

# The Normal Review.

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50c a Year.

## 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.

TOTAL attendance at the Normal to this date, about 425.

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

ADMISSIONS into the Senior class hereafter can only be granted upon certificate from the State Superintendent.

STUDENTS in their Senior year will be relieved entirely from reviews of the Junior studies, and will be able to do much more and much better professional work.

It is believed that the Junior examination will encourage more teachers to take the Normal course. The Junior certificate will admit the holder into the Senior class at the beginning of *any* school year.

The Connellsville *Courier* says: "THE NORMAL REVIEW, issued by the faculty and students of the California Normal, continues to grow in interest and excellence. It will prove a welcome visitor to all old students of the school, and, in fact, to everybody interested in education."

STUDENTS applying for admission into the Senior class in the fall (who were not present at the Junior examination), must be recommended by the faculty, be examined by a committee consisting of the principal of the school and the two county superintendents who were members of the last examining board, and have their examination papers forwarded to and approved by the State Supt.

MR. A. F. COOPER, class of 1882, principal of the Bellevernon Public Schools, will have charge of the



Falls City Normal Institute during the Summer term, beginning April 5. The right man in the right place.

MR. M. R. SNODGRASS, class of 1882, is principal of the public schools of Osceola, Neb. He will open the discussion on the topic, "Some Defects in Our School System," at the Nebraska State Teachers' Association, which meets at Lincoln, March 30.

COL. HAZZARD'S lecture on "Switches," at California, Feb. 1, was listened to with marked interest. The Colonel attended the meeting of the Normal trustees, on the same day, and addressed the students at the afternoon chapel exercises.

JOHN B. GOUGH, whose lecture in the Normal chapel in the second week of April was looked forward to with so much interest, died in Philadelphia, Feb. 18. Immediately after the announcement of his death, the Lecture Association decided to engage, if possible, Henry Ward Beecher to fill the vacant place in the lecture course.

THE Junior year studies will hereafter be uniform at all the State Normal Schools, and will embrace Orthography, Reading, Arithmetic (except Mensuration), Drawing (28 weeks), Penmanship (mastery of some approved system),

Physiology (including Hygiene), Botany, Elementary Algebra, History of the U. S., Constitution of the U. S., Geography, Vocal Music and Latin (sufficient to begin Cæsar.)

A MEETING of the State Normal School Principals was held at Harrisburg, Feb. 3-4, presided over by State Supt. Higbee. The most important action taken was the division of the examination on the Normal elementary course into two parts, a Junior examination and a Senior examination.

THE Senior year studies will include Psychology, History of Education, Methods of Instruction, Model School Work, Thesis, Rhetoric, Literature (a good knowledge of six leading English or American authors), Latin (Cæsar Book I. first 29 chapters), Arithmetic (Mensuration), Plane Geometry, Natural Philosophy, General History (in connection with Hist. of Education), and Book-keeping (7 weeks).

THE examination of the Junior class will be held at the same time, and by the same committee as that of the Senior class, and *will be final* on the thirteen branches of the Junior year. Those who pass will receive a certificate from the State Superintendent entitling them to admission into the Senior class of any State Normal School in Pennsylvania.

### A Girl's Chivalry.

Early one bright January morning, a few winters ago, a pleasing little incident happened in an Eastern city. Two or three warm days had been followed by a sleet and weather bitterly cold. Everything was radiant in the vivid sunlight, as though powdered with diamond dust, and the trees were great crystals; but the glassy rime on the sidewalks and crossings was very treacherous, and many an unwary foot-fall brought dire disaster.

Avis Morton, on her way to her daily work, after many narrow escapes reached a street car in safety. She had the good fortune to secure the last vacant seat, and, smiling and warm in her plain, comfortable clothes, she sat watching her fellow passengers. At the next crossing the car stopped, and a shabby little old woman fell on the steps, and was assisted by the conductor, with rough good nature, on to the platform. Weak and dizzy from her fall, she entered the car trembling in every limb, and with a pitiful, appealing look on her pale, wrinkled little face. There were a half dozen or more men and boys in the car, but not one of them saw her; of course not, they were all absorbed in their morning papers.

But Avis saw her, and in an instant she sprang up and led the old lady gently to her place. With a grateful look into the girl's frank, compassionate eyes, she murmured tremulously:

"You are very kind, child, very kind to a poor old woman."

"I ought to be, madam; I am young and strong, and it would shame me to keep my seat while you were standing," was Avis' chivalrous reply.

Several gentlemen arose and offered their seats to Avis; but no, she would not accept one of them. They thus acknowledged that this fair, lithe young girl had put a stigma upon each of them.

After riding three or four blocks the old lady wished to alight.

"It is so slippery, I am afraid you will fall," said Avis, as she arose to leave the car.

"It can't be helped, child; it can't be helped; but I am grateful for your kindness."

The aged voice was very tremulous, and went straight to Avis' heart. She hesitated only a moment—every penny of the three dollars a week she got for clerking in the great down-town store counted in the petty sum she and her mother could scrape for their living,

and she would be docketed if she were late—but it was only for a moment. The old lady needed somebody to assist her, and the next moment she was on the platform, saying:

"I will see you safely across."

Very carefully and kindly she assisted the shabby, uncertain little figure which clung so to her across the glassy street.

"Oh, child, if I had known it was so bad, I never would have come out; but I must go on. Oh, dear!

"How far have you to go?" asked Avis.

"Two blocks down this street, I think."

"I will go with you," said Avis quietly.

In a little while Avis had her *protege* safely at her destination.

"Now, child," said the little woman, at the door of her destination, "tell me your name, and where you live. I never want to forget the blessed girl who saved poor old me from breaking my bones."

Avis told her, and then added:

"I am only a poor girl, and shall have to make my own living, and I may be glad when I am like you to have some one remember me; but it's nothing at all ma'am," she added; with a light laugh, "for I should have had the blues all day if I had let you go by yourself."

After making Avis write her name and address on a card, she said:

"Good-bye, child; I can give you only an old woman's blessing."

"I am very grateful for it," replied Avis, reverently. "Good-bye."

She was late, and was docketed, and that meant sacrifice; but that did not matter to Avis. Her gifts went with sovereign freeness that admitted no regret.

A year passed by, and sickness had brought many privations to Avis and her mother. While health lasted they could live, but the fever that had overtaken Avis had made the future very dark. But one day during her convalescence the postman brought an official looking document addressed to herself. Had the stars fallen she could not have been more astounded as she read: "Christina Long has bequeathed to Avis Morton \$50,000, in remembrance of her chivalrous kindness to an old and helpless woman!"

This is a *true* story, and not a make-believe one by any means. A fortune may not reward us for kind acts, but every one lifts us into a nobler life. —*Youth*.

### An American Ostrich Farm.

African ostrich farms are an old story; but the attempt to add ostrich farming to the many other industries of this country is of very recent date. About two years ago twenty-two full grown ostriches were brought from Africa, and a home was prepared for them in Southern California. The field of this experiment is about six miles from Anaheim, and nearly the same distance from the Pacific Ocean, in Los Angeles County.

The country around is flat and sandy. On the north and south mountain ranges with snowy summits may be seen, and the plain stretches on to the west until it meets the ocean. Snow is unknown here, and frosts occur but seldom, so the strangers find a kindly welcome from the new climate.

An inclosure of about five acres, surrounded by a high board wall which effectually repels curious intruders, is the home of the enormous birds. They have been much irritated and annoyed by the familiarity of their many visitors, for crowds of people came to see the strange sight, and did not always behave as well-bred people should. So numerous were the visitors at the beginning of the experiment, and so inconsiderate and exacting were they in their demands upon the time and patience of those whose business it is to take care of the ostriches that at last an admittance fee was charged, and visitors are now only received upon two days in the week.

A large gate in the board wall admits one to the home of the ostriches. The large space is subdivided by many fences into smaller inclosures, in which the old ones are confined singly and in pairs, while the twelve young native ostriches are kept all together in one larger division. These are now nearly half-grown. They are ugly little creatures, awkward and ungainly, showing little promise of the beautiful plumage for which they will be famous in the years to come.

As the birds grow older they become very savage, and great care is necessary in approaching them. One of the males at the Anaheim farm is very ill-tempered. In one of his fits of passion he killed his mate, the only accident which has occurred as yet among the imported ostriches.

Another of the old males has a fancy for crowing, and it is a very funny sight to see an ostrich crow. His long neck swells to an enormous thickness,

and the crow sounds very much like the bellowing of a bull, a little subdued and modified.

The inside fences are quite low. It seems as if the prisoners might easily surmount them; but ostriches cannot jump at all, although they are so fleet of foot, and a trifling obstacle serves to confine them. Their long necks rise above the low fence, and the effect of all these heads, supported by long, slender columns, swaying back and forth, now disappearing entirely as they bend to reach the ground, now raised to their fullest height, or swelled out in the act of crowing, is very funny.

They are fed upon alfalfa and green barley with corn. Sea shells are supplied to gratify their craving for indigestible articles. The old birds are in very fine condition; their flesh is firm, their long, powerful legs are clean and strong. A kick from one of these members is something to be avoided.

In the incubating house, a building not far from the inclosure, are some baby ostriches; but these are carefully guarded and never shown to visitors. Even the workmen on the ranch are not allowed to enter the sacred precincts, and a large, savage watch-dog, chained near the entrance, enforces these regulations.

Whatever the result of the experiment may be financially, it seems demonstrated that the ostrich can live and thrive on our southwestern coast, and it is quite probable that in a few years more there will be many ostrich farms in operation in that part of the country.—*Woman's Journal*.

#### Methods of School Management.

Many methods have been advanced for the prevention of tardiness, and while none of them or no combination of them may be sufficient to accomplish the purpose in its fulness, it is probable that no one of them is totally devoid of merit, and that by using one of them either alone or with others judiciously, the cases of tardiness may be so reduced in number as amply to repay the teacher for the effort. I shall note only a few of the leading methods, all of which you have doubtless heard or seen many times already, even if you have not tried them.

1. Teach your pupils the importance of being prompt in *everything*. Watch them closely and when any of them are behind time in *anything* call their attention to the fact and urge punctuality in the future. Always be "right to

the scratch" yourself. Show them exactly what they lose by coming in late.

2. Open your school with some exercise that they will not want to miss. What shall it be? Perhaps singing will answer the purpose, but maybe a short and interesting story of suitable kind, a spirited recitation, a selection of extracts from some good author, or an easy experiment in some branch of natural science would better take its place occasionally. You may determine for yourself what you will choose, and you will know better what to choose as your acquaintance with your pupils grows. It is well not to inform the pupils beforehand what the exercise is to be. Let them guess at it and thus excite their curiosity.

3. Show the pupils by examples as well as precept that you are their friend and doing all you can for their advancement and their good; and then ask them to assist you with all their might in order that the best results may be reached. Get them to like you, and they will come to school on time in order not to displease you.

4. Talk to the parents and urge them to assist you in the matter. Parents are generally more to blame for tardiness than their children. If you succeed, as you may, in enlisting them in your interest, you will have gained much.

5. It may assist you in keeping your record of tardiness to require every pupil who comes in late to write his name on the blackboard, placing after it the number of minutes he is behind time. The clock should be placed where the pupil may see it from where he stands to write his name. This method may also have a tendency to promptness, as pupils generally do not like such a public announcement of a fault, and yet it is better, perhaps, that pupils be not required to perform disagreeable duties except in certain cases.

6. Where tardiness is caused by obstinacy, laziness, or some other despicable trait, it is sometimes well enough to require the pupil to make up lost time by assigning him additional work or to punish as for any other case of disobedience.

7. Some schools refuse admission to a tardy pupil until he produces a satisfactory excuse for his tardiness. The excuse must generally be in writing, in which case it must be signed by the parents of the pupil. Other schools expel pupils for absence, and count a certain number of cases of tardiness

(say three) are equal to one days absence.

8. Other methods possessing merit may suggest themselves to the teacher, but he must not use any method indiscriminately. Let him first determine, if possible, the exact nature of them case before him, and then he will better understand how to treat it. He should do his utmost to create a strong sentiment against tardiness among his pupils.—*Normal Teacher*.

#### Gems.

The action of men socially is the product of their action individually.

Human progress is always the resultant of conflicting forces.

Love is love always, though in any particular case it may lead to a false choice of its object.

Lost wealth may be replaced by industry, lost knowledge by study, lost health by medicine, but lost time is gone forever.

The law of the harvest is to reap more than you sow. Sow an act, and you reap a habit; sow a habit and you reap a character; sow a character and you reap a destiny.

No man was ever so much deceived by another as by himself.

No man can be brave who considers pain to be the greatest evil of life, nor temperate who considers pleasure the highest good.

One of the sublimest things in the world is plain truth.

To look forward profitably we must look back. Experience of the past is the best light for the future.

Avoid circumlocution in language. Words, like cannon balls, should go straight to their mark.

Expect great things, attempt great things.

Our institutions are deeper than our opinions, just as the race is wider than the individual.

Our deeds still travel with us from afar, and what we have been makes us what we are.

Every path of thought leads soon to the boundless wonder, in the midst of which we dwell; our most familiar knowledge in the light of which we walk, is only as a day between two nights; out of darkness it comes, and in darkness it ends.

Poverty may excuse a shabby coat, but it is no excuse for shabby morals.

This world cannot explain its own difficulties without the assistance of another.

### Spinning.

A spider was spinning herself in glee  
From a moss-covered awaying bough;  
A breeze came rattling 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.

### Geography.

Prof. Frye is an adept moulder of sand, but teachers had as well learn now that they cannot mould geography into a boy. The facts which moulding presents are facts that few children ever had difficulty in surmounting. And God's facts, the earth all round and the sky above, are moulded far more perfectly than the greatest adept can realize. "Geography is the one subject in which the maximum of visible results may be attained with the minimum of intellectual effort," is the language of the great supervisor, Fitch. It ought to be felt by every teacher of geography that the topography of a district ought to be studied in close connection with its soil and climate: that all political and commercial geography should be linked not only to soil and climate, but to shape, size, geology and natural resources. Text books cannot be followed nor ideas moulded. Knowledge and skilful utterance are the keys that unlock this problem and present the great facts to geography as truths to be possessed.

Two hundred thousand sewing girls are said to work twelve hours each day in earning thirty cents. This is what girls pay to be respectable. It is so much more genteel to push the needle for nothing than to cook for better wages. Sewing is *quasi* aristocratic while housekeeping is decidedly plebeian. We drop no tears for the 200,000 who refuse to right their wrongs by changing their business.

It is a good thing to prepare a boy to spell box. It is good also to train him so that he can draw a box readily. I submit that it is equally as good also to train him to spell and draw box, with saw, plane, hammer and nails. Instead of one sided training we thereby get all sided training and this is valuable. Cognitions are very close in kinship to creations, and these are a very good test as to the existence of those. The truly broadening studies are not those that develop a little nest of faculties in one corner of the mind; on the contrary, the broadest are those that comprehend the whole man—with body, mind and soul.

AFTER years of patient research among Indian archives for an origin of the word, Yankee, the conclusion has been reached that the search has been in a wrong direction. Yankee is a plain old Dutch word from the verb, "yanken," "to snarl," "to wrangle," "to hanker after." The noun Yankee in Dutch, meaning "howling cur," is said to be the most expressive term of contempt in the language. The word was evolved out of the old fight between the Dutch of New York and the English of Connecticut, and has stuck to the Puritans ever since. These are the deductions of a writer before the New York Historical Society, and we think them correct.

MISS NELLIE HOBSON, of Connecticut, was offered a position as teacher of drawing in a town of northern India with a salary of four thousand a year. She refused it. When the world witnesses a few more refusals of this kind, the place of woman will be pretty well understood. There are hundreds of men in Arkansas who would attempt to teach anything in India, Borneo, or at the North Pole for half that amount.

SECURE the attention of your class, teach the subject thoroughly, then "cease from your labors" in this line, and require the pupils to do what they have been taught.

Many teachers waste their time and strength and injure their pupils, by continually repeating instruction, when one lesson should

be sufficient. Only by self-activity is the mind disciplined, and the memory will not long retain what it has been compelled to reproduce. Instruct your pupils to observe the following order of thinking and doing in solving a problem: Determine what is required. Decide upon a method of solution. Perform the operation. Said Professor Tillinghast, "If I had but three minutes in which to solve a problem upon which my life depended, I would spend two minutes in deciding upon a method of solution, before making a figure."

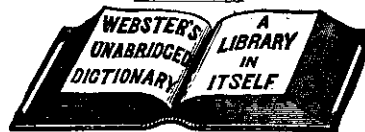
In too many schools work on the blackboard precedes work in the brain; in other words, there is more doing than thinking.—*Ex.*

A VALUABLE exercise in connection with the reading is to have the pupil close his book and give some of the thoughts which he has read in his own words. If the lesson be a story, let each pupil tell as much of it as he knows, or let one start it and another go on. Be sure that they give attention to the thoughts expressed by the words they read. In connection with this, let them change the easier selections in poetry which they read to prose.—*Primary Teacher.*

THAT method is best which makes the pupil *think* most.—*W. R. Comings.*

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### Archdeacon Farrar on Education.

On the afternoon of the second of December the Chapel of the University of Pennsylvania was crowded with an audience who had been invited to hear Archdeacon Farrar's address on Education. The lecture was informal in its character, Canon Farrar stating at the outset that he had been able to devote but little time to its preparation, and that he would be compelled to draw his ideas from former remarks he had made on this subject; hence he could claim but little that was new for them. Notwithstanding this, the thoughts expressed were so fresh that the audience was more than satisfied.

The first point dwelt on was the infinite importance and sacredness of the teacher's task. The mind of a child is intensely susceptible to very slight influences, and impressions are made with the greatest quickness. In teaching, the production of a man is the end in view, and Dr. Arnold has said that the destinies of empires are controlled by the training of the young. To show the effect produced by a child's surroundings, the lecturer referred to a bust in the British Museum, upon which he had often gazed in admiration. It was that of a child of six or seven years, pure and beautiful. Yet when that child grew to manhood amidst brutal associates and instructors, he became "the beast of the Apocalypse of St. John, the Emperor Nero." Sir William Jones, the artist Turner, John Ruskin, and Charles Darwin each trace their special adaptability for the particular lines in which they have become famous to some slight impressions made during childhood.

Modern education can claim two distinct gains over that of the past. It has been only in the last fifty years that the true secret of education—kindness—has been discovered. In these times scarcely any one will call himself a teacher unless he is able to get along almost entirely without punishing his pupils. Among the many anecdotes here introduced was one of Lord Lawrence, who, upon being asked if he was ever flogged at school, replied, "Yes, every day of my life except one, and that day twice." But all this is now, fortunately, a thing of the past.

The other great gain is that of increased breadth. The old system used to ignore all the powers of some pupils and some of the powers of all. Everything was neglected in favor of the dead languages, and even they were

not taught; but instead a great amount of composing of Latin verses and Greek iambs by those who did not understand the groundwork of either language, producing results that would make an Italian or Athenian boy die of laughing. The origin of this system could be traced back to the time of the Renaissance. But this is the age of Science, and "is it reasonable that education should be the only thing that is stationary," while all else is advancing? Men's minds are different, and the same system will not do for all. Science has powerful claims to an equal place with literature. The delights of Science are endless, and no other branch of study can equally with it train the powers of observation. Its utility, too, is another strong point in its favor.

For a finished education it is undoubtedly best to combine both science and languages. It is in Latin and Greek that the greatest thoughts of mankind have been immortalized. Yet a classical education, while it is not to be deprecated, is not necessary for the finest literary results. There is not in our language a poem more classical than the Hyperion of Keats, and yet its author knew not a syllable of Greek.

But while we are discussing this branch of our subject, we must ever bear in mind the best and highest aim of education. It has been said that a child should be so taught that he "may know God here, and enjoy Him in Heaven forever hereafter." "The true object of education is to make a man," and behind the clerk, behind the scholar, behind the merchant, stands the man himself. The other training is of little avail unless the conscience receives its share. For the conscience can be trained as well as any other human faculty; and this training is best produced by religious literature. The education which neglects practical ethics is worthless. The one great text-book of this branch is the Bible. It stands alone and must be the foundation of every true education.

In closing, the speaker gave a striking testimony to the existence in the hearts of all of the Holy Spirit.

I have endeavored in this brief sketch to outline the main features presented. In order fully to appreciate the lecture it is necessary to have heard it from Canon Farrar's own lips, when the pleasant voice and manner, the clear enunciation, and beautiful diction made his remarkable address doubly impressive. Its importance is greatly increased by the fact that the lecturer

was till about ten years ago a practical educator.—*Exchange.*

### Concerning Reading.

Reading is not taught as thoroughly as it should be, when scholars are allowed to pass over words, the meaning of which they do not know. To this shiftless way of reading in schools is due in part the fact that so few people form the habit of reading good literature after school days are over. Pupils get the idea, directly or indirectly that a good reader is one who speaks distinctly, pronounces correctly, observes the pauses, and gives the proper inflections. These qualifications are very important, and may make him, in the estimation of those who hear him (if they can understand), a good reader; but they are useless qualifications if the more important one of knowing the meaning of words and sentences is not added. A reader of this kind can surely have no interest in what he reads; his efforts are to him little more than mere sounds; there is nothing to awaken interest, so far as he can see, and so there is no incentive for him to form the habit of reading.

The time to apply the remedy for this defect is when children are learning to read. Indeed, the inquisitiveness of children will cause them to apply the remedy themselves; they are always so eager to understand everything! and if they are not allowed, or rather not compelled, to read something unintelligible, they will be very likely to carry the habit of childhood into maturer life: and so become what I may term *accurate* readers.

Teachers should insist on having their pupils understand thoroughly every word and sentence read. In order to accomplish this, no better aid could be offered than an unabridged dictionary; teach them to use it. The information contained in this book is almost unlimited, and pupils should know how to get at it.

An accurate reader is of more use to himself than if he were merely a "good" reader. There is this difference,—one knows what he reads, the other does not. If pupils are properly taught to read, they will not find their problems in arithmetic so hard to understand; examples in grammar will be easily interpreted; and all their studies in fact, will not seem to be veiled in obscurity, as they do to the one who can read well, but cannot read understandingly.—*Supt. Thompson.*

### Are Public Examinations Advisable.

BY PRES. G. M. MILLER.

I will simply outline this discussion briefly. Whether examinations are advisable depends:

1. Upon the objects.
2. Upon the matter.
3. Upon the methods.

If the objects are to make a public display of the pupils—a kind of intellectual Olympic, to make a memorizing machine of the pupil by causing him to “stuff” for examination, or simply to enable the teacher to make out the grade, no. If they are to stimulate the pupil to master the subject, which when properly conducted they do as it is only the smatterer, as a rule, that dreads examination, to give him a readiness in bringing forward what he knows *impromptu*, and to give the teacher additional data as to his standing, and especially enable the teacher to see where he has failed in making difficult points clear to the pupil, yes.

As to matter: If it is such as to make a kind of intellectual pillory for both pupil and teacher, if it is a puzzle box, if it is an intellectual show-case in which the teacher exhibits his own rare ideas through a magnifying-glass, or a curiosity shop for exhibiting the patent notions of the visitors, gleaned from almanacs and manuals, no. If it deals with the cardinal principles of the subject, including the more important details, and is confined to what the pupil ought to know or ought to be able to do, yes.

As to method: If it deals with the subject in a thoroughly “bookish” manner, requiring epitomes of books in book language, strictly, so as to make the pupil’s mind an abridged cyclopedia of book skeletons and isolated, unimportant facts, no. If it tests the pupil’s knowledge of the subject and his ability to express his ideas definitely and stimulates him to acquire a thorough knowledge of the general principles and most important facts of all subjects and an ability to express such knowledge clearly, yes.

A great deal of hostility against examinations has grown up lately in all educational circles, but this

hostility is the result not of the use, but of the abuse of them. But as every good thing always survives its abuse and is always exalted by the ordeal, so examinations, becoming relieved, by severe criticism, of the barnacles with which they have been encrusted by ignorance and inexperience, are coming to be more appreciated than ever before. By my noes, I have briefly hinted at the abuses, and by my yeses, the uses of examinations, with which we can by no means afford to dispense.

### Easy Studies in Ethnology.

W. C. MCCOLLUGH.

“Children,” said the teacher one Friday afternoon, when all had been called in from recess, “children, you may lay aside your books the rest of the afternoon, while I give you a short talk about people. Your geography tells you, doesn’t it, that there are five races—five different kinds of people in the world? This classification is based upon differences in color, size, shape of the head, and so on. But we all know that there are many other differences between people. All white persons do not speak the same language, neither do all of any other color or race speak the same language; all white persons do not live the same kind of lives; some are civilized, some are only half-civilized; some are Christian, some Mohammedan, some heathen. So do peoples of the other races differ from each other in many things besides color. Your geography, then, might also have told you, that each of the races is divided up into different parts, and each of these into others, and these, again, into others still.

So, we see, that there are upon this earth of ours a great number of different peoples, nations and tribes. Now just as the science called botany tells us about all the trees, plants, flowers and grasses that we see about us everywhere; and as the science called zoology tells us about the many kinds of animals that live now, or did live long ages ago, so is there a science—or rather a two-fold science—that tells us about all these differ-

ent races, nations, tribes, and families of people. One part of this science, *ethnography*, describes them as they now are; tells us about their appearance, civilization, culture, and religion. *Ethnology* unfolds to us how they came to be, how and when and why—as far as can be known—the first nation separated into two; and these two into others, and these again into others, and so on. There is another science that helps us to do this, and without it we could hardly trace them out at all, the science of *philology*, that is, the science of languages. As botany, about vegetation; as zoology, about animals; as physiology, about the body; so philology tells us about the different languages—how they are alike or unlike one another, which is the oldest, and how all the rest descended from it, and in what order they did so.

When mankind began, there was but one language. Adam and Eve, no matter when or where they lived, must have spoken the same language. Their children and their children’s children would speak the same language. And when they grew numerous and became a nation they would still speak the tongue their father’s had spoken. But when the nation grew very large and divided, a part going one way, a part another, and a part remaining at the old home, all these different divisions, living apart from one another, and leading different kinds of lives—farmers, nomads, herdsmen, or warriors—would constantly keep making new words and losing old ones, until after hundreds of years each division would have a language of its own, almost entirely different from that of any other division, and even from the old mother-language.

It is certain that in this way all languages of which we know had their origin; but whether they all originated from the same speech, or from several different ones that had an independent origin in widely separated parts of the earth, is not certain. As we may trace the descent of a family back through its parents, grand-parents and great-grand parents, so may we follow back a family or group of languages

to some one that was the great ancestor of them all. In this way scholars have found that nearly all the languages of Europe are akin to one another and to those of South-eastern Asia; and that all of them, together with most of the other languages in the world, have descended from one great parent speech that was spoken many thousand years ago, somewhere in Central or Northern Asia.

Now, children, take your large geographies and turn to the map of Asia. Somewhere east or northeast of the Aral Sea, in the great plateau, where rise the Amoo, Syr, and Indus rivers, the first family, the first nation, probably, spoke the language from which all others have descended. Like many different paths leading to the same door, the history of all these various tongues leads us back to this one great door whence long, long ago—so long that we know not when—man issued forth to subdue and replenish the earth. We do not know what they called their language. We know, in fact, but little about it, more than that there was such a one. We call it the *Indo-European* language.

But this ancient nation grew, and at last became so numerous that a part of them had to leave the old home—the great plateau. This part went off to the southeast, south and southwest, the greater part of them going in the latter direction, and finally settling along the eastern coast of the Mediterranean sea, along the valley of the Nile, and on into the interior of Africa. All the nations and languages traced to this branch are called *Turanian*. As they were the first to leave the old home, and hence have been separated the widest and longest, they differ the most from each other, and from the old parent speech.

After a long time, another part moved away from the old home on the plateau and settled in Northern Arabia, Palestine, and in the Euphrates and Tigris river valleys. This is called the *Semitic* branch.

The last great emigration was when the entire nation left its old home, one section going southeast, conquering the others who had

gone before them, and finally settling in India. The other section, west and northwest across the Ural Mountains and into Europe. These two sections together make the *Indo-European* branch.

Now children, turn over to the large map of Europe. The section that came into Europe scattered out, and in course of hundreds of years divided into five great divisions or nations: (1) the *Celts*, who lived in what is now called the British Islands; the Irish, Scotch and Welsh are Celts. (2) the *Teutons*, who occupied nearly all Europe west of Italy, together with what is now Holland, Belgium, Denmark, Germany, Sweden, Norway, and a part of Austria. (3) the *Slaves*, who inhabit Russia, Poland, the greater part of Austria, Servia, Roumania and Bosnia. (4) the *Greeks*, who lived and yet live in Greece and the adjoining islands. (5) the *Romans* in Italy. But my time is up. In our next talk we will find out something about how these five branches separated from the part that came from Asia into Europe. We will also learn something about philology, and how it is that men can learn the origin and much of the history of a nation just by studying the words of its language."

#### Civil Government.

1. What influences determined that each state should have, in the lower house of Congress, representatives in proportion to its population, while the number in the upper house should always remain the same?
2. (a) When vacancies occur in the representation from any state, how are they filled?  
(b) Has the Vice-President a vote in the Senate.  
(c) Has Senator Sherman a right to vote on all measures while he is serving as vice-president? Why?
3. When are congressmen, while in attendance at the session of their respective houses, not privileged from arrest? Why were these exceptions made?
4. State all the possible steps a bill may go through before it becomes a law.
5. In the event of the death of

President Cleveland, how long would Senator Sherman act as president?

6. (a) In what is the judicial power of the United States vested?  
(b) To what does this power extend.
7. How is an amendment created?
8. Name the amendments that have been created on account of the Civil War.
9. Why has no religious test ever been required as a qualification to any office or public trust under the United States?
10. In what particular do you regard the constitution of Ohio the weakest? Why?

#### Arithmetic.

1. Define the following: Annual interest, 5-20's, compound proportion, and cylinder.
2. Write a Foreign bill of Exchange.
3. I bought 100 doz. stay bindings at 40, 10, and  $7\frac{1}{2}$  per cent. off. The sum of the discounts was \$30.30. What was the list price per doz.?
4. A note of \$400, dated January 1, 1884, and due in 6 months with interest at 6 per cent., was discounted at bank March 1, '84, at 8 per cent. What was the discount?
5. A boy sold two knives at the same price. On one he gained 20 per cent., and on the other he lost 20 per cent.; his loss was 2 cents. What was the cost of each?
6. What must be the asking price of cloth costing \$3.29 per yard, that I may deduct  $12\frac{1}{2}$  per cent. from it and still gain  $12\frac{1}{2}$  per cent. on the cost?
7. Bonds at 20 per cent. premium, brokerage  $\frac{1}{2}$  per cent., cost \$300.87 $\frac{1}{2}$  more than the face. What was the face?
8. C. owes \$1,200 due November 6; he pays part Aug. 1, and the rest Jan. 15. What are the payments?
9. Sold an article at 20 per cent. gain; had it cost \$300 more I would have lost 20 per cent. What was the cost?

The bread of life is love; the salt of life is work; the sweetness of life, poetry; the water of life, faith.

# PHILOMATHEAN GALAXY.

MOTTO—NON PALMA SINE PULVERE.

FLORENCE N. COPE, Editor.

MRS. L. W. MORGAN and Mrs. Abell, of California, were recent visitors at the Normal.

MRS. J. S. EBERMAN, *nee* Guffey, class of '83, recently called on her Normal friends and was present at evening chapel exercises.

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.

RESOLVE to see the world on the sunny side and you have almost won the battle of life at the outset.

THE Normal enjoys good traveling facilities. River packet and three trains daily from Pittsburg.

HE that wants money, means and contentment is without three good friends.—*Shakespeare*.

WHEN you meet a difficulty never let it stare you out of countenance.

TO READ without reflecting is like eating without digesting.

"A MAN has no more right to say an uncivil thing than to act one; no more right to say a rude thing to any other than to knock him down."

SOME men will not shave on Sunday, and yet they spend all the week in shaving their fellow-men; and many folks think it very wicked to black their boots on Sunday morning, yet they do not hesitate to black their neighbor's reputation on week days.—*Beecher*.

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.

MISS MINNIE E. WATTERS, a former Philo., is teaching in the Third Ward School in Allegheny City. Miss Watters still feels a deep interest in all that relates to the society and to the school in general. Her address is No. 234 Franklin street.

MAN carries under his hat a private theater, wherein a greater drama is acted than is ever performed on the mimic stage, beginning and ending in eternity.

METHOD is the hinge of business, and there is no method without order and punctuality, both of which are required of the students at the California Normal. This we believe is one reason why the graduates of this school are in such demand. Habits of order and punctuality being formed while here, they cling to them through life, making them efficient in whatever field of labor they may enter.

"KNOWLEDGE is of two kinds; we know a subject ourselves or we know where we can find information upon it.—*Johnson*.

ONE story intellects, two story intellects, three story intellects with skylights. All fact collectors who have no aim beyond their facts are one story men. Two story men compare, reason, generalize, using the labors of the fact collectors, as well as their own. Three story men idealize, imagine, predict; their best illumination comes from above, through the skylight.—*Holmes*.

MRS. EVA D. KELLOGG, a woman of national reputation and a contributor to the New England educational journals, visited the Normal last week. She was for ten years a teacher in one of the schools of Boston. She spent one year among the schools of England, principally in London, and has of late been teaching in the south. Her visit was very much enjoyed by both teachers and students. She visited all the recitation rooms and observed closely the workings of the school in general. Her talks to those who are preparing to teach were so full of feeling and abounded in such good advice that all hearts were drawn to her. She made all feel that she was their friend, and her words gave them great encouragement. The reading room

was one of the features of the school that she commended most highly. In speaking of the value of gymnastic exercises in the school, she said, that the chief value in them was the discipline which such exercises gave the muscles. In all her talks she was eminently practical and her visit will long be remembered by both students and teachers.

### The Danger of Riches.

Riches and the pursuit of them are likely to absorb too much time, so that men will have little *leisure* and less disposition for self-culture. There may be periods in a man's life in which there will be exclusive and exhaustive application to business, but that should never last long. Every man should have time for friendship. He pays dearly for riches who so eagerly pursues them that he does not give himself time for God and time for himself as a child of God.

### Earnestness.

The amount of work done, or good accomplished, by an individual is not measured by the number of days, or months, or years he may have lived. Some men accomplish much in a short time; they may not have lived many years, but they have finished their work and left "foot prints on the sands of time." Their bodies sleep in peace, but their names live evermore. They have lived long because they have lived for some good purpose. They have lived long because they have accomplished the true ends of life by living wisely and well, for "that life is long which answers life's great end."

The essential element of success in every great undertaking is expressed by the single word, *earnestness*. It contains the true secret of all the wonderful successes which have astonished the world. In every occupation of life requiring intellectual or physical exertion, earnestness is an essential element of success.



# CLIONIAN REVIEW.

ANNIE JENKINS, Editor.

MOTTO—PEDETENTIM ET GRADATIM.

MR. L. W. LEWELLEN, a Clio in the class of '85, visited the Normal on Washington's Birthday. He will have charge of a select school at Masontown this spring.

OF the twenty-two members of the Senior class thirteen were teachers of public schools before entering the Normal.

MR. C. S. BINNS, a former Clio is attending a Mercantile school at Columbus, Ohio.

MISS ANNA BUFFINGTON, Miss Ella Luce, and Miss Emma Browneller will be gladly welcomed to Clio Hall when they return at the opening of the spring term.

THE last name inscribed on the record of the Clionian Society is that of Miss Flora Packer, Brad-dock, Pa.

THE Seniors seem to experience great difficulty with the pronunciation of their Latin. One gentleman calls Caesar alternately, Kesar and Sisar.

ONE of the Clio ladies has a wonderful command of the language. She recently asked her next-door neighbor for the loan of a diminutive, truncated cone, convex on its summit and semi-perforated with symmetrical indentations. She wanted a thimble.

MISS DONETTA NEWKIRK, on account of serious illness, has resigned her position in the Coal Center schools. Her sister, Miss Minnie, has been elected to fill the vacancy.

CLIO Hall is situated on the third floor of the school building, and is well fitted for the purpose of a society room. The floor is covered with Brussels carpet, the walls are hung with a pleasing design of paper and ornamented with pictures. The officers of the Society occupy handsome upholstered chairs, and the president and secretary are provided with marble-topped tables. A stranger upon entering might be puzzled to determine how the room

is heated, for neither stove, grate, nor hot-air register is visible. Investigation, however, would show the presence of two radiators placed in the alcoves near the windows, where the steam sends off a heat far more agreeable than that of a stove. The dimensions of the Hall are 39 feet by 30 feet. Yet it is comfortable even in the coldest weather. The Society is prospering under the wise administration of Mr. L. B. Wilson and its members expect a strong reinforcement in the spring.

A FEW weeks ago a new member was admitted to the school. At first his coming seemed to impart new life and vigor to the students, but strange to say it did not last long. The teachers from the very first looked upon the new arrival with frowning brows and at last thought best to expel him from the school. There was much wailing and gnashing of teeth but all in vain. Black Jack must go. Farewell Black Jack. Your stay with us was short but you leave many pleasant memories behind you, and we wish you success in the future. But we beg you to accept this advice from us, your friends, if you wish to settle down permanently, and dwell in peace, keep away from Normal schools. They have some very peculiar theories, one is that the incessant working of the jaws is in direct opposition to the working of the brain.

MRS. KELLOGG addressed the assembled Juniors and Seniors on Tuesday morning, as representing the teachers of the near future. Every upturned face showed the feeling and appreciation which her every word aroused in her hearers. She spoke of the under-current of earnestness which she observed flowing through all the work she had seen here, and counseled us to beware of that common failing of Normal school graduates—perfect self-satisfaction. The ready sympathy with the teacher's difficulties

which her words and tones expressed won the hearts of all her listeners. She warned us against entering that stratum of mediocrity between the poorest and the best teachers which is so overcrowded while at the top there is plenty of room.

THE entertainment given by the Society February 13, was well attended by an audience which seemed to appreciate the efforts of the performers. Miss Moore appeared before the audience as an old lady with white cap and kerchief, and her knitting work in her hand. Her selection, Mrs. Bean's Courtship, was well rendered. The recitations of Misses Johnson and Stockdale were listened to with pleasure. Mr. Kinder, the essayist gave some striking and original ideas on "The Habit of Swearing." The most attractive feature of the entertainment was the pantomime, Cinderella, played by the younger members of the Society. The little ladies were beautifully dressed in pink, blue, and red dresses. Their attendants were equally handsome in knee-breeches, buff vests, and bright coats. One of the most interesting scenes was the ball room, where the Prince with his velvet mantle and gilt ornaments, and Cinderella with her white dress and flashing spangles, were admired and envied by the remainder of the company. The play closed as the good old story itself does, with the wedding of the brave Prince and the fair Cinderella.

NOR enough composition is taught in our common schools. To write a good composition requires time and hard work. Schiller, when he composed his poems, walked up and down the room repeating the verses to himself to see if they struck his ear well. The subject must not be too general. The subject must not be too difficult. The teacher should lend his assistance and instruct his pupils in the formation of correct sentences.—  
*Prof. Kemp.*

## Articles on Elementary Chemistry.

## II—EXPERIMENT.

Take a small piece of sodium, the size of a pea, and wrap it in a piece of wire gauze. Attach the gauze to the end of a copper wire, three or four inches in length, and thrust the gauze beneath the mouth of a test-tube, which has been previously filled with water and inverted in a pan containing that liquid. Bubbles of gas will rise rapidly from the sodium, and make their way to the upper end of the tube, driving the water down into the pan.

As soon as the tube is filled with gas, place the thumb firmly over its mouth, and remove it from the water. Now quickly withdraw the thumb, and immediately apply a lighted match. The gas will burn with a pale flame.

It is *hydrogen* which, as we have already seen, is one of the two gases which constitute water. If 23 parts, by weight, of sodium, had been used, one part by weight of hydrogen would have been produced. Let us suppose that the sodium used weighed 23 grains, then the hydrogen produced would have weighed 1 grain, i. e., *23 grains of sodium, if placed in water, will liberate 1 grain of hydrogen.*

The above is a *fact* which rests directly on the sure basis of experiment.

If the water and the sodium both be pure, the appearance of the water will remain unchanged.

If, however, the water were now placed in a silver dish and evaporated, a white residue would remain in the dish. If this residue were heated to redness it would melt to a clear liquid. If now to this liquid more sodium should be added, hydrogen would be evolved. Finally, if this hydrogen could in some way be collected, it would be found to exactly equal in weight that evolved from the water when the sodium was added to it, and, furthermore, the addition of more sodium would not cause the evolution of any more hydrogen; nor can we in any way obtain hydrogen from this final product.

If the steam which passed off when the liquid in the dish was evaporated had been condensed, it

would have been found to differ in no way from pure water.

What remains in the dish, however, *is not water.*

From the experiments, we are led to the following conclusions:

1. If a small quantity of sodium be added to a considerable quantity of water, (a) hydrogen will be evolved. (b). The weight of the sodium used is 23 times that of the hydrogen evolved.

2. When the water which has been treated with sodium is evaporated, a residue remains, which, when treated with sodium, will yield exactly the same quantity of hydrogen as was produced when the sodium was added to the water.

The above are *facts*. Let us now assume a hypothesis which will account for them.

From the conversion of ice into water, and water into steam, we were rather led to believe that water *is* composed of innumerable little particles, though we were unable to prove it. The matter now presents itself in this form. Either it *is* or it is *not*.

Let us *assume* that it *is*. Let us now suppose that each of these little particles, which we will call molecules, is composed of still smaller parts which we will call atoms.

The simplest composition which we can assume for the molecule of water is, that one atom of hydrogen is united or joined to one of oxygen. Representing the hydrogen atom by H, and the oxygen atom by O, we may represent their simplest combination by HO.

Representing a sodium atom by Na., the first two letters of its Latin name, (Natrium), we may represent the action of an atom of sodium on a molecule of water thus: Na plus HO = NaO plus H.

That is to say, each atom of sodium seizes upon an atom of oxygen, and crowds out, as it were, the hydrogen atom which escapes into the air, hydrogen being a gas.

The above hypothesis explains the action of the sodium upon the water, as far as the first evolution of hydrogen is concerned.

After the above reaction has taken place, we have two kinds of molecules left in the vessel con-

taining the water, viz: HO molecules and Na O molecules. But the former are water and pass off when the liquid is evaporated, and we have remaining only Na O molecules; these, however, can yield no hydrogen, since they do not contain any.

Our first hypothesis is at variance with the facts and must hence be abandoned.

Let us now assume that the water molecules contains *two* atoms of hydrogen and one of oxygen. The simplest reaction which can now take place is this:

H-O-H plus Na = NaOH plus H., i. e., each molecule of water has half its hydrogen replaced by a sodium atom.

The solution now contains Na-O-H molecules and H-O-H molecules. If the water be now evaporated, only the Na-O-H molecules will remain. The only reaction which could take place between the Na O-H and Na, that would cause hydrogen to be liberated, is obviously this—Na plus Na-O-H=Na-O-Na plus H. This latter hypothesis evidently accords exactly with the facts, and it is universally accepted by chemists.

Instead of representing a molecule of water by the expression H-O-H, it is commonly represented thus, H<sub>2</sub>O, the 2 representing the number of atoms of hydrogen in the molecule. Such an expression is called a *chemical formula*.

There is another metal known to the chemist, called potassium. This metal resembles sodium very much in its properties. Its symbol is K, which is the first letter of its Latin name—*Kalium*.

If water be treated with this metal, we get substantially the same results as were obtained by sodium.

The reaction would evidently be represented thus: H-O-H plus K=K-O-H plus H.

It is found, however, that instead of requiring 23 grains of potassium to liberate one grain of hydrogen, it requires 39 grains. If one atom of potassium, or of sodium, replaces one atom of hydrogen, as represented by the above reactions, it follows that an atom of potassium is 39 times as heavy as a hydrogen

atom, and a sodium atom is 23 times as heavy.

The above numbers, 39 and 23, represent the *atomic weights* of the elements potassium and sodium, i. e., the weight of an atom of each as compared with that of an atom of hydrogen. By analysis we find that water is composed of one part by weight of hydrogen, to eight parts by weight of oxygen; but if H<sub>2</sub>O is the formula for water, its decomposition or separation into its elements would be represented thus: H<sub>2</sub>O=H<sub>2</sub> plus O, that is each molecule of water furnishes one atom of oxygen and two atoms of hydrogen. But the atom of oxygen is *eight* times as heavy as the *two* hydrogen atoms; hence, an oxygen atom is *sixteen* times as heavy as *one* hydrogen atom. The atomic weight of oxygen is therefore *sixteen*.

ELWOOD HAYNES.

**Pedagogics.**

1. What works on pedagogics have you read?
2. Define education. Distinguish between the science and art of education, and methods. Is the true end of education to develop power or to communicate knowledge?
3. Give difference between teaching and telling. Do American teachers explain too much or too little? Which should take the greater part in a recitation, the teacher or the pupil? Is it the teacher's business to relieve the pupil of work by explanations or guide him in the work of self conquest? Should he ever explain?
4. Does it follow that a person who knows a subject can teach it? Can he teach it without knowing it? What does Jacotot say on this point? Who was Jacotot? Give some account of his methods.
5. Give your method of teaching reading to beginners. Show that it is in accordance with nature's method of teaching and therefore on a scientific basis.
6. Which should precede, rules or operations, facts or generalizations, things or words, analysis or synthesis, the whole or its parts, the experiment or the principle to be established by the experiment?
7. Give your process of teaching numbers to beginners.

8. Is there any better way to learn than by doing? Does the use of hand and eye in industrial manipulations develop the intellect? Should industrial training form a part of school instruction? How best teach the tables in denominate numbers? Can you teach mensuration objectively?

9. What works prescribed by the Ohio Teachers' Reading Circle have you read? Do you intend to keep up your professional reading? What changes in the Ohio school law would you urge upon the legislature?

**Reading Examination Questions.**

1. What is the chief design of reading?
2. Name some qualities of good reading.
3. Name the different methods of teaching beginners. Which do you prefer? Give reasons.
4. What is emphasis? Name the different kinds and give a sentence to illustrate each.
5. What is your plan of developing vocal culture?

**Teaching Composition.**

BY DR. EDWARD BROOKS.

PRINCIPLES OF COMPOSITION WRITING.—In teaching pupils to write a composition, the following principles should be borne prominently in mind:

1. *Composition is to be regarded as the expression of what a child actually knows.* The importance of this principle is enhanced by the fact that it has been very generally ignored by teachers. Many pupils go to work at their compositions as if they were expected to tell what they do not know. The exercise is not a spontaneous production of what they think, but a reaching out and striving after that which they have never thought. This will account, to a large extent, for the general distaste for composition writing, and the frequent deception in respect to their authorship. Teachers, in assigning subjects, seem to have been oblivious of this principle, often giving subjects that are entirely beyond the reach of the pupil's experience and range of thought.

2. *Pupils should begin with oral compositions.* They should be required to talk about objects before writing about them. We should begin by having pupils *talk compositions* before

they *write compositions*. Subjects can be assigned the same as for a written composition, time being given for preparation or not, as the teacher may prefer. Many of our eminent editors and literary men talk their literary productions, and have them copied by an amanuensis.

3. *Pupils should be led to see that writing a composition is writing their talk.* This is the key to composition writing with young pupils. This principle clearly understood, would be like a revelation to many a pupil; it would open up the way and remove the difficulties that so often seem to rise up mountain high before them. Many persons who talk well seem to grow dumb when they take a pen in hand; what they need to learn is to write their talk.

4. *Do not be too critical at first.* Severe criticism tends to discourage the pupil, and create a distaste for the subject. There is no exercise in which criticism wounds so deeply or discourages so soon as that of composition writing. Pupils need encouragement as well as direction. We should commend that which is worthy of praise; and, in a kindly manner, point out the mistakes and suggest where improvements can be made.

5. *Make the subject interesting.* Cultivate a love for the expression of thought. Be an inspiration to pupils by writing for them and with them. Start a little newspaper in the school, and have them contribute to its columns. Make them feel that composition writing is a delightful task; the most delightful exercise in the school. They will thus long for "composition day," instead of regarding it with dread or indifference. Remembering these principles, the teacher's way in teaching composition will be much smoother than it has been, and the results will be much more satisfactory. Indeed, the teacher who catches the spirit of these principles, and applies them properly, can make the pathway all bright and fragrant with blossoms of interest, both for himself and for his pupils. Some of the author's pleasantest recollections of school life are associated with his classes in composition.

Venture not to the utmost bounds of even lawful pleasures; the limits of good and evil sometimes join.

Wisdom shuns the home of melancholy. No green thing flourishes in a gloomy soul.

### The Co-operation of Mothers and Teachers.

Mothers seem to forget that teachers hold the same position in the government of their children that they do themselves, and without proper training at home the children are sure to fail in their obedience to their teachers at school.

A French schoolmaster once said that he governed France, and when asked how, replied: "The women govern their husbands, the children govern the women, and I govern the children."

A very good answer, indeed, to the seemingly rash assertion; but if the schoolmasters governed the children so well, the mothers undoubtedly governed them at home. We venture to say that an hour spent in any schoolroom will be sufficient to give us an insight into the character of the maternal government at home.

Children are perfect imitators, and if mothers around the fireside speak disrespectfully of teachers, children will do so openly, and thus the teacher's influence is at an end.

Do you remember what Ruskin says of the relationship between parents and teachers in his "Sesame and the Lilies?" If you do not, reread it. The great word-painter points out your duty more plainly and beautifully than we can do.

Do not look upon your children's teachers as mere hired servants. Remember that they have the training of immortal souls in their hands, and if you refuse them your cordial, respectful support, what can you expect?

Teachers are but human beings after all, with hearts and aspirations like your own, and they ask you not only to respect them yourself, but to teach your children to do the same, so that your children may be so taught and influenced that the world may be better for their having lived in it.—*Teacher.*

### Preparation for Reading.

To prepare for conducting your reading classes, try some such plan of study as this:

1. Make out a list of new or difficult words requiring class drill.
2. Decide what line of questioning will bring out the meaning

of each sentence, paragraph, or the entire lesson.

3. Decide what anecdote you may tell.

4. Decide what stories the children may be led to tell in connection with the lesson.

5. Form a definite idea of the benefit which individual pupils and the class as a whole should receive from the lesson.—*Ex.*

"So you did not succeed very well with your school in Illinois?" "No; I had to give up at the end of the first month." "Did you use the blackboard much?" "No; it was too large. But I used all the other furniture in the room that wasn't nailed down."—*Graphic.*

### Home Decoration.

This column is not only ideal, but eminently practical.

In choosing stained glass, in Grecian, Roman, Venetian or Byzantine styles, take the mosaic rather than enamel decoration. The applications of stained glass in domestic architecture are more numerous than ever before. Every vantage point should be seized by the home builder to display its powers.

For windows with northern aspect, together with their side-lights and transoms, require a predominance of tender tintings, transparent with brilliant glasses. If the aspect is southern, with strong light, take rich antiques, with crinkled American glasses, with Venetian and Florentine glasses.

Wicker and ratan chairs are said not to be suitable for the library. If they are pretty and fanciful they may be used in the parlor or guest chamber.

THIS is a lesson upon snoring. No one wants to snore, and no one knows that he is the guilty one. The cause is a dry larynx superinduced by sleeping with the mouth open. To cure the harsh music sleep with a closed mouth. If you cannot do this have a friend drop a piece of castile soap in your mouth upon five or six occasions. This will cure the most obstinate snorer. There is but one thing better than castile soap and that is soft soap.

### SUPPLEMENTARY READING.

#### Mamma's Little Helper.

It is a warm day in June—picnic day for the school children. They have taken their lunch baskets, and are to walk to a beautiful grove. There they will play games, and eat dinner on the shore of a lake. After dinner they will go out on the lake in boats.

If it is picnic day, why is Nellie still at home?

She is all pinned up in a big apron, from her brown curls down to the chubby feet. The little hands are trying to use a big broom. Miss Nellie is sweeping up the kitchen floor.

The merry picnic band stop at the garden gate. "Come, Nellie, we are waiting!" they cry.

"I can't go, don't wait for me," answered the busy maiden.

"Oh, Nellie, you must come, we can't get along without you," cry the eager voices.

But Nellie shakes her head, and says, "I can't go—don't wait for me."

So the children move on, and the little worker is left alone. She wipes the tear-drops from her blue eyes, and goes to work again busier than ever.

After the floor is swept, she washes and wipes the dishes, feeds the hens, and weeds the flower bed.

Then, as her baby brother awakes, she takes him from his crib, gives him his lunch, and draws him up and down the walk in his cart.

"Nellie, dear!" calls mamma from her bedroom. "My good child," says mamma, drawing the curly head down on the pillow, "you are my dear little helper. Mamma's headache is nearly over.

I am proud of my generous child."

Do you think Nellie minded then the loss of the picnic?

#### The Tobacco Plant.

When the great queen Elizabeth was ruler of England, two plants were taken from America to England, by Sir Walter Raleigh.

Both of these plants are now very much used.

Sir Walter had come across the ocean to look for new lands; and he took back these plants two with him.

When he was in this country, he saw the Indians smoke. He tried it too, and soon became very fond of smoking.

After he went back home, he was one day sitting by the fire, smoking, when his man-servant came into the room.

Now, this man had never seen any one smoking, and did not know that there was such a plant as tobacco.

So when he saw the smoke coming from Sir Walter's mouth, he thought that his master was on fire.

He cried "Fire! Fire" and ran to get some water to put the fire out.

Back he came, and poor Sir Walter was half drowned before he had time to stop his servant.

But very soon the old servant got used to seeing people with smoke coming out of their mouths.

All the young men began to smoke because Sir Walter did so; just as many silly boys now try to smoke because they see men smoking.

Was the servant so very silly,

when he threw water over his master?

Boys, do you know that tobacco *does put you on fire?* But it is a fire that water cannot put out.

We do not have to see the smoke coming out of your mouths to know that the fire is at its slow, sure work.

What good does it do you, boys?

It takes your money, time, and health; and gives you—smoke.

Sir Walter did not do the young men any good, when he took tobacco to them.

#### King Bramble.

Once on a time the trees wanted a king. They looked around for one who could punish their foes and take care of their friends. So they began with the best trees they could find, and asked them to rule over all the trees of the forest.

But the olive-tree said: "I must bear fruit. My work in the world is to give oil and fatness. Men love me and protect me for the sake of my fruit, and I cannot leave my work for the sake of being made your king."

And the fig-tree said: "I feed the hungry, and heal the sick. My fruit is sweet to the taste, and has a healing power. The world would miss me if I were to leave my work to take care of all the trees. I am too happy and too busy in the world to want to change my place. You must ask some one else to be your king."

The vine said: "I bear grapes that are made into raisins and wine. I am loved and cared for because I am fruitful. I cannot leave my place to be your king."

All this time the bramble wanted to be king, and he was afraid the trees would never ask him. But when they could not find a better tree, they crowned him. He had nothing but his shadow and his thorns to offer them. His shadow could not protect the other trees, and his thorns pricked his friends more than his foes.

He was a worthless king; but he liked to have his own way, and when the other trees did not please him, he called for fire to burn them. But men would not burn the olive-tree, or the fig-tree, or the vine. So when fire came, it burned King Bramble.—*Treasure Trove.*

#### The Tale of a Nail.

A long time ago I was a nice, new nail. Now I am old. My head is gone. I am not of much use any more. But you should have seen me a few years ago. Then I was nice." "How old are you, Mr. Nail?" "I don't know. To say the truth, Mr. Door, I don't know more about my age than you do." A long time ago I was with a lot of other new nails in a large store. A man came in one day and asked to see Mr. Brown. Mr. Brown owned the store. This man and Mr. Brown had a long talk. At last the man said, 'Well, send me up all you have.' That same day my friends and I were taken away. We had been sold. You would not believe me, but Mr. Brown used to sell all the things in his store. I don't know what made him buy them and then sell them again. I used to think he would keep us. We were so nice and bright. But

no; he sold us, too. We were put in a large box. Oh, it was so dark in that box! The air could not get in at all. I felt so bad. They threw the box on the cart as hard as they could. Such a shake as we got; I thought my head would split! We all cried. You know we were not used to it yet. When the cart stopped, I did not know where we were. We could not see, you know. When the box was opened we were in a large room. The room was nice and cool. I did not know what they were going to do with us. But I soon found out. There were four rooms. In each room I saw four men at work. I think they were all making chairs. Two of the men in my room were talking. All at once one of them said, 'Hand me ten more nails, Jim.' Jim came to our box, and nine of my friends and I were taken out. He took me first. He put me on a chair and hit me on the head with a hammer. I thought I would go wild. I am glad to say this did not last long. When the man stopped I was fast in the chair. I could not move. My friends were in that chair, too. I was in that chair very long. At last I began to like it and did not feel bad any more. One little girl used to sit on my chair very often. She was so light I did not mind her. But when her papa sat down, I felt angry. He was so big and fat I could hardly hold on. I used to feel like letting go my hold. Then he would have had a fall. One day I heard him say, 'Let papa have the big chair, Mamie. Papa is old and likes the big chair.' After that he always sat on that

chair. I held on as long as I could, but one day he was too much for me. He sat down very quick. I let go my hold, and down came papa, and chair, and all. Maybe he was not angry! 'Take that old thing and throw it away,' he said. So they threw the chair out and me with it. One day an old man came by. He saw the chair and took it home. 'It only needs a little mending and then it will be all right.' When he was mending the chair he drew me out and put a new nail in my place. So that was all the thanks I got for holding on so long. The girl who cleaned the room put me in an old vase. There I made some new friends—a lot of pins, an old top and a line, an old pen, and other things. They told me that they had to stay there till some one in the house had use for them. The pen had a good deal to say. He told me all about the letters he had written. He told me so much that he made me get tired of him. He talked too much, and the top said too little. He told me once that he used to spin. I don't know what he meant, and I don't care. I thought girls spin, not tops. He did not stay with us long. The boy of the house took him and the line out. I was left with the pen. I was so sick of the pen that I was glad when the girl threw me into the street. I was picked up by a little man with a big bag. He carried me to his shop, and here I am.

#### Be Fair.

"See what a good trade I made to-day," said Lucius to his uncle. "I traded my old knief with Jamie Neil for his nice two-bladed one that cuts twice as well. One of the

blades of my knife was broken, and the other would not hold an edge two minutes. But Jamie took a fancy to it because of the handle, and I was glad enough to make the trade."

"I am sorry, Lucius, if you have cheated him," said his uncle, "but more sorry for you than him."

Lucius hung his head a little and asked, "Why so?"

"Because one success of this kind may lead you to try it again, and nothing can be worse for a boy's prospects in life than to get into the habit of over-reaching."

"But, uncle, in all trades, don't each try to get the best bargain, and don't all merchants make their fortunes by being snarp in trade?"

"No trade, Lucius, is sound that does not benefit both parties. Were you cheated in a trade by your playmate, you would feel very angry about it, and probably quarrel over it. Now, don't trade any more unless the trade is fair all round."

#### Iron and Steel.--I.

BY CARTER C. DINSMORE.

There are, in this country, many immense manufactories of iron; the Greenwood Iron Works, at Pater-son, are famous because they have been seen by so many travelers on the Erie Railway, at night. The scene they present is one not easily to be forgotten; the roar of wheels, the fountains of liquid iron, the open doors into furnaces white with heat, the workmen dragging long snaky bars of red metal—these, and a thousand other things, make the place remembered.

The cars dash past these furnaces, they enter the mountains, and meet other cars loaded with ore destined to be converted into iron. Iron ore resembles stone; it is quarried like stone. Usually it is of a dull red color, but some is very dark. It is not all iron; the more iron the heavier the ore is. Sometimes pieces of ore are found that are really all iron; these have fallen from the skies as meteors.

Just when people learned the art of heating iron ore, and thus getting iron, and then making that into knives and swords, is not

known. The first notice of iron we have is its use for swords. To make the ore yield iron it must have an intense heat; to cause this intense heat, barbarous people are incompetent. It requires furnaces with tall chimneys that give a powerful draft or blast. These could not have been constructed by people who did not have pretty good ideas of the building art.

The blast furnace consists of a stack or chimney and a furnace, both built of bricks; the latter is lined with fire-brick. Everything is put in at the top of the stack. First they take up a lot of dry wood and drop that in, then coal or coke, then limestone or iron ore. Then the wood is set on fire, the coal is soon ignited and it is very hot inside. Once in two or three hours limestone, coal, and ore are put in at the top of the stack, and thus there is a constant supply kept up. A steam engine is employed to send in a blast of air among these materials, and produce a tremendous heat.

The coal burns (takes oxygen from the air and from the iron ore); the limestone melts and the impurities of the ore and coal mix with it and form a slag; the iron being heavy falls to the bottom. The workman has a little window about the size of a dollar through which he watches the process. When the iron is ready he pulls out a piece of clay and out the iron runs on a floor of sand, in which little hollows are made. In another place the slag is allowed to run off.

A furnace once in operation is kept at work until it needs repairs; day and night it is fed, and day and night it is tapped for iron and slag. The iron produced is in bars, and is called pig-iron; it is cast-iron and is quite brittle. Such iron is used for stoves, kettles, pillars, etc. Cast iron can be converted into wrought-iron, which is strong and tough, and is used for nails, rods, chains, bolts, etc. It may be also converted into steel, which is still stronger than wrought-iron.

Pittsburg is the greatest place for iron manufactures in the world; 50,000 men are employed in manufacturing iron and steel, and yet, twenty-six years ago there were

only two furnaces there. The total product of iron in the United States is about five million tons. I will tell you next month something about the manufacture of that wonderful servant of man the locomotive engine.

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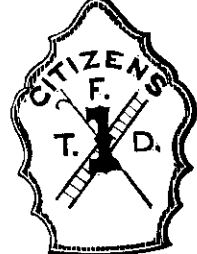
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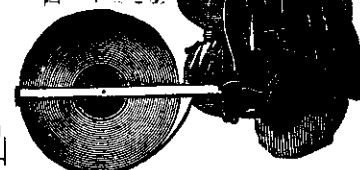
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MISS FLORENCE GRANT, Class of '82, is spending the winter in Chicago.

HEGEL says that a child learns more in the first six years than ever after.

THE demand for rooms for the Spring term surpasses all precedent at California.

MISS LUCY HERTZOG has returned from Baltimore, and resumed her place in the senior class.

MISS MARY PRATT, Class of '84, will leave for the West in a few weeks, making her home hereafter in Kansas.

DR. E. E. WHITE says that many teachers so put their questions that it would take a fool to fail to answer them.

A TEACHER should be willing to lay aside any habit, such as smoking, which pupils would be injured in acquiring.

THERE is a growing demand for Normal trained teachers. Young teachers should heed the signs of the times.

THE young man on the lookout for a "soft place," through dislike for honest hard work, can find one—under his hat.—*Boston Herald.*

JOSEPH COOK thinks that popular government rests upon four things: the diffusion of liberty, of intelligence, of property, of conscientiousness.

It does not require great talents or great possessions to be faithful, and yet it is one of the rarest of human virtues.—*Cumberland Presbyterian.*

UNCLE GEORGE: "And so you go to school, now, Johnny? What part of the exercise do you like best?" Johnny: "The exercises we get at recess."—*Ex.*

SEVENTY-THREE per cent. of the students of Room E (High School) who voted prefer Dickens as a prose writer; the favorite poet of seventy per cent. is Longfellow.

TEACHER: "How many wars were waged with Spain?" Pupil: "Six." Teacher: "Enumerate them." Pupil: "First, second, third, fourth, fifth, sixth."—*Ex.*

THE net cost of board and tuition for the Spring term of fourteen weeks at the Normal is \$56; of tuition alone, \$10.50.

THE necessity of careful preparation cannot be made too emphatic to society performers. Without this, a performance has no beauty, interest, nor merit.

WISE instruction will keep in view the true end of education, will follow the natural order of intellectual development, and will arrest and hold the attention.

THE exactions of business leave little opportunity to remedy deficiencies of preparation; and he who goes into business uneducated, must, in most cases, suffer from mental poverty ever after.—*Groesbeck.*

THE CALIFORNIA Normal advertises no special department outside of the profession of teaching. It is emphatically a school for teachers. It concentrates all its forces upon the work of teaching, and in this line claims advantages of a very high order.

EXCELLENT board with well furnished room, at the Normal, costs but \$3.25 per week. Many students board themselves for less. The entire cost per year for board and tuition, after deducting State aid, is but \$168. In the graduating year, only \$118.

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.

DR. JOHN HALL says: "The best way to get out of a lowly position is to be conspicuously effective in it." If teachers ceased to complain of their low positions and small salaries, and employed all their time and energies in trying to improve their work, they would soon be appreciated and advanced. There is one thing better than promotion, and that is to deserve promotion. It is not a high position, but con-

spicuous efficiency in a low one that marks the man or woman of greatest promise. It is not so much what we do that ennobles and exalts us as how we do it.

"Better pursue a frivolous art with serious means, Than a sublime art frivolously."

AS THE Normal students enter chapel each morning they find upon the blackboard a motto for the day written by Dr. Noss. The plan cannot be otherwise than productive of good, for the thoughts of the best and wisest men are presented. The following are among the number:

"The man cannot rule unless the boy has first learned to be ruled."—*Chas. H. Levermore.*

"The best way for a man to get out of a lowly position is to be conspicuously effective in it."—*Rev. Dr. John Hall.*

"The poorest service you can render a pupil is to furnish him a ready-made definition."—*Agassiz.*

"The greatest hummer is never the best bee."—*Scotch Proverb.*

"Thou therefore that teachest another teachest thou not thyself?"—*St. Paul (Rom. 2, 21.)*

TEACHERS should remember that it is not their business to remove difficulties from before their pupils, but to teach them how to overcome them. The mental discipline furnished by a determined effort on the part of a pupil to surmount obstacles in the path of his progress, constitutes the best part of his education. In fact, the interest of pupils can not be kept up in any other way. The more you work for them the more their enthusiasm will flag until at last they become totally passive, putting forth no earnest effort whatever. On the contrary, the more they do for themselves, the more they wish to do, until their triumphant progress from one success to another fills them with an enthusiasm which stimulates to higher effort and more earnest endeavor. They will then be truly educated, not in the doing of a few things by set rules or formula, but intellectually developed, educated in the fullest sense of the word, their mental activities quickened and all the faculties of their being brought into perfect harmony.