of a certain school of political economy, the so-called "Manchester School of Free Trade," to the absurd extreme that the state has no other reason to exist (*raison d'être*), than to insure to the public the protection of the laws, in so far as laws are preventive of crime. Those not pledged to this peculiar philosophy will readily admit that "So-

cialism" rests on the idea that the property of the individual must be taken care of by the state in the form of organized co-operation, for the express purpose of doing away with the principle of competition; but they contend that it does not follow that all organized co-operation is Socialism. Were this so, then, indeed, any organized system of schools would be Socialism, and those advocating the support of state schools by the state would be rank Socialists. The error is to confound a special form of action with the aim such action may be intended to bring about in certain cases. The Socialist wants to do away with that healthy competition by means of which society advances through the eagerness of its members to win the race. He advocates co-operation for that purpose. The Mahometan abstains from wine; our temperance reformers do the same; but it does not follow that the latter are therefore guilty of "Mahometan tendencies."

We think ourselves justified, therefore, in reckoning the caring for education among the proper functions of a civilized government, precisely as we should the administration of the mails, or, as in some countries, the kindred administration of the railroads and the telegraph lines.

But while the state may care for the individual for its own purposes, the individual naturally should look out for his or her own needs. That is, education is necessarily two-fold: It must fit the individual for society, or the state, and it must also care for the development of the sources of happiness in the heart and mind. Whenever education tends to sacrifice the individual to the state, it fails to be what it should be, for the state is not a dead mechanism of wheels and pulleys, but a living organism which will perform its work best when healthy blood pulsates through all its arteries, when every muscle is vigorous, every nerve healthy, and a fresh and energetic vital impulse pervades the whole.

On the other hand, the state has the right to expect that its members shall be put in sympathy with the ideals of the age. Whatever may be done for the individual, let us, as individuals, remember what we owe to the state, to the nation and to humanity. A modern education must mean that he who has obtained it, is at home in the world as it now is; that he knows well the history of his own country and the histories of the nations from which his

own sprang; his own language and the languages with which it is closely allied; his own body and the structure of the bodies to which his own bears any similarity or is in any sense related; the country he lives in geographically, geologically, botanically, meteorologically considered, and other countries, which furnish more or less the explanation why his own country is what it is in all these respects; the political constitution of his own state, and the political institutions of other countries; the literature of his own nation and the literatures of the nations which most powerfully co-operate with his own in the building up of a higher civilization.

A man is not educated in a modern sense, nor a woman either, who cannot give an intelligible statement of what is meant by Darwinism; who is ignorant of the principal European struggles and events which led to the predominance of the English element and language on this North American continent; who cannot trace the relationship between the English language and the German language; who is ignorant of the masterpieces of Shakespeare and Milton, of Schiller, Lessing, Goethe, of Dante and Tasso, of Moliere, Corneille, Racine, and of the leading points in the history of the literature of the most prominent civilized nations of today. How many of these things are actually taught well and thoroughly in the institutions that claim to furnish the needs of higher education? How many are there who mislead the student into trying to grasp both the old and new, and thereby make him superficial to the last degree in both? We plead for a modern education; but rather than have the evil of superficial attempts in modern studies, we would desire that the older course, with its narrow limitation to Latin, Greek, and Mathematics, be perpetuated. Far better to be thorough in these studies, than to have no more than a smattering both of them and of the new. It is a crying evil in our colleges that the modern studies are not allowed sufficient time, because the foolish idea is entertained that you can have both the new and the old. No practical teacher can hold that view without stultifying himself. There must be a division, and the same care and time must be given to the modern studies, that is: to modern political, social, economical science, to natural science, to modern languages and their literatures, that were formerly given to the time-honored branch-

es of the so-called classical college. It is of no use to argue the point of relative importance between the new and the old. The advocates of the old will never yield that point to the new, and the advocates of the latter have, thus far, but little chance to do justice to themselves and the cause for which they strive. Against one thing, however, they should earnestly and unitedly protest; that is: against the intolerable arrogance with which the advocates of the old education treat the modern studies. Their claim, so often made, that the study of the ancient languages gives a discipline "immeasurably superior" to any other discipline, should come only from persons competent to judge of the several studies. But this is not the case. Who is there that knows thoroughly Latin and Greek, and also just as thoroughly German, French and English? There is no one in the wide world; there never has been one.* And it is just so with the sciences. It is an utterly immodest proceeding to assert with ever increasing loudness: "The road to an immeasurably superior culture is that of the ancient languages"—when those who make the assertion have no more than the merest smatterings of the studies with which they compare their own.

It is through the modern studies that most light is shed also on those subjects which most concern the inner man. No one can judge intelligently of the abstruse questions of philosophy who leaves out of consideration the work of modern scientists and modern thinkers. The highest questions of moral and metaphysical import can no longer be settled by simply quoting Aristotle or Plato. A different method has gradually taken the place of the ancient methods. We can do no more than merely allude to this important branch of every modern education, conscious as we are of the great difficulty of speaking of it in general terms without running the risk of being totally misunderstood. There can be no question, however, that it is second to no other in importance, and that in every modern course of education it must find a place.

By studying the great thinkers of modern times; by becoming acquainted with the tendencies of English, German, French thought; by familiarizing our minds with the noblest revelations of modern poetry and art, we shall help to strengthen the bond of sympathy that binds together the finest souls of all nations and all countries. This is an object well worth striving for. It is what Goethe meant in the lines:

"What is holiest? That which, to-day and forever, more and more deeply felt, more and more closely unites the souls of men." (Was ist das heiligste? Das was heut' und ewig die Giester, tief und tiefer gefuehlt, immer nur einigermacht.)—*N. W. Journal of Education.*

*We are not speaking of half knowledge. There is an immense difference between knowing and knowing. Idiots used to talk Greek, and so did Plato and Sophocles. The same is true of the different kinds of knowledge of modern languages. The distinguished scholar and critic of France, the late Sainte-Beuve, defended Racine's masterpiece, "Athalie," against the assertion of certain classicists, that after all, Sophocles was superior, saying: "I listen, and let the talk go on. *I envy those who would be able to judge with equal competency of the two styles of beauties.*" This modest statement of such a scholar, who knew Greek better than most of those who undervalue modern literature, is the proper answer to give in all similar cases. It is an exceedingly rare case to find a scholar who can appreciate with equal perfection, in the original, the beauties both of Shakespeare and of Goethe. There are many who know a dozen languages imperfectly, while the number of those who know two modern languages perfectly is exceedingly small.

Science of Teaching.

These questions are based on the Reading-Circle work of last season.

1. Show how the principle of association is employed in geography.
2. Which should occupy the more time, oral or written spelling? Why?
3. Why should writing be taught early in the course?
4. What preparation for learning to read has the child made before he enters school?
5. Describe the process of teaching the figures?

READING.

1. Name three things essential to the correct reading of a sentence.
2. Classify and define the inflections.
3. Define pitch, rate and force.
4. Of what use are the punctuation marks to the reader?
5. State two important objects to be held in view when teaching primary reading.
6. Read a paragraph of prose and a stanza of poetry selected by the Superintendent.

HISTORY.

Give an account of the formation of the government under Washington, covering the methods adopted for the settlement of the difficulties then existing, and the means employed to restore peace and prosperity to the country.

Answer not to exceed three pages. To be marked on character of work rather than on specific points.

PENMANSHIP.

1. From what principles is the entire script alphabet formed?
2. Name the five elements used in forming the small letters.
3. How would you teach beginners to hold the pencil or pen correctly?
4. How would you teach correct slant?
5. Classify the small letters by writing them. Name each class.

Note.—Write the answers to the above questions in ink, to be marked from one to fifty, according to value, as a specimen of penmanship.

ORTHOGRAPHY.

1. How do you teach oral spelling?
2. Of what use is the dictionary in the Fifth Grade?

3. What are the rules in regard to double final consonants?
4. What is the difference between pronunciation and enunciation?
5. Give four words in which *y* is used as a vowel—four in which it is used as a consonant.
6. Spell, accent, and mark diacritically ten words dictated by the Superintendent.

GEOGRAPHY.

1. Explain why the countries east of the Andes have more moisture than those on the west.
2. What would a vessel loading at Odessa for England, be likely to take as the chief article of her cargo?
3. Name five of the largest rivers of the United States, in the order of their length.
4. Name all the States and Territories of the United States, crossed by the fortieth parallel of north latitude.
5. Describe the climate and vegetation of the Amazon valley.
6. Name five important islands of the Mediterranean sea.
7. Specify the three most important salt producing districts of the United States, and explain how the salt is obtained.
8. Explain why Pittsburg has grown into a manufacturing city rather than a commercial one.
9. In what direction and through what waters would a vessel sail in going from St. Petersburg to Rome?
10. Explain the prosperity of England, so far as it has risen from natural advantages.

PHYSIOLOGY.

Describe in detail the eye, with diagram showing its different parts. Discuss the structure and function of each part, and explain the action of double convex lenses, and of sensory nerve fibres. *Answer must not exceed three pages.*

GRAMMAR.

1. When should the adjective clause be set off by the comma? Give an example.
2. State and give examples of the uses of the noun clause in the sentence.
3. State the points of difference between the adjective and the adverb.
4. How is the case of a simple personal pronoun determined? How, of a compound personal pronoun?
5. "Honesty is the best policy," is a good maxim. What kind of a sentence is the above? Why?
6. Write two sentences, in the first of which "when" shall have but one adverbial use, and in the second, two.
7. What kind of a clause is introduced by "when" in each of the sentences you have just written?
8. Give the principal parts of the following verbs: ring, wring, flee, draw, drink.
9. Correct, if necessary, and give reasons:
 - a. I laid in bed till eight o'clock.
 - b. She came just after you left.
 - c. He raised up.
10. Analyze: Ardent and intrepid on the field of battle. Monmouth was everywhere else effeminate and irresolute.

ARITHMETIC.

1. From 7-9 of a mile, take 7-18 of a rod. Proc. 5; ans. 3.
2. Add 3,256 mi., 12.83 ch., 14 mi., 1.42 ch., and 3 ch., 19 lk. Proc. 5; ans. 5.
3. A man bequeathed \$7,560 to his wife, which was 62½ per cent. of the sum bequeathed to his children and the sum bequeathed to his wife and children, was 80 per cent. of his estate; what was the value of the estate? Proc. 5; ans. 5.
4. The amount of a certain principal, for 3 years, at a certain rate per cent., is \$750, and the interest is ¼ of the principal; what is the principal and what is the rate per cent? 5; 5.
5. How many cubical blocks, each edge of which is ¼ of a foot, are equivalent to a block of wood 8 feet long, 4 feet wide, and 2 feet thick? Ans. 10.
6. What principal at 9 per cent., will gain \$525,398 in 12 yr. 3 mon. 20 da. Anal. 5; ans. 5.
7. Sold a quantity of corn, \$1 per bushel, and gained 25 per cent.; sold of the same to the amount of \$59.40, and gained 35 per cent.; at what rate did I sell; how many bushels in the last lot? 5; 5.
8. If 2 men build 12 rods of wall in 9 days, how many rods can 28 men build in 24 days? Anal. 5; ans. 5.
9. A starts on a journey, and travels 27 miles a day; 7 days after, B starts, and travels the same road, 45 miles a day; in how many days will B overtake A? (Solve by proportion.) Anal. 5; ans. 5.
10. The contents of a cubical cellar are 1,953,125 cubic feet; find the length of one side. How extract the cube root of a common fraction? 5; 5.

Callisthenics.

MARY E. ALLEN.

Position.—Heels together (as near as the configuration of leg will permit); hips thrown back; chest forward; head erect with eyes to front; arms falling easy, with back of hand turned slightly to the front.

Exercise.—From this position bring hands to hips; thumbs back.

Head.—Turn twice to right, twice to left, once to right, twice to left, once to right, back to front; drop hands to side and close to a fist.

Shoulder.—Raise right shoulder as high as possible four times, raise left four times, raise right and left alternately four times, left going up as right comes down, raise both together four times; drop hands to side.

Arm.—Throw right arm to horizontal at side (hand closed tight) four times, throw left four times, throw right and left alternately four times, throw both together four times, and bring fingers to tip of shoulders, upper arm horizontal, elbow pointing to front.

Forearm.—Throw right forearm to horizontal (closing the hand at the throw), four times, throw left four times, throw right and left alternately four times, throw both together four times; and carry arms to side, horizontally stretched out, with palms up, and fingers closed into a fist.

Wrist.—Turn right fist up as far as possible four times (elbow stiff), turn left up four times, turn right and left up alternately four times, turn up together four times; and bring arms to horizontal stretch, front, palms down fingers together and closed.

Hand.—Open right hand and stretch every finger four times, open left hand four times, open right and left alternately four times; and bring hands to hips.

Trunk.—Turn as far as possible to right (holding trunk firm, turning face at same time, heels firmly planted), two times, turn to left two times, turn to right once, turn to left two times, turn to right once; and back to position.

Thigh.—Carry right leg across left (crossing left thigh as far up and as close as possible, knees stiff) four times, carry left leg across right four times, carry right and left across each other alternately eight times.

Leg.—Raise right leg as high as possible behind (on the knee as a pivot) four times (thigh remaining vertical and firm), raise left leg four times, raise right and left alternately eight times.

Foot.—Raise right foot on heel as high as possible four times, raise left four times, raise right and left alternately eight times.

The position is very important, and the leader should insist upon it before the exercise begins. The body should hold the original position, with such changes as are indicated, firmly, so that only certain muscles are in use at once; thus, when the arm is used, the body should be stiff and firm.

Head Movements should always be slow, but firm, never with sudden force. Hence they are taken on the first beat of a measure only, or on 1 when counting 1, 2, 3, 4. All other movements are done with a spasmodic action, faster, using every other beat of 2-4 or 4-4 time, or on 1 and 3, in counting 4. That is the movement is made on 1 and the return to position on 3. This exercise can be taken to any even 2-4 or 4-4 time, a *potpourri* of popular airs being pleasing, or any polka or quickstep. These movements aid in bringing muscles under the control of the will, and promote ease and grace of movement; also, as they force the mind and muscles to work together, they are a very valuable stimulus to the mental faculties, and, if enthusiastically and earnestly carried out, their influence will be felt in all mental work.—[*Wide Awake*.

Printed Poison.

JOSIAH W. LEEDS.

So, it will not suffice to condemn and even to suppress the demoralizing publications of the news-shop and street-stand, without there is also witnessed an honest, sympathetic movement on the part of the managers of public libraries, as well as those of "Sabbath Schools," that shall purge, weed out, and destroy every publication upon their shelves, which, upon a deliberate and dispassionate examination shall be seen to be unmistakably pernicious. I trust the word "destroy" doesn't sound too strong. There is a quite large and well patronized library in the suburbs of this city, whose custodian has instructions to deposit any book of undoubtedly demoralizing tendency in the furnace, when said book cannot be returned to the dealer of whom it was purchased. Though occasions for the exercise of so extreme a measure rarely arise—for the pur-

chasing committee critically and conscientiously inspect the books they order—yet, gilt edges, and ornamental covers, and fine typography, are vain and ineffectual defenses when badness has been proven. The books have no souls that may be damaged—their readers have; wherefore, this committee feel that there is no excuse for the retaining of a mischievous (which is also usually a much read) book, in order that the total of volumes and the total circulation shall show by their aggregates how "successful" is the institution under their care.

One cannot, it has been sagely said, "take fire into his bosom and not be burned." Now, it is the spirit of judgment and of sacrifice that the times call for—when men shall be willing to "come out, be separate, and touch not the unclean thing," and when there shall be a readiness manifested to do, in effect, as did the convinced ones at Ephesus among whom "the word of God grew mightily and prevailed," in making an end by fire of their "curious" and entertaining, but soul destroying books. Or, as did at a later day those Florentines whom the searching testimony of Savonarola pricked to the heart, and who in the great plaza of their beautiful city, burnt in one vast heap the pernicious books and all other wretched trash which they were conscious had been instrumental in keeping them away from their God.

Teach Children How to Learn.

M. E. W.

It is not only necessary for us to have our Normal Schools "to teach teachers how to teach," but also that they may teach our children how to learn. The work of the school-room is *many-fold*. Knowledge *must* be imparted, the effort of the pupil must be supplemented, his ideas must be systematized and guided into right channels, erroneous impressions corrected and useful knowledge strengthened. This, however, is merely the recitation period. Beyond this the pupils must be taught how to best utilize their powers. Giving a child a book, the consecutive words in

which are reasonably plain to the child—the mere act of bringing the two together does not argue that the one will readily absorb the ideas expressed in the other. Help should be administered to the pupil in such ways as will assist and strengthen but not take the place of their own efforts.

Many children will exclaim, I know all of my book; teacher says I can have a new one." We take the book and see for ourselves; this sentence comes to our mind first: "It is Spring and the *Ant* has come to see us;" we ask what kind of an *Ant*. "Why, a lady to be sure," showing the words have been learned by rote, not catching any idea of the meaning of the words in the lesson.

With many children this ability to study in the proper manner comes, if at all, late in their school room experience. The time may be hastened by careful guidance, and it should be the aim of the teacher to observe each one, so as to induce correct habits of mind and thought, from the first.

One of the best methods for increasing the mental grasp and strengthening the power of comprehension is that of employing the pupils to look up certain things outside of their text books, the subject to be given the teacher in the pupil's own words. Beginning in this way they will soon reason the statements given, the relation of cause and effect.

Teach the children to rely upon their own exertions. This, perhaps, will not be a palatable lesson, but one needed to educate them in that patience, diligence and endurance which shape and consolidate character.—*Moderator*.

The Secret of Success.

There are some men who appear born to good fortune, and others whose destiny appears to subject them to eternal failure and disaster. The ancients represented Fortune as a blind goddess, because she distributed her gifts without discrimination; and in more modern times the belief has been prevalent that the fortunes of a man were ruled

chiefly by the influence of the planet under which he was born. These superstitions, however ridiculous, show at least the connection between merit and success is not very conspicuous; yet it is not therefore the less perpetual. To succeed in the world is, of itself, a proof of merit; of a vulgar kind indeed, it may be, but a useful kind notwithstanding. We grant that those qualities of mind which make a man succeed in life, are to a great extent subversive of genius. Nevertheless, numerous illustrious examples might be given of men of the highest genius being as worldly wise as duller mortals. It is the pretenders to genius, rather than the possessors of it, who claim the large exemption from those rules of prudence which regulate the conduct of ordinary mortals, and array themselves in the deformities of genius, in the idea that they constitute its beauties. There are some indiscretions, we believe, to which men of a vigorous fancy and keen sensibility are naturally heir, and for which it would be as unjust to condemn them with rigor, as it would be to blame one of the cold-blooded sons of discretion for being destitute of poetic fire. Yet every deviation from prudence is a fault, and is not to be imitated, though it may sometimes be excused.

The most important element of success is economy; economy of money and economy of time. By economy we do not mean penuriousness, but merely such wholesome thrift as will disincline us to spend our time or money without an adequate return, either in gain or enjoyment. An economical application of time brings leisure and method, and enables us to drive our business, instead of our business driving us. There is nothing attended with results so disastrous as

such a miscalculation of our time and means as will involve us in perpetual hurry and difficulty. The brightest talents must be ineffective under such a pressure, and a life of expedients has no end but penury. Our recipe for succeeding in the world, then, is this: Work much and spend little. If this advice be followed, success *must* come, unless, indeed, some unwise adventure, or some accident against which no human foresight could provide, such as sickness, conflagration, or other visitation of Providence, should arrest the progress onward; but in the ordinary course of human affairs, success will ever await upon economy, which is the condition by which prosperity must be earned. Wardly success, however, though universally coveted, can be only desirable in so far as it contributes to happiness, and it will contribute to happiness very little unless there be cultivated a lively benevolence toward every animated being. "Happiness," it has been finely observed, "is in the proportion of the number of things we love, and the number of things that love us." To this sentiment we most cordially subscribe, and we should wish to see it written on the tablet of every heart, and producing its fruits of charity. The man, whatever be his fame, or fortune, or intelligence, who can treat lightly another's woe, who is not bound to his fellow man by the magic tie of sympathy, deserves, aye, and will obtain, the contempt of human kind. Upon him all the gifts of fortune are thrown away. Happiness, he has none; his life is a dream, a mere legarthy, without a throb of human emotion, and he will descend to the grave "unwept, unhonored and unsung." Such a fate is not to be envied, and let those who are intent upon success, remember that success is nothing without happiness.

PHILOMATHEAN GALAXY.

NANNIE L. SCOTT, Editor.

MOTTO—NON PALMA SINE PULVERE.

NO INVESTMENT will pay a teacher better than a Normal course.

A SUMMER term at the California, Pa., State Normal will pay richly. Term opens March 29.

GRADUATES of the California Normal are in constant demand at good salaries.

MR. W. G. GAUS, a former Philo, paid the Normal a visit a short time ago, and expects to be with us soon as a student.

PHILO gladly welcomed back a number of former members this term, among whom are Miss Florence Cope and Miss Dora White.

MISS GRACE BROWN is still unable to be with us, but we are glad to say that she is convalescent, and hopes to be back in the near future to resume her school duties.

WHAT is the difference between a cat and a comma? One has the claws at the end of the paws; the other the pause at the end of the clause.

IT is always safe to learn, even from our enemies; seldom safe to instruct, even our friends.

DOUBT is the vestibule through which all must pass before they can enter into the temple of wisdom.

ALL WISH to live long; but none to be called old.

WHO undertakes many things at once, seldom does anything well.

WHAT one knows thoroughly he can usually express clearly, since ideas will supply words; but words will not always supply ideas.

MR. O. P. MOSIER, class of '82, read a good paper at the Fayette County Institute on "How to Improve the Qualifications of Teachers." Mr. A. F. Cooper, also of class of '82, addressed the Institute in an earnest and acceptable manner on "Practical Teaching."

THE lecture courses at the California Normal for the last two

years have not been excelled, if equaled, at any school or college in the United States. They have included Joseph Cook, Chaplain McCabe, Mrs. Livermore, Robert Burdette, Col. Bain, Will Carleton, Josh Billings, Robert Collyer, Dr. Talmage, Dr. J. H. Vincent and Fred Douglass. Audiences have numbered from 400 to 1,100. In the spring term Mrs. Livermore and John B. Gough are expected.

THE lowest temperature recorded at the Normal during the "cold spell," was 19 degrees below.

WHEN we are young we waste a good deal of time in imagining what we will do when we grow older; and when we grow we waste an equal amount of time in wondering why we waited so long before we began to do anything.

THE faculty of the California Normal become personally acquainted with each student's habits of thought and work, and pledge to patrons a most careful and conscientious supervision of all students. No one whose influence is known to be hurtful will be retained. The policy of the school is a prudent, but a progressive one. The essentials of a good education are steadily adhered to. An education that does not help one to make a living is not believed to be worth much.

NOTHING can be more evident than that those expecting to teach should avail themselves of the advantages of a first-class Normal School. Scores of young men and women in this country are wasting the precious years of their youth teaching at low wages with poor prospects of ever doing better. Such work is but thankless ruddery. One or two years at a live Normal School, like that at California, would thoroughly prepare them for and pave their way to the higher and more lucrative positions of the profession. Send to the principal for a catalogue.

THE Philo Society indulge the hope of securing an elegant and spacious hall on the third floor next term.

GRADUATES of the Normal will be examined next June on any studies of the Scientific course which they may have thoroughly mastered. The faculty will recommend those who give evidence of good preparation. The best way to prepare is to enter the Scientific class in the spring.

THE present school year is the most prosperous the Normal has ever enjoyed.

Advantages of Education.

How often do we hear people advanced in life say "If I could only have had the advantages of an education when young, I might have been learned and influential." These regrets from the aged show us that an early education is important in order to enable us in season to know our own strength in regard to our future.

Many who might have acted a brilliant part in the pursuits for which they were adapted, are often doomed through life to a fruitless employment because they did not possess sufficient learning when young to direct their education into the right course.

We are born with certain faculties, which education tends to develop and improve. And it is our duty to develop the mind to its full capacity, in order that we may be better fitted to perform with honor and usefulness the duties of life devolving upon us.

It gives us another advantage.

It introduces us into the society of the great and the learned. We hear them converse, and remark the steps by which they rose to honor and influence. While conversing with an educated mind, we feel an influence raising us above whatever is base, and inspiring in us the love of whatever is good and noble.

CLIONIAN REVIEW.

MOTTO—PEDETENTIM ET GRADATIM.

W. L. MCCONEGLY, Editor.

COL. C. W. HAZZARD has been engaged to deliver his lecture on "Switches" at an early date in California.

THE Clio's look forward to a good entertainment Feb. 12. The performers are well chosen, and have had ample time for preparation.

NEVER, we believe, since Clio has had an existence, did she have a more efficient, larger, or more enthusiastic membership.

LET History be taught to young pupils mainly in the form of biography. It is nonsense to teach children the details of campaigns who "don't know a campaign from a cartridge."

COL. G. W. BAIN says: "A man who is all head and no heart, is like an electric light over a graveyard."

MR. HARRY E. LONGWELL, a former enthusiastic Clio, makes his headquarters now at New York City.

MISS KATE WAKEFIELD, of the class of '83, sang at the Uniontown Institute to the delight of all her friends. Miss Wakefield was an earnest worker in the Clio Society while at school.

AN Irish woman said to a priest whom she consulted about leaving her husband, "No use to heap coals of fire on his head. I've tried bilin' water, and that did no good."

PROF. GEO. E. HEMPELL, of the class of '75, one of Clio's earliest and best members, recently called at the Normal.

THE old year has gone to be numbered with the things of the past. Let us not look upon the change to the new as a common occurrence, and learn no lessons from it. It is ours to so profit by the mistakes and disappointments of the past year, as to be better prepared to meet the responsibilities of the future.

REV. D. H. MCKEE, one of Clio's honored sons, of the class of '78, was a recent visitor at the Normal.

A LADY at the Normal says that when a little school girl she dreamed the judgment day had come, and people were judged by their ability to answer map questions in geography. Still we think half the map questions are of no use either in this world, or in the world to come.

A QUERY box has been introduced into the Society, and answers to its questions will hereafter enter into the regular exercises. If conducted properly, it will doubtless be a most profitable experiment.

THERE are times when a heaviness comes over the heart, and we feel as if there were no hope. Who has not felt it? There arise doubts in the human mind which sink it into lethargy, and cause us to think it useless to attempt to progress. Then, *work*. Task the intellect, stir the feelings, rouse the soul; and the doubts, hanging like a heavy cloud upon a mountain, will disappear and leave you in sunshine and open day.

THE executive committee appointed this term are: Mr. Hallam, Miss Stevens, Miss Carson.

ONE of the most trying times in the life of our fellow students is when the time comes for them to sign the application for State aid and insert their exact ages. When that time comes and the age is put down to be looked at by the public it would surprise even their parents to see how many of them are still in their teens.

GOOD teaching require as much zeal as knowledge.

PARENTS sometimes choose some other than a Normal School for their daughters because they do not expect to teach. We believe that so long as the mother's teaching and management are the chief

factors in moulding and directing human lives, and in making homes happy, every woman should be fully qualified to teach, whether she ever takes charge of a school or not. Cooking and house work may be done by servants, but the mother who intrusts the early training of children to hired help raises paupers or criminals.

MR. R. V. BLANKENBUEHLER, a former Normal student, the pronunciation of whose name baffled every teacher, is engaged in the boot and shoe business in Elizabeth, Pa., and prospers.

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.

Wise Sayings.

"Adversity borrows its sharpest pang from our impatience."

"Common-sense in an uncommon degree is what the world calls wisdom."

"These two things, contradictory as they may seem, must go together in forming character—manly dependence and manly independence, manly reliance and manly self-reliance."

Among Our Clio Members.

Who is called the musical compendium? Mr. Snodgrass.

Who is called the interrogation point? Mr. Kinder.

Who, on account of his size, is called the baby? Mr. Hallam.

Who is called the dramatist? Mr. Hockenberry.

Who are the lady debaters? Miss Ward and Miss Moore.

Who has her right arm on her left shoulder? Miss Nannie Scott.

SUPPLEMENTARY READING.

True Gentlemen.

"I beg your pardon!" and, with a smile and a touch of his hat, Harry Edmon handed to an old man, against whom he had accidentally stumbled, the cane which he had knocked from his hand. "I hope I did not hurt you! We were playing too roughly."

"Not a bit," said the old man. "Boys will be boys, and its best they should be. You didn't harm me."

"I'm glad to hear it;" and lifting his hat again, Harry turned to join the playmates with whom he had been frolicking at the time of the accident.

"What do you raise your hat to that old fellow for?" asked his companion, Charlie Gray. He is only Old Giles, the huckster."

"That makes no difference," said Harry. "The question is not whether he is a gentleman, but whether I am one; and no true gentleman will be less polite to a man because he wears a shabby coat or hawks vegetables through the streets, instead of sitting in a counting-house."

Which was right?—*The Helping Hand.*

Mattie and the Cat.

BY EDNIE WHITE.

Mattie was a busy little girl; not more than six or seven years old. Mattie loved to help her mother. She could feed the chickens, set the table, dust the chairs, and take care of her little brother and sister.

Do you think such a busy little girl could have time to play? Mattie was always ready for play when her work was done. Mattie did not have many toys, but she had a pet that she loved more than toys. It was a white kitten with its ears and tail tipped with black. Puss was a gay kitten. She would roll

a ball of yarn over the floor in many ways, and she would play with the little ones till they were tired.

One day when Mattie had finished her work, she thought she would have a play with puss. She went from room to room calling, "Puss, puss;" but puss was not to be found.

Mattie ran quickly upstairs and peeped into the bed room; and there she spied puss asleep in mamma's work basket. "O you cunning little thing," cried Mattie, "I'll help you out, "yes, I will." Puss opened her eyes as Mattie caught her up in her arms and ran down-stairs singing:

"When little pussy goes to sleep,
Tail and nose together,
Then little mice around her creep;
Lightly as a feather."

One bright afternoon Mattie was dressed with more than usual care; she gently smoothed puss's back and tied a blue ribbon about her neck.

"Now, puss, you must listen to me," said Mattie. "This is my birthday, and I have invited some friends to tea, at 5 o'clock this evening, and you must be very good."

Puss winked as though she knew all Mattie had said. Mattie's friends would not come until 5 o'clock. She thought it a long time to wait. She turned to her grandma's dressing-table. There lay her cap and glasses. "I'll put them on to see how I look. I think I'll look like grandma."

She put the cap daintily on her head and the glasses on her nose, and looked into the glass. "Well," said Mattie, "the cap and spec's look all right, but where's the wrinkles and gray hair?"

Mattie was startled by a noise from the dining room. Puss had climbed up on the tea table, and put her head into the cream pitcher, and could not get it out. She

upset it, broke it, and spilled the cream; and the rim of the cream pitcher was around her neck. Don't you think puss a funny kitten?

The Story of a Cane.

Was it a shining black cane with a gold head? No. I think you never saw a cane like this one. It was made out of a small Bahn-of-Gilead tree. It belonged to John Reed. He taught school. He was eighteen years old. When vacation came John walked home. It was about forty miles, and a pretty long walk. But there were no railroads in those days, and John did not like to ride in a stage-coach. He thought he could walk more easily, with a cane to help him. So he made this one I am going to tell you about. When he got home he stuck this cane into the ground in the lane, and then forgot all about it. But the cane was alive! When John stuck it into the ground it began to drink up the water from the soil. Tiny green leaves sprouted out all over it. John saw it one day. How surprised he was. It grew all summer long. The next year the branches began to grow; and year by year it grew larger till it was fifty years old.

The John Reed was sixty-eight years old; the little children called him Grandpa Reed. They called the great Bahn-of-Gilead tree in the lane, "Grandpa's cane." They used to like to put their arms around it and look up into the branches. They thought it wonderful that a cane should grow to be such a big tree.

Then came the great civil war. Your mamma or auntie can tell you about it. There were many wounded soldiers, and the people used to send bandages and lint for their wounds. Do you know what lint is? It is made of linen cloth; She

and is soft like wool. Grandpa Reed had a little grand-daughter, Clara. Clara saw the women making lint, and she wanted to make lint, too. But Aunt Mary said she was not big enough to make lint. "But I will tell," said Aunt Mary, "where you can find some nice lint." And she took her out to the great Balm-of-Gilead tree in the lane. Now you all have seen the soft, white, pussy-willows. Well, the pussies are the willow flowers; and the Balm of Gilead tree has pussies, too. But they are not soft and white; they are brown. They look like brown caterpillars. After the blossoms wither the seeds come. These seeds are covered with wool, like that on the dandelion's ball. The wind blows this wool from off the trees, and there it was that morning. The ground was white with it. "There is the lint," said Aunt Mary, and she gave Clara a bag to put it in. It took a great many bits of wool to fill the bag.

But Clara was patient, and worked diligently, and when the bag was full she went with Aunt Mary to carry it to the soldiers' camp. Clara gave it to the surgeon. He said the Balm-of-Gilead lint was much better than the linen lint.

So grandpa's cane and little Clara helped the sick soldiers to get well again.

A CLASS recitation in Arithmetic should be conducted as one in Geography or Grammar. The entire class should have studied the same lesson. The teacher should teach, i. e. explain what the pupils do not know. A few well directed questions will develop this, and render him able to conduct an intelligent recitation.

Except in exceptional cases, only one pupil at-a-time should work at the black-board. The attention of the class should be kept concen-

trated. The mastery of Arithmetic cannot be accomplished by "ciphering."

At X's school, the teacher called the A Class, Fifth Grade Arithmetic. Some half dozen boys, and a few girls, came forward, as the teacher's signals were given. He enquired from A to Z, "How far have you worked?" The inquiry showed that all were in Fractions. One was in reduction, down to the 6th example; another down to the 11th; another was on the next page down to the 5th, but could not get the 3d, etc.

"Go to the board! John may solve the 6th, Ella the 3d (on her page)," etc. All were assigned work; each being given a problem, or example, that he had said he "could do."

Only twenty minutes could be allowed for the recitation, and at the expiration of eighteen minutes the teacher said: "Well, time 's about up; be seated."

"Ella, you may explain." But it is soon found that Ella has made a mistake in multiplication; and as the time is now "all up" the class are dismissed (by signals) with the injunction "to work as far as you can."

Does X thing that he is *teaching* arithmetic?

The real unrest that fills the life of so many teachers is a crying sin. The conditions that surround every individual who is doing the best that he can are just what they ought to be for his best good. If this spirit of unrest could be turned

into a power of winning the battle over self, what victories would be gained! The conquering of selfish desires is worth all that the battle costs. We so often fail to fight this battle. The doing of the little duties of life is real christianity. The persistent doing of these little duties, which constitute the drudgery of life, is walking close in the footsteps of the Master. The good is found at the end of the race. The crown must be won before it is worn.

"Fail not for sorrow, falter not for sin, But onward, right onward, until the goal you win."

Conquer self, do life's small duties, hold on your way to-day, to-morrow, forever, and by and by you shall rule a city. Drive unrest to the wall and be the ideal hero of your best desires.

The Process of Learning.

There is a process of digestion, and that process is the same whether the food be vegetables or flesh. So there is a process of learning, no matter what the subject is, the process is the same. These principles underlie it. "All the work on which the mental acquisition depends is absolutely and solely done by the pupil."

The first step is consciousness. The object, or subject, comes into contact with the learner, and he becomes conscious of it. The second is "attention." The third relations, include similarity and discrimination. The fourth is retention, including memory, recollection and imagination. The fifth is classification, including abstraction and generalization. The sixth is reiteration, from which springs habit.—*J. N. David.*



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SUPPLEMENTARY READING.**Willie Brown.**

Willie Brown is very fond of cake, and when Mary, the cook, is baking it, he likes to come into the kitchen and get a piece. But sometimes Mary is cross and scolds Willie, and will not let him have any cake.

When Mary is cross and will give him no cake, then Willie coaxes her, and says he will be a good boy and not bother any more, if she will give him some cake, just this time.

When Willie came into the kitchen this morning, Mary was cross, because she was tired and very warm from working by the hot stove. So Willie stood a few minutes and looked at Mary and at the cake she was baking.

At length, Willie said, "Mary, I have come to see you!" Mary said, "No, Willie; you came after cake." Then Willie said, "I like you and the cake, too; I like both of you."

Then Willie ran to Mary and threw his little arms about her and said, "Let me kiss you, Mary." Mary could be cross no longer, but bent down and gave him a hearty kiss.

Then Mary gave him a nice cake and said, "Take the cake and go away quickly, before I am cross again." Willie's eyes danced for joy as he took the cake in his chubby hands and ran from the kitchen into the garden.

Then Willie walked in the garden, eating his cake and drawing after him his toy-horse, which was

on wheels. Soon he met his sister Ruth, who had made a pretty wreath of vines and flowers.

"O, Willie!" said Ruth; "Let me place the wreath on your head and see how pretty you will look."

Then she placed the wreath on his head, and he was a fine picture, with the pretty wreath and his curly, golden hair, sparkling blue eyes and red cheeks. And a little bird on a bush near by sang and hopped about as if pleased to see little Willie with his wreath.

Then Ruth said, "We will run to Mamma and let her see you." And away they ran to Mamma. Mamma smiled to see her dear little boy with his wreath, and she took him in her arms and kissed him many times. Then Willie ran out again to play in the garden.—*Supplemental Studies.*

A Smart Mule.

Once a man went to town on a mule, to buy a bag of salt. The bag was filled with salt and then put on the mule's back. On the way home, the mule stumbled and fell, in the middle of the river. The salt was wet, and it did not take long for it to melt and run away.

Soon the mule had no load, and was very happy.

The next day the man went to town for some more salt. He put the salt upon the mule once more.

As they went through the river, the mule took good care to fall at the same place. Soon the mule was rid of his load again. But the man now saw the mule's trick.

The next day he went to town again. This time he bought a large

load of sponge, and put it on the mule. When they came to the river, the mule played his old trick. But this time the sponge got wet through and through. The mule now found, to his cost, that his load was ten times more than at first.

The Good Kitty.

Snowdrift was a very good little kitten. She had a pleasant home, a kind mother, and a mistress who loved her very much.

After awhile the little kitten said to herself, "Why can't I catch a mouse for my mother? She is old and tired. I must try and help her."

So Snowdrift went and sat down by a hole in the pantry floor. The other kittens tried to make her come and play with them. But she sat there very patiently, although she was tired and hungry.

At last, a little brown head popped up from the hole. Quick as a flash Snowdrift pounced upon it, and soon a fine fat mouse lay dead upon the floor.

Snowdrift carried it to her mother, and you may be sure was made happy by the old cat's praise.

The Fox.

Have any of our First Reader children ever seen a fox? The fox is like a dog. He has a broad head, a sharp nose, sharp ears, and a long, bushy tail. The fox lives in a den, or a hole, in the ground. He hides in this den by day; at night he comes out.

He is fond of a duck, or a hen, or a lamb. He will eat rats, and eggs, too. When he gets hold of a hen

or duck, he runs with it to his den.

The fox is very cunning. I will tell you a story of a tame fox, that will show you how cunning he is. This fox was kept in a barn with some cats. These cats did not like the fox. They could tell by the smell, if he came near them. They would not eat their food if the smell of the fox was on it.

As soon as the fox found this out, he tried to cheat the cats out of their milk. When the little girls put the cats' milk in a dish, the fox would run to the pan and walk around it. For the fox knew that the cats would not drink it, then.

Day by day the cats lost their milk.

At last the girls saw the bad trick which the fox was playing. Then they put the milk where the fox could not get it.

A Letter to Dick.

BUCK CREEK, IND., JAN. 1, '86.

Dear Dick:—One day a rabbit came out of the woods to see if he could find any clover. Some boys saw him and tried to catch him. He ran under our barn; then came out, sprang through the fence, and so got clear.

I will tell you of a smart thing our red cow does: When she goes for a drink and finds the trough empty, she takes hold of the handle with her horns and pumps the water.

While I was waiting for a train at the station the other day, a boy with a little dog came in to wait, also. The poor dog was afraid, and tried very hard to get away; but the boy held him fast by a stout string.

There is one very selfish chicken in our barn. When the other chickens are just going to sleep, this one pecks them, and drives them down from the roost. He is very naughty, and wants the roost all to himself.

Your friend,

HARRY.

Newspapers in School-Rooms.

SOME OBJECTIONS URGED.

We notice in our educational exchanges, occasionally, articles advocating the use of the newspapers in the school-room as supplemental reading for the pupils. There are two sides to the question. It is very well for the young to learn early to take an interest in current events, and to lay the foundations for a broad intelligence. Good papers, like good books, should be of the right kind, well written, adapted to the capacity of the reader, and, above all, of pure taste and healthy morality. Many daily newspapers are not adapted for school use for the following reasons:

1st. The editorials are beyond the understanding of the young student. 2d. There is no sound mental food in much of the reading matter. 3d. There is, too often, much that is objectionable in them; much that might prove positively detrimental to the character and education of the young.

Too many newspapers cater to a depraved taste, and to the lower instincts of their readers. Glance the eye over the average newspaper of the day. There are graphic descriptions of murder, theft, burglary and the like. These are worked up with great elaboration of detail, and with an evident desire to excite the emotions of the reader. Whole columns are devoted to a brutal prize-fight between the noted champions of the ring, who pound, hammer and mutilate each other after the true artistic style. That is not good reading for a school-boy.

Some blaspheming infidel mixes his rhetoric and profanity for the gratification of his followers in an obscure theatre, and has sufficient

influence to secure the publication of his foul words in a leading journal, and forthwith it travels over the country, doing all the harm it can, and scattering the seeds of its vicious teachings in all the highways and byways. We do not want school-children brought within a thousand miles of such reading, no matter what may be the name of the newspaper which lends itself to such teachings.

We are not underrating the benefits which flow from a newspaper of the right kind—weighty in intelligence and pure in morals—but we do object to placing in the hands of our children anything which would be likely to corrupt their tastes or to lead them astray; and we have seen many an article in a leading daily newspaper which was not fit reading for the school-room. We do not sit in judgment upon the management of such papers. It is to them a matter of business, and so long as they have readers who enjoy such articles they will probably be published.

It is another and a very different question when it is proposed to make use of the daily newspapers as a reading lesson for our school children. Then, we are free to say, put in the hands of the young people any book, or newspaper if you like, which will give them models of good style, and wholesome thought, but be sure they read what is improving.—*Louisiana Educational Journal.*

WHAT men want is not talent, it is purpose; in other words, not the power to achieve, but the will to labor.—*Bulwer-Lytton.*

IN teaching we need to remember that feeling is a much slower sense than sight. If a man had an arm long enough to reach the sun, and were to touch that body with the tip of his finger, he would never find out whether it were hot or cold, as he would be dead before the sensation arrived at headquarters, which would require one hundred years.

SUPPLEMENTARY READING.

Why England is Warm.

As is well-known, the average temperature of the British Isles is much higher than that of America in corresponding latitudes. The latitude of London is about the same as the northern end of Newfoundland, but the annual average temperature of Newfoundland is almost twenty degrees below that of London. It was formerly supposed that the difference was due to the Gulf Stream, which expended its warmth upon the British coast, but this theory has now been abandoned, and a much more reasonable one has taken its place. The difference is attributed at present partly to ocean currents, but more to air currents.

There is a deep ocean current of icy water from either pole to the equator, in both the Atlantic and the Pacific Oceans. The Arctic Atlantic current hugs the shore of America, but is turned away from the British coast. A warm surface current flows northward over the not very deep ocean plateau that surrounds Great Britain. Beyond this plateau the bed of the ocean acts like the bank of a river, confining the south-moving sub-current of cold water.

But the air-currents exercise a more powerful influence than the water. When a storm passes over this continent the signal service, "Old Prob," reports it as an "area of low pressure." The air within this area being lighter, or having less barometric pressure than that around, air flows into the area from all sides.

This air does not, however, blow directly into it, but upon its outer edge. If you can fancy the sparks from a revolving pin-wheel, set off to celebrate "the Fourth," darting towards the wheel instead of away from it, you will get a rough idea of the motion of wind about a storm-centre.

Now it has been found that about Iceland the pressure, as shown by the barometer, is constantly much less during the winter than it is all around. Fancy now the pin-wheel, with its inflowing sparks representing wind, placed on the map just to the south of Iceland, and see what will happen.

On the north of the area the winds will be steadily east, or slightly north of east, for the winds blow somewhat inward, and not in a tangent; on the east they will blow from the south, slightly east; and so on.

It is easy to see that such an area would make the prevailing winds on British Isles more generally from the south than they would be without this influence; and on our side of the Atlantic the area would tend to draw the winds from the north and northwest.

Thus the warm, moist air of the tropical Atlantic blows over England, while, so far as this influence extends to us, the cold, dry air of Arctic America blows over our northern States. Of course we must look elsewhere than to the area of low pressure about Iceland for the causes which control the climate of this continent.

That constant winter storm centre makes England warmer, but it is too distant to make the whole continent of North America perceptibly colder. It only tends to do so. In time science will solve the problem and tell us what is the real, controlling cause of the dryness and coldness of our climate.

Music-Loving Animals.

There was once a very naughty little girl who frightened her papa and mamma by flying into dreadful fits of crying which they could not soothe. A wise old auntie who came to visit at the house remarked that she believed that these "tantrums" could be cured by music; so, whenever Miss Amy began to scream, her auntie began to play "Old Hundred" on the melodeon, and the remedy always proved effectual.

Similar instances of the charm of music are related, not as bearing upon naughty girls, but as affecting animals. In the Highlands of Scotland the milkmaids often sing to the sulky cows to restore them to good humor, and in France the peasants at work in the fields sing to the patient oxen, and thus cheer them in their labor. A lady in Edinburgh had a pet rabbit which behaved in a frantic manner if its mistress touched the harmonium, scratching the legs of the instrument, and showing signs of anger quite frightful in a rabbit. But if the lady went to the piano, Bunny was delighted, and almost danced a jig around the piano stool.

Lambs and sheep pause in the pasture to listen to a lively tune. A lamb has been taught to dance the polka in excellent time. Rats, by the by, have made agile performers on the tight-rope, keeping step to music, and there are a great many houses in which musical mice have lived and died. Everybody has seen poor, clumsy Bruin going through the motions of a waltz, and of

course we have seen the performances of trained horses and dogs in the circus. If these animals were not gifted with an ear for music, it would be in vain to endeavor to teach them such difficult feats with their feet. During long marches in the deserts the conductors of caravans often comfort their camels by playing on instruments. Weary though the poor animals may be, they step out bravely when they hear a merry air.

Perhaps the most wonderful thing which has ever been heard of in this connection is a fact related by J. G. Tennant in the Natural History of Ceylon. The cobra is the deadliest of serpents. No cure for its poison has ever been discovered. A snake charmer playing on his pipe had drawn one of these reptiles out of its hole, and catching him in a hair noose, he released him in an open space. There he experimented with him in the presence of a crowd of people. Whenever the man played, the cobra listened, seeming powerless. The moment he paused, the cobra threw himself forward with fury. This continued until the audience had been sufficiently amused, when the musician ceased, and the venomous snake was killed. Many other instances might be related of the extraordinary fascination music has for the dumb creation, and of their likes and dislikes in the matter of instruments and airs—*Harper's Young People*.

Unpretentious.

President Lincoln would have been very fond of Mark Tapley, that hero of Dickens who was "always jolly under difficulties." There was nothing pretentious about the President, and he easily adapted himself to circumstances.

Just before the close of the war, he ran away from the politicians and office-seekers of Washington, went down to City Point in the steamer *River Queen*, and invited himself to stay with Admiral Porter on board the flag-ship *Malvern*. She was a small vessel, with poor accommodations, but the President was content to occupy a small state-room, six feet long by four and a half wide, and would not accept the offer of the admiral's larger room.

When he retired for the first night on board, he put his shoes and socks outside of his state-room door. The socks had holes in them, but they were washed and darned by the ship's tailor, and placed, with his cleaned shoes, at his door.

"A miracle happened to me last night," said the President at the breakfast-table. "When I went to bed, I had two large holes in my socks, and this morning there are no holes in them. That never happened to me before; it must be a miracle."

"How did you sleep, Mr. President?" asked the admiral.

"I slept well," he answered; "but you can't put a long blade into a short scabbard. I was too long for that berth."

The President was six feet four inches in height, and the berth was only six feet long.

That day, while the President was away from the ship, the carpenters enlarged the state-room, lengthened the berth, and made over the mattress to fit it. Nothing was said about the change to the President. The next morning he came out smiling.

"A greater miracle than ever happened last night," said he. "I shrank six inches in length, and about a foot sideways. I got somebody's else big pillow, and slept in a better bed than I did on the *River Queen*, though not half so lively."

"I think," adds Admiral Porter, who tells the story, "that if I had given him two fence-rails to sleep on, he would not have found fault. That was Abraham Lincoln in all things relating to his own comfort. He would never permit people to put themselves out for him under any circumstances."

How the Northmen Came to America.

In 1003, 430 years before Christopher Columbus was born, Lief, the son of Eric, started on a voyage of discovery. He was a hardy Norwegian, who lived in Greenland.

His ship was a queer little vessel, sometimes moved by sails, and sometimes by oars. But it was tight and strong. He had twenty five men, and he sailed away southwesterly. It was early summer, but he met many icebergs, just as our vessels now do.

The first land he came to was flat and stony near the sea. Farther inland were high mountains with snow on their tops. This land was what is now called Labrador. Still sailing on towards the south, they by-and-by came to a flat country. This flat country had vast forests, and was what is now called Newfoundland. Here they cast anchor and went ashore, and feasted upon the sweet berries they found growing in abundance.

But they were not content to stop here, and so sailed on still farther south and southwesterly till they came to another and far different land.

This land had pretty green hills covered with trees; wild plums and berries grew here. The climate was soft, and there were song-birds and plenty of squirrels. They liked the look of this land so well, they sought along the shore for a harbor, and finally found one at the mouth of a river, where the tide swept in. Here were salmon and wild deer. A young German boy of the company wandered away one day

and, when found, was eating delicious grapes, such as grew in his own German fatherland. The grapes were so abundant, Lief named the country Vinland. The company built huts and stayed in Vinland during that winter. At first the days and nights were about the same length. Then the days shortened and the sun rose at half-past seven and set at half-past four.

In the spring Lief went back to Greenland, and his brother Thorwald bought his vessel and sailed for Vinland. Thorwald and his men passed the winter in the same huts where Lief and his men had stayed the winter before. When summer came they began to explore, and one day they saw some dusky men, the first human beings they had found. These dusky men were timid and ran away, but Thorwald's men caught some of them and cruelly put them to death. This made these dusky Indians angry, and they made an attack upon the Northmen and Thorwald was killed. Vinland means Wine-land.

The next summer Thorfin, a young Norwegian nobleman, came to Vinland with his beautiful bride, Gudfrida. These came with five other women, and a number of men. They lived three years in Vinland, and then Thorfin and Gudfrida returned to Norway, carrying specimens of the furs and fruits of this new country. Some of Thorfin's people staid behind and were joined by about thirty more from Greenland. Among this thirty was Freydisa, sister of Lief. She was such a bad-hearted, deceitful woman; her family hoped she would stay in Vinland, and never come back to Greenland. But she stirred up such strife, and set the colony so by the ears, she had to flee back to Greenland to save her life. And this is about all we know about the colony of Vinland. It became extinct, but just how, nobody knows. What I have told you is found in the chronicles of Iceland.

Historians differ as to how far these Northmen sailed along the shores of America. Some think Lief went as far as what is now Rhode Island, and that the old stone mill at Newport is the remains of a tower built by the Northmen. This tower is round and rests on seven columns. Its foundation stones are wrought spheres.

Others say that the Northmen did not get any further than Labrador, and I suppose we shall never know the exact truth about it.

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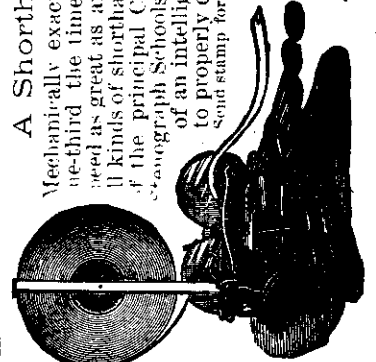
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SINCE July 1, over \$5,000 have been expended at the California Normal on much needed improvements. These include the heating of every student's room with steam, and re-papering, re-painting and carpeting each room. With all these costly improvements, the expenses to students are rather less than heretofore.

THE advantages for vocal and instrumental music at the Normal are of high order. Prof. W. K. Stiffy has charge of the department, and is ably assisted by Miss Jennie Ewing.

THE Normal enjoys good traveling facilities. River packet and three trains daily from Pittsburg. Fare, \$1.50; from McKeesport, \$1.05; from Uniontown 65 cents.

THE music teachers and pupils gave a public recital on Friday evening, Jan. 22.

AVOID, if possible, making pupils self-conscious, either by praise or censure. Speak of deed rather than of the doer.

MR. G. W. GALLAGHER, class of 1884, is teaching a very successful term at Stonerville, Pa. The REVIEW returns him its thanks for a good club of subscribers.

WE do most for our pupils when we stimulate them to do most for themselves.

THE attendance at the Normal next term, opening March 29, is likely to surpass all precedent; but we guarantee excellent homes and the best school privileges to all who come. Let those who expect to enter write the principal for rooms.

PROF. BALLHET, of Reading, Pa., thinks the best use of the spelling book is as a primary arithmetic.

MR. J. G. COPE, one of the veteran teachers of Westmoreland county, says he only uses concert recitations when he is lazy. Not all teachers are so candid. The good teacher adapts himself to the weakest in the class. This he cannot do by concert work.

WE would advise society debaters never to begin by using the time-worn phrase, "I have made no preparation," for if you have, you utter

a falsehood; if you have not, the society will find it out for themselves.

AN important thing in education is to acquire great facility in referring to dictionaries and encyclopedias.

THE California Normal extends a cordial invitation to all friends of education to visit the school and inspect for themselves the work done.

THE following suggestions were made at a recent meeting of the practice teachers:

1. Avoid superfluous words.
2. Avoid repetition.
3. Do not threaten.
4. Speak pleasantly.
5. Do not sharpen pencils on the floor.

6. Avoid excessive criticism in reading classes.

7. Learn quickly the names of pupils. Don't say, "Next little girl," "This boy," &c.

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.

THOSE interested in the study of music, either vocal or instrumental, are requested to correspond with Prof. W. K. Stiffy, of the Normal. The advantages offered are excellent, and the rates low.

GRADUATES of the Normal desiring to take a special course in Methods, with some studies in the Scientific course, during the spring term, should correspond with the Principal. The work is earnestly recommended to those who wish to fit themselves for desirable positions in graded schools. The Normal now offers rare facilities for the study of methods for both primary and advanced work.

BOARD and tuition at California costs teachers \$4.00 per week, or \$168 per year. Students can enter at any time.

YOUNG teachers coming into the profession should heed the signs of the times and take the Normal school course. The diploma confers marked advantages; it exempts from all further examinations; it is the best certificate a teacher in

Pennsylvania can hold; it entitles the holder at graduation to the handsome sum of fifty dollars, and it seldom fails to bring one a higher position, frequently doubling his salary.

READING is more an exercise of the mind than of the voice. Dr. E. E. White says that the voice must be the servant of the mind.

THE steam heating apparatus at the Normal furnished a delightful temperature in the coldest days of the recent blizzard.

THE Trustees have added to the appearance of the public parlor, and also to their own comfort during board meetings by the purchase of new chairs.

Westmoreland Institute.

THE 29th session of the Westmoreland County Teachers' Institute, held at Greensburg, Dec. 28 to Jan. 1, was largely attended and ably conducted. At least five were present who attended the first county institute in Westmoreland. Supt. Hugus is the soul of affability and knows how to make an institute go.

The Value of Character.

THE crown and glory of life is character. It is the noblest possession of a man, constituting a value in itself, and an estate in the general good will; dignifying every station, and exalting every position in society. It exercises a greater power than wealth, and secures all the honor, without the jealousies, of fame. It carries with it an influence which always tells; for it is the result of proud honor, rectitude and consistency. Qualities which, perhaps, more than any other command the general confidence and respect of mankind.

It takes a lifetime to build a character, and only one moment to destroy it.

Mrs. C. (to Mr. D., who is visiting there and has just sung some hymns)—"Do you sing 'Forever and Forever?'" (meaning the famous English Sunday night piece).

Mr. D.—"My dear madam, no; it's very seldom I sing at all."