

The Normal Review.

Vol. I. No. 9.

California, Pa., May, 1886.

50c a Year.



STATE NORMAL SCHOOL, CALIFORNIA, PA.

Entered as second-class matter.

ARBOR DAY, April 15, was duly observed at the Normal.

THE special seven weeks' course for teachers will begin May 17.

PROF. JOSEPH JENNINGS, principal of the Monongahela City public schools, will be a member of the Normal faculty during the Institute term.

THE junior class at the Normal numbers about fifty.

PRINCIPAL NOST is one of the committee of examiners selected to examine the senior class at Monongahela City, May 3. The other members are Supt. Geo. A. Spindler and Rev. M. J. Sleppy.

THE senior class hereafter will use in mental science Reinhart's Abridgment of Sully's Psychology.

DR. E. E. WHITE, of Cincinnati, is being urged for the appointment, by President Cleveland, as United States Commissioner of Education. No better man.

THE Cantata of Esther will be given at the Normal early in June. A chorus of about fifty voices will produce the cantata, under the direction of Prof. W. K. Stiffy.

PROF. HERTZOG, of the Normal faculty, was one of the committee chosen to examine the senior class

at Connellsville. He reports the class a good one.

A BRAND new concert grand piano has been ordered for the Normal Chapel. It will take the place of the square piano purchased for the Chapel three or four years ago.

THERE was a breathless stillness in the Chapel on the morning of April 23, when the principal announced that the senior and junior examination would begin June 15. The date is a week earlier than was expected.

MR. C. F. KEFOVER, class of 1884, is again at the Normal pursuing Latin, Greek and other higher studies. He has a college course and then the practice of law in view.

THE Greek class now consists of four gentlemen and one lady, Miss Lucy Hertzog. Miss H. has day-dreams of going to Vassar college.

MISS MARIE HALL, class of 1880, and one of the corps of teachers at Missouri Valley, Iowa, recently improved a two weeks vacation by visiting the State of California.

MISS CARRIE WILSON, one of the best scholars and teachers in the class of 1884, is now at the Normal taking special work in Methods with Miss Brooks and Mrs. Kellogg. If our graduates all knew what

rare opportunities are now offered in this work, how many more of them would be here!

MR. J. F. JAMISON, class of 1884, visited the Normal recently, satisfied himself that all was going right and returned to his home near Millsboro.

It is with deep sorrow that we chronicle the first death of a lady graduate of the Normal. Miss Flora Hutchinson, of the class of 1881, died at Braddock, Pa., Sunday, April 11, 1886. The Monongahela City *Daily Republican* says: "Miss Flora was well known to a circle of choice friends in this city, whom she had won during visits to her brother. She was a graduate of the California State Normal, and taught school from very enthusiasm in the art, as her ample fortune placed her above the need of teaching for the salary alone. Loving children, loving friends, she was beloved in return."

MISSSES ANNIE WILSON and Tillie Crawford, class of 1879, and Minnie Applegate, of 1883, are said to be succeeding finely as teachers in McKeesport, Pa.

MISSSES MADGE DELHAVEN and Minnie Masters, class of 1880, have closed successful terms in Versailles township, Alleghany county, near McKeesport.

MR. J. R. POLLOCK, class of '84, now lives in Washington, Pa., and is preparing to enter Washington and Jefferson college in the fall. Mr. P's record as principal, for two years, of the schools of Florence, Pa., is good.

MISS JOSIE M. HUSTEAD, class of 1883, well known to hundreds of Normal students, is no longer Miss Hustead, but Mrs. Edward Snider. Her home is near Uniontown. May her life continue as cheery and free from care as during her Normal days.

Stories for Reproduction.

1. A young robin once fell to the ground near a turkey and her brood. The turkey, thinking it meant to harm her little ones, flew at it in great rage. The robins in the orchard hearing the cries of distress, darted down at the turkey, screaming and picking her savagely. But she only grew angrier, and tossed and pitched the poor little robin harder and harder, until a lady, hearing the uproar, came and drove the turkey away.

2. At sunset the herdsman on the highest summit of the Alps takes up his horn and calls out, "Praise God the Lord!" From all over the mountain-side and the valley below come back the responses, "Praise God the Lord!" This lasts sometimes a quarter of an hour, then follows a solemn stillness as each shepherd, on bended knee and with uncovered head, offers up his evening prayer. After a few minutes the first horn sounds out, "Good night." "Good night," echo all the others, and silence settles down over the mountain-side.

3. One Christmas eve a cold, hungry robin flew into an old church in England just before the sexton closed the door. He filled his little empty crop with red holly berries, perched on a bunch of evergreen, tucked his head under his wing and went to sleep. The next day, as the children finished singing a grand carol the clear, joyous song of a bird rang out from the branches above. It was the robin singing a happy Christmas carol from his thankful little heart.

4. A little New Foundland puppy lived in a kennel and was fed three times a day from an earthen dish. One noon his dinner did not come. After waiting an hour he began to bark and howl, but nobody came; so picking up his plate, he carried it to his mistress and held it up before her with a most pleading look in his little brown eyes. Of course such a request could not be refused, and he was rewarded by a bountiful dinner.

5. A New Foundland dog and a Scotch terrier were great friends. One day the latter fell from a wharf into the bay, where there was noth-

ing for him to climb out upon. The New Foundland happening to come along soon afterward, quickly sprang into the water, seized the drowning dog and swam toward an embankment a hundred yards away. Here he landed the almost lifeless dog, waited for him to recover his strength, and then both trotted joyfully homeward.

6. One day a large black ant and a small red one had a battle. They hugged and bit each other fiercely. The red one gnawed a black feeler, while the black one pulled off a red leg. Another red ant coming along, thought that his brother, being much the smaller, needed; help so he sprang on the black ant's back and commenced chewing his neck. Soon the black head tumbled off in the dirt and the two red brothers went home to bind up their bruises.

7. A shepherd once left his dog to watch a part of his sheep while he drove the others to a fair. While there he forgot about the flock at home and did not return until the third day. He at once inquired about the dog. No one had seen him. "Then," said he, "I know that he is dead, for he is too faithful to desert his charge." He hurried to the fold and found his dog just able to crawl. With a look of joy it crouched at his feet and almost immediately died.

8. A poor soldier was one day leading a mule laden with gold for the king. The beast at last grew so tired that it could hardly walk, and the man took the load on his own back and carried it until the mule was rested. The king, who happened to see this act, was so pleased with the soldier's kindness that he made him a present of the gold.

9. A certain king once read to his family while at breakfast about a prison.

"Mamma, what is a prison?" asked one of the little princes.

"A place where people are kept shut up for a long time, and sometimes starved," was the reply.

"That is cruel. It is bad enough to be shut up, without being starved," said the child. "I will give all my money to buy food for the prisoners." He did so, and

many prisoners were relieved from want.

10. A farmer, many years ago, dug and weeded and enriched his garden so well that his turnips and onions were twice as large as those of his neighbors, and he had five bushels where they had but one. This made them angry and they took him before the judge and accused him of getting help from the witches.

"Your Honor," said he, "go with me to my garden, watch me weed and water and hoe, and you will see all the charms I use."

The judge praised him for his industry and let him go free.

11. A certain lawyer always made very long speeches. One day a friend said, "Now, to-morrow I will lift my finger when you have talked long enough."

The next day, while in the very midst of his speech, the lawyer saw his friend lift his finger. He was surprised and confused and had to stop. "Why did you lift your finger so soon?" he demanded.

"I didn't!" exclaimed his friend; "I was only brushing a fly off of my nose."

12. Two hens who had been very close friends from their chickenhood laid their eggs and began setting in the same box. After a time one little chicken was hatched, much to the surprise of the two mothers, who never imagined that their eggs had been taken out as fast as they were laid. After some scolding they agreed to share their baby between them, and so both clucked and scratched for one little chick, while their neighbor just across the yard had seventeen to look after.

Easy Studies in Ethnology.—No. 3.

W. C. M'COLLOUGH.

As has been stated before, the Celts were the most westerly descendants of the people who a long time previously had crossed from Asia into Europe. They made up the advance guard, as it were, of man in his course westward. Since they led in this march toward the setting sun, they went farthest west. When they came to the coast, they crossed into England, thence into Wales, Scotland, Ireland, and the small islands adjoining these countries. The

principal sub-divisions of the Celtic branch were: (1) The *Gaels* in Hibernia (Ireland), now called Irish; (2) the *Gaels* in *Caledonia (Scotland), now the Highland Scotch; (3) the *Britons*, in England and Wales, now the Welsh.

Of course it took many, many years for all this to come about. We do not know just when the first Celts crossed into Britain. For they were then too busy with war, hunting, and roving about, too wild, and too ignorant to write history. We may, however, be sure that it required several hundreds of years for them to spread over all the British Islands, and divide up into so many distinct peoples.

Then, after they divided, each division, as it got farther and farther away in time and place from the point of separation, gradually changed its language and customs. Thus from the old †Celtic speech, there grew several others, the principal ones being: (1) The *Gaelic*, which is Celtic, as altered and spoken by the Gaels in Ireland—this language is now called Irish; (2) the *Erse*, which is Celtic, as altered and spoken by the Gaels in northern Scotland—it is now called Highland Scotch; (3) *Welsh*, which is Celtic, as altered and spoken by the Britons in England and Wales. It is still used by the inhabitants of Wales, and of some small islands along the shores of England.

The first we hear of Britain in written history, is in the year 55, B. C., when the great Roman general and emperor, Julius Cæsar, invaded it with an army. The Romans afterwards conquered it and held it over four hundred years. The Britons became lazy and cowardly, as the Romans did all the fighting necessary to keep off the warlike Scots and Picts on the north. But early in the fifth century, A. D., the Roman army was taken away to protect Rome from the terrible Huns, and then the poor Britons had a hard time of it. The Scots and Picts swooped down upon them from the north, while a strange people from Europe landed on the coast at the mouth of the Thames, and commenced a savage warfare. They were fierce, heathen Saxons, who had come over to plunder the Britons of all the wealth and prosperity they had gained under the Romans. The Saxons were soon joined by a brother tribe from Europe, the Angles, as fierce and heathenish as they. Under the Saxon chiefs, Hengist and Horsa, the two tribes at last succeeded in forcing the Britons to

allow them to settle in their country, on condition that the Saxons and Angles should keep off the Scots and Picts. Once established, however, they kept on taking more and more land, making war on the Britons when they tried to prevent it, until at last the Angles, Saxons and Jutes (another tribe that came over from Europe) were in possession of nearly all Britain, or England. The Britons fled from their country into the mountains of Wales, and of †Cornwall, and some of them crossed into northwestern France and settled there in a district that took its name Bretagne, or Brittany, from them.

Now, before we go on with the history of the Angles, the Saxons, and the Jutes, in Britain, let us learn something about them before this time. Who were they? What kind of people were they? Where did they come from?

You remember that the Teutons lived in France, Germany, part of Austria, part of Spain, and in Scandinavia. They were divided up into many separate tribes, three of which were the Angles, Saxons, and the Jutes.

Now turn to the large map of Europe in your geographies. The Saxons lived in the northwestern part of the German Empire, between the Netherlands and the Elbe river. This part of the empire is still called Saxony. The Angles lived across the Elbe from them, in the neck of the peninsula of Jutland. The Jutes lived north of the Angles, in the peninsula still called Jutland. They all spoke dialects of the old German, or Teutonic, language, and could probably understand one another as well as a Londoner, a Yankee, and a Texan can do so now. Like the other Teutons, they were light-skinned, fair-haired, and blue-eyed, robust in body, of active mind, and fierce in war. These three tribes, together with the Danes and Scandinavians, were very fond of the sea. In their frail vessels, without guide or compass, they launched themselves upon the deep in quest of booty and fame. They heard of the Britons, grown civilized and prosperous under the Romans, and soon their rude war-ships were pushing blindly westward in search of the country. Their religion was a very cruel one, for they were then heathens. Their chief god was called Woden, or Odin, and was the rewarder of their deeds in war. Woden lived in Valhal, a great palace. Whenever a battle was fought, he sent out Valkyries (twelve

beautiful maidens) to take those who died bravely and heroically up on the rainbow to Valhal where they drank mead, ate and fought forever. †Tuisco was their one-armed god of war; a huge wolf bit off his other arm. Thor was the god of thunder; he carried a huge hammer, and every time he struck with it, the noise was thunder; he could throw it any distance, and break anything, but the hammer would always come back to him. Freyja was a goddess, wife of Oder, and goddess of love. The sun and moon were also worshipped. The days of the week were named after their gods. *Sunday, Moon-day, Tuis-day, Woden's-day, Thor's-day, Freyja's-day.* Saturday was named in later times after a Roman god, Saturnus.

Next time we will see how the Angles and Saxons got on in Britain.

*Caledonia was the ancient name of what is now Scotland, as Ierne and Hibernia were old names for Ireland. Scotland took its name from the Scots, a very warlike tribe that, a century or two before the Christian era, crossed from northern Ireland into southern Caledonia, drove the Caledonian Gaels from the lowlands into the highlands, and eventually gave their name to the entire island. They were afterward joined by the Picts, a fierce tribe from Scythia (now southern Russia.) Hence the distinction between the Highland and Lowland Scotch—the former being the native Gaels, the latter, the Gaels from Ireland, mingled with the Picts.

†Turn to No. 2 and see what the Celtic is.

‡Cornwall is the southwestern part of England.

‖See Anderson's Norse Mythology.

"WHY do you tell that child the same thing twenty times?" exclaimed the father of Charles Wesley, as he overheard his wife inculcating an oft repeated admonition. "Because nineteen times were not enough, dear!" was the cheery reply. Would that every teacher and every mother in our day were possessed of her spirit! If they were we would have more Charles Wesleys.—*Education.*

"How does it happen," asked a reporter of the Michigan City *Dispatch*, "that there are so many old maids among the school teachers?" "Because school teachers are, as a rule, women of sense, and no woman will give up a \$60 position for a \$10 man," was the reply. May every school ma'am adhere to the same principle for the happiness of themselves and the good of the schools,

Instruction in English.

BY W. W. GIST.

Thousands of teachers are trying to teach "grammar" who have no clear idea of what they should strive to accomplish. Most of the time is spent in parsing, the pupils see no practical advantage in such exercises, the work is irksome, and the study of the English language becomes distasteful. On the other hand, when a teacher has a true conception of the object to be attained and is fitted for his work, few subjects are really so fascinating or so profitable as the study of one's mother tongue.

Let it be kept clearly in mind that the instruction in this branch should be of such a character that the pupil will be able to understand the English language and to use it in accordance with recognized principles. The scholarly Marsh has well stated the one object common to all in the study of language:

"Among the many ends which we may propose to ourselves in the study of language, there is but one which is common and necessary to every man. I mean such a facility in comprehending and such skill in using his mother tongue, that he can play well his part in the never-ceasing dialogue which, whether between the living and the living or the living and the dead, whether breathed from the lips or figured with the pen, takes up so large a part of the life of every one of us."

As a general statement this covers the ground exactly. Let us note a few particulars.

1. In the first place a pupil should be taught to speak the language correctly. What is more absurd than the practice of allowing pupils to give answers in the most faulty English without correction? The common errors in speech should be corrected and a teacher should stimulate those about him to use the best language.

2. A pupil should be able to read intelligently, to grasp without difficulty the meaning of a selection of plain English. His ability to do this will depend largely upon his vocabulary. While it is true that one's vocabulary is acquired chiefly by noticing the connection in which words are used, it is also true that every student must give special attention to the study of individual words, noting their shades of meaning and the distinctions recognized by standard writers.

3. A pupil should be able to read intelligibly, to convey to others in a

pleasing manner the meaning of a selection from a standard author. This is a rare accomplishment. A good reader is not one who can imitate some elocutionist after weeks of drill on a peculiar selection. He knows the meaning and pronunciation of words, grasps the thought of the writer, and by proper expression conveys the thought to others. Certainly no accurate student of English fails to make a careful study of pronunciation. A knowledge of the common diacritical marks is a great aid to one making constant use of a dictionary, and a student should be familiar with them.

4. A student should be able to write plain, correct English, with due attention to spelling, penmanship, punctuation, capitals, paragraphing, clearness of expression, and accuracy in the use of words. It is a lamentable fact that many graduates of high schools and colleges are not able to write a creditable letter. It is the uniform testimony of journalists that few manuscripts are received that can be placed in the hands of a compositor without correction. Any one who has an extensive correspondence with ministers, lawyers and other professional men, who are regarded as leaders of society, is astonished to find so many glaring mistakes.

Not long since I was called upon to examine a class of teachers. I wished to test their ability to express their thoughts on paper, and required them to write a sketch of one of the Presidents, permitting each one to make his own selection. The following essay was written by a teacher who holds a first-class certificate:

"James K. Polk was inaugurated March 4, 1849. Calhoun elected vice-president. it was the triumph of the Democratic party, the most important event during this administration, was the Mexican war. the annexation of Texas Mexico claimed to belong to Texas it was settled and, Texas was admitted into union."

The following essay on Lincoln was written by another aspirant for a teacher's certificate:

"He was a native of Kentucky and was a railsplitter by trade, he was serving his second term and was shot by Booth April 15 1861 and died in a short time. He was a democrat and a very good president."

The two essays are given in full. Of course such teachers do harm when they attempt to teach the English language.—*Western Journal of Education.*

School Debates.

Two years ago I made the experiment of having the senior class in our high school devote an occasional Friday afternoon to debates upon questions selected the week before. The exercise proved so interesting and profitable that it has been continued, and I have often wondered if other schools had tried the plan, and with what success.

I would by no means substitute debates for compositions altogether, for they afford no opportunity for correcting errors in punctuating, capitalizing, spelling and penmanship; but for grammar and high school classes they possess other advantages that cannot be secured in any other way.

Primarily, these formal discussions teach pupils to think. They interest the mind, stimulate study and reflection, and exercise the powers of reason and expression. I have had a class that would turn melancholy and forlorn if required to write an essay, become cheerful and radiant over the prospect of a debate.

In no other way that I am aware of can so much general reading be secured, and certainly none so valuable. When a student is preparing for a debate he reads under the power of a stimulus that is irresistible, and with a purpose that compels him to digest and assimilate. His reading is topical and from various authors, and the effect of his study and his attempt to maintain a position before his classmates is such as to encourage the feeling that there is one subject, at least, about which he is able to form an intelligent opinion.

When a young writer undertakes to prepare a composition, he is liable to place together a number of very incongruous notions, and fill up his allotted space by a mere aggregation of phrases and sentences with little or no connection save a liberal sprinkling of conjunctions. I have found it different with debates. There is a unity and purpose in them so strong that the careless do not lose sight of it. More than that, there is such alertness required to prevent exposing a weak front to the opposition as largely to guard against loose or careless thinking.

These exercises supply a kind of discipline not otherwise attainable. They are in some respects an improvement on the ordinary literary society, inasmuch as they require all to participate—girls as well as boys, which is not

common in literary society debates. It is often thought that girls cannot debate; my class discussions convince me that they can. I will not take the space to set forth all the advantages to be derived from school debates, but close by giving the plan I have followed in conducting them.

After the adoption of a question by a vote of the class or school, two persons are appointed chief disputants, who "choose sides" the same as for "spelling down." The question is fully explained so that both sides can see plainly the nature and bearings of the subject. Suggestions are made regarding the preparation of arguments. The real controversy is explained and sources of information pointed out as far as possible. One week is sufficient time for preparation. When the hour for the debate arrives, the teacher acts as chairman and the speakers are called alternately, the chief speaker on the affirmative opening the debate. Each speaker is allowed five minutes, is required to stand while speaking and avoid personalities. All are encouraged to speak from topical notes only, but the more timid may be permitted to read their arguments.

At the close, the teacher should criticize all errors of grammar and logic, and make any corrections he thinks proper regarding the manner of the different speakers, being particular that he do so kindly and avoid injuring the feelings of sensitive ones. At his option, or at a request of a majority of the class, he may give his decision as to the merits of the arguments.

The following are some of the questions we have used in the high school. Those of a local character can be modified easily to suit localities:

"Should manual training be introduced into the public schools?"

"Is it worth a boy's while to go to college?"

"Was the execution of Charles I justifiable?"

"Should Corry be supplied with water works?"

"Which has done the most to advance civilization, war or commerce?"

A. D. COLEGROVE.

Corry, Pa.

Opinions of Iowa Educators.

How to maintain a healthy moral atmosphere in and about the school is one of the great questions of the day. Where there is a hearty co-operation between parents and

teachers there is little trouble. But when all the influences at home are bad, and only bad, as is too often the case, the influence of the most skillful teacher seems to be of little account. When we have to reach a wayward boy through the influence of a refined Christian home, the work is comparatively simple; but when we have to reach the home and change the conditions of life there, through the teacher's influence over the child, the undertaking is almost deperate; and yet the influence of the school must be felt in the home, or the school system itself be pronounced a failure.

H. SABIN, Clinton.

Education is compulsory. Whether the parent wills or not, every child receives some kind of an education—good or bad. In the schools of the street and saloon, few, if any, are the vacations and regularly and often are the degrees conferred, and at what a cost in the shape of taxes for police courts and prisons. "A stitch in time saves nine," no more truly for the housewife, than does proper early child formation save a heavy tax in reformation. Hence, good education is the protection of the state, not only morally, but financially. Every dollar paid for a good school saves two dollars from the expenses for reformation and jails.

O. C. SCOTT.

Duty of Training the Will.

When will the earnest mothers of our land learn their highest and most imperative duty? When will they see that boys only go to the bad when carried along by an untrained will—that a sinful maturity is but the ripened result of a wayward childhood?—that a permitted neglect of childhood's duties will surely develop into the confirmed indolence and incompetency of later years? Every boy and every girl is born with a certain motive-power called the Will; and the object of this endowment is the control and direction of *self* far more than the control and direction of others. It is the most valuable, the most indispensable element in human nature, for it is only by its determined use that we can compel ourselves to tread the sometimes thorny path of right. Do not say

of that passionate, bad man that he is strong-willed. That is not the cause of his depravity, for George Washington, too, was strong-willed. Say that his strong will has never been taught its noble purpose; that it has never been properly harnessed and trained. That repulsive man was once a cunning little babe, and his pretty tempers and his funny defiance of parental rule were thought a thing greatly to be admired. Fondness and flattery predicted for him a doughty career—and he has made it. Who is responsible for the crimes he has committed if not those who should have studied him and taught him in the time of unfolding traits and moldable character. It is too late now, and the fearful consequences of parental weakness, negligence, or ignorance, will pass on through him, and those he has injured, to the end of time.—*A Lucky Waif.*

A Hint to the Boys.

I stood in a store the other day when a boy came in and applied for a situation. "Can you write a good hand?" was asked. "Yaas." "Good at figures?" "Yaas." "That will do; I do not want you," said the merchant. "But," I said, after the boy had gone, "I know that lad to be an honest, industrious boy. Why don't you give him a chance?" "Because he hasn't learned to say 'Yes, sir,' and 'No, sir.'" If he answers me as he did when applying for a situation, how will he answer customers after being here a month? What could I say to that? He had fallen into a habit, young as he was, which turned him away from the first situation he had ever applied for.—*New London Day.*

LET us make our education brave and preventive; politics is an after-work, a poor patching. We are always a little late. The evil is done, the law is passed, and we begin the up-hill agitation for repeal of that which we ought to have prevented the enacting. We shall one day learn to supersede politics by education. What we call our root-and-branch reforms of slavery, war, gambling, intemperance, is only medicating the symptoms. We must begin higher up, namely, in education.—*R. W. Emerson.*

Hints for District School.

BY EVELYN S. FOSTER.

If it is necessary to find pleasant and improving occupations for the little ones in the graded schools, it is certainly even more important in the district schools, where the many studies of the older pupils take so much of the teacher's time and attention. I once met a lady who said the ages of her pupils ranged from four to eighteen years, and the branches she taught included the primer and algebra and all the intermediate studies. In such cases, the teacher cannot give much time to the little ones who are just beginning their school life. What, then, shall she give them to keep them happy and quiet and profitably employed? I once, for a few months, taught a district school, that perhaps afforded even more variety in the way of age and studies than the average district school. Visitors often remarked on the happy faces of my little ones. I wish some of the devices I employed might help some sister teacher in a similar position.

A box of letters, originally designed for playing the game called "Word-making and Word-taking," gave my children much pleasure. I often divided the letters among them, and each child tried to surpass the rest in the number of words he could make. I distributed these letters at recess in the afternoon, to the children who had been good during the day, so by them the little ones were allured into good conduct, both before and after receiving them. The pupils placed the words they formed upon their slates, and if a slate was shown to a chance visitor, how proud the owner felt! One boy once surprised me by forming fifteen words and using nearly all the letters given him. The little ones enjoyed this work so well that those older begged for the same pleasure. I occasionally granted it to them as a reward for a good recitation in a difficult lesson.

The box of letters was not only useful in teaching the little ones to spell, but also in teaching them the first lessons in arithmetic. By their aid the children formed the multiplication tables. An ingenious teacher will find many ways to use them beside those I have mentioned. I sometimes secured a good recitation from my older pupils by offering as a reward to those who did well, the pleasure of teaching the little

ones in the entry for a half-hour. I had one pupil who was fourteen years old. She was a good girl and did well in several studies, but was very backward in arithmetic. I soon found that to her even "Multiplication was a vexation." Remembering that some one has said, "We never know anything until we have taught it," I asked her, when she had won the reward, to drill the little ones in the multiplication tables. Another, who was weak in spelling, sometimes taught that lesson to the lower classes. In this way the older pupils helped themselves and me also.

A teacher beginning her work in a district school often finds the pupils deficient on the ground they have already been over. If she puts them back she disheartens them, and very likely incurs the ill-will of the parents, which evils it is for her interest to avoid. I overcame the difficulty in this way. I gave my first class in arithmetic, who were studying percentage, an advance lesson, and offered them extra merits if they would recite also, for review, in the class studying long division. That class in turn, for review, took examples with those beginning addition. I followed a similar course in reading. I did not make these reviews compulsory, but tried to make them appear to the children, what they really were, a privilege. They became very popular, made the classes larger and more interesting, and afforded a healthful stimulus to both younger and older pupils.

Of course, I allowed my little ones, at times, to write upon the board, and as a reward for good lessons or good conduct would occasionally allow them to use the colored chalk. Those who do not know how happy a little thing can make a child, would be surprised to see the power that lies in even a small piece of colored chalk. When the children wrote upon their slates for busy work, I sometimes told them to write all the words they could think of containing three letters; on another day, those containing four; and so on, as "they grew in knowledge." For this suggestion I am indebted to a friend. One class worked for several days, in the time they could spare from their regular lessons, in writing a list of things decorated with imitations of flowers. Another class was very greatly interested in finding the names of things made from iron; and another, those made from wood. Both enjoyed making a list of the names of musical instruments.

Sometimes, when there was a little restlessness in the room, I secured a pleasant calm by saying: "Now, we will have ten minutes of hard study; let the room be perfectly still, and I will tell you when each minute has passed. Let me see how many can keep their eyes on their books all the time." My pupils have enjoyed these quiet moments. Perhaps in some schools five minutes would be better than ten. In others, possibly fifteen would not be too long. In both a graded and a district school, it often rests the children, and helps them to be quiet to study, standing, for five or ten minutes.—*American Teacher*.

Irregular Attendance.

1. An hour lost is gone forever. Present duties crowd the present, and the past cannot be recalled.
2. One lesson depends on another. Every unlearned lesson weakens the foundation on which others rest.
3. Irregularity in boys becomes the same in men. A bad habit stays by us.
4. The teacher's explanations to the class are important; and there is no time for repetition.
5. It checks the progress and enthusiasm of the class, and wears upon the nervous system of the teacher.
6. The reputation of the school and teacher suffers.
7. If a pupil loses his interest for school-work, outside matters fill his mind.
8. It causes disturbance for the pupil to find out the lessons of to-day.
9. One day out of school results in unlearned lessons, and the consequent loss of the next.
10. The teacher cannot be interested in those who show no interest in the school.

Problem.

- 1.—Four balls are thrown into the air, and allowed to fall under the influence of gravity. Disregarding the possibility that all may fall in the same straight line, and also the possibility that all may fall, one upon the other, in the same spot, what is the probability that *any one* will fall within the triangle made by the other three.

TEMPERANCE DEPARTMENT.

John B. Gough.

The hand of death has not only silenced the most eloquent advocate of our temperance reform, but has removed one of our most sagacious counselors. On the platform Gough had the fire of a race-horse, and his nerves tingled with emotion to his fingers' ends. Off the platform he was cool and clear headed, and had an admirable insight into the state of public sentiment, the demands of the times, and the true philosophy of the reform. He rarely committed a blunder.

As Mr. Gough's first reformation was connected with his signing a pledge of total abstinence, he always attached great importance to the use of the pledge during all his active career as a reformer. The chief aim of his speeches, with all their wonderful impersonations of character, their racy humor, and harrowing pictures of human misery, was to convert his hearers to abstinence, and to persuade them to clinch it with a pledge. The administration of the pledge was with Gough—as it was with Father Mathew, the celebrated Irish reformer—the central idea of his work. During a fortnight in Cincinnati 7,640 persons signed the pledge; among them were three hundred college students. Mr. Gough once showed me several volumes containing over 150,000 signatures! The number of human lives to which, under God, he gave a new direction, must have been exceedingly large.

The highest proof which Mr. Gough gave of his sagacity was the methods which he employed in dealing with the monster vice of drunkenness. Abhorring the dram shop, and denouncing as a criminal before God the mercenary wretch who deals out death for dimes, he always advocated the right of every community to close up the drinking dens by suppressive laws.

"Young man keep your record clean."—*Last Words.*

"Prevention is better than cure. It is worth a life effort to lift a man from degradation. To prevent his fall is far better."—*Gough.*

"I can desire nothing better for this great country growing with such startling rapidity, than that a barrier high and strong should be raised between the unpolluted lips of the children and the intoxicating cup; that everywhere the men and women of to-day should

raise strong and determined hands against whatever will defile the body, pollute the mind, or harden the heart against God and His truth, of the millions of children in this county. God grant we may none of us forget who it is that has said, "It were better that a millstone were hanged about his neck and he were drowned in the depths of the sea," than that he should be a means of "offence" to "one of these little ones."—*Gough.*

"We may die and be forgotten, but our works shall live after us. The good seed we have been permitted to sow shall result in a harvest that others shall gather. * * Let us not be disheartened, though the evil we seek to remove seems to stand solid and unyielding against all our efforts.—*John B. Gough.*

John B. Gough as Orator and Reformer.

As an orator, Mr. Gough can be compared to no one else. He was of his own kind, and of a most extraordinary kind. He was orator and actor combined, and was born both. Among his earliest playthings were a pulpit and a Punch and Judy box. They were among his latest. This combination of earnestness and humor; this intensity of feeling and vividness of imagination that might easily have led him into extravagances of opinion and action had they not existed in combination with remarkable balance of judgment and character; this fire of emotion, will, conscience, epithet, metaphor, and gesture in both comedy and pathos, anecdote and argument, made him in his best hours on the platform a disciplined thunderbolt.

Mr. Gough was an actor. Within an hour on the platform he was accustomed to take twenty parts, and perform them all with nearly absolute perfection. In the years immediately preceding his rescue from intemperance, he had some slight connection with theatres as a player. It was born in him, this histrionic capacity. Undoubtedly he was the greatest histrionic orator of his age, and had more of the mimetic genius which brings vividly before an audience whatever the orator feels, than any one else who has spoken the English language in our times. And how admirably he modulated it! How he held himself in check! How he produced the impression, especially in his later years, of chasteness in rhetoric and of self-control!

As a reformer, Mr. Gough has been the victorious champion of total absti-

nence, and the leader of moral and educational agitation against the liquor traffic. It ought never to be forgotten that in both America and England he was the first prominent temperance orator to lift the reform he advocated from the level of a merely moral, to that of a distinctively religious movement.

Those who have lived nearest to Mr. Gough know that a family altar, with a peculiarly intense fire upon it, was the inspiration of his private and of his public life. The secret of his strength was in Divine grace. With such intensity of feeling as he possessed, with such temptations from imagination and emotion, and a variety of unfortunate experiences in early life and afterward, he might easily have become a public mischief, had not God caused him to be balanced by Him in the palms of His hands. Let us recollect, therefore, that to John Gough the centre of the temperance army was the Church, the right wing the law, the left wing moral suasion; or, if you please to say so, the left wing the law, and the right wing moral suasion. He was a broad man; and he meant that the whole army should act as a unit; and he found it none too strong, when employed as a single weapon against the most terrific political and social danger of our time.

He says, in language which he published only on the 11th of February: "For two years I have voted with the Third party; for I do believe in prohibiting and annihilating the liquor traffic. I deem it to be exceedingly important, also, to work for the creation of a public sentiment against the traffic by education and information, by training and teaching the young."

This man has given our own day and all future time an example not merely of breadth and courage, but of intensity and tenderness. His philanthropies were as countless and abundant as they were unostentatious. The central rule of his work was Christ's own method of going about from house to house doing good. How could he hold audiences ninety nights in succession in Exeter Hall? Simply because he spent his days among the poor, and told at night what he had observed in the day. How could he wear so long? Only by keeping himself close to man's heart and to God's heart. Let England follow this man! Let the isles of the sea follow him! My conviction is that in his breadth of principle—and especially in his last position concerning legal enactments in regard to the liquor traffic—he made himself one of the Pilgrim Fathers of the twentieth century, will be remembered with even more honor in the next generation than he possessed in this; and that, therefore, the youngest men here may take the hand of John Gough without fear of outgrowing him as a leader.

PHILOMATHEAN GALAXY.

MOTTO.—NON PALMA SINE PULVERE.

W. S. HEATH, Editor.

OLD PHILO is moving right along under the skillful management of President Baker.

MR. W. W. ROBBINS, an honored Philo, is now traveling through Kansas for the benefit of his health.

PHILO is glad to welcome back Prof. Bryan, who is now a member of the faculty.

THERE are nearly one hundred names enrolled on Philo's list of members.

THE committee appointed to secure contestants for the annual contest consists of Messrs. Chalfant and Peairs and Misses McGinnis, Cope and White.

To do is to succeed.—Schuller.

A STRANGER visiting the Normal writes: "There was an air of self-respecting dignity among the students most delightful to see among young people everywhere, but particularly to be commended where co-education exists. Not only was this noticeable in the general conduct and movements about the building, but it reached its best in the dining room, which was that of a quiet, cheerful, well-conducted family. Conversation sustained itself in the medium tones that showed no inclination to transgress, while the well-bred, unchecked laugh proclaimed the absence of all irritating restraint. The general air of the young ladies with each other was that of the conventional ladies of society, in the politeness and deference nowhere so distinguishable as in table manners. We believe this to be owing largely to the atmosphere of the whole school, yet it could not but be augmented by the presence of the principal and teachers at the different tables, mingling with the pupils with the same air of equality that they manifested toward each other. In these days when Americans are recognized abroad by their want of decorum at meals, it was most refreshing to see the general culture in this

school extend to the habits in the dining room."

THE lecture in the Normal Chapel March 27, by Joseph Cook, on "Ultimate America," was not merely grand, but colossal.

MRS. KELLOGG's article on "Joseph Cook at a Normal School," in the *New England Journal of Education* for April 8, was read with much interest at the Normal. Mr. Cook's visit here in March is well described.

PRINCIPAL NOSS has been appointed a member of the examining committee at the Shippensburg State Normal School, the examination to be held June 22. He and another member of the committee, Supt. Barton, of Fulton County, were class mates at Shippensburg in the class of 1874.

HOUSE-CLEANING is the order of the day at the Normal. Dust and cobwebs, finger-prints and foot-prints are fast disappearing under an earnest application of soap, water and paint. We don't believe in the "Gospel of Dirt."

THE commencement of the Connessville public school occurs April 26. Miss Jean Wallace, of Pittsburg, will sing at the commencement exercises. Principal Noss, of the Normal is announced for an address to the graduating class. The class numbers twelve. The principal, Miss M. Agnes Mackey, and the vice-principal, Miss Kate Wakefield—both Normal graduates—deserve great credit.

Dedication of Philo Hall.

Friday, April 2, was a red-letter day for Philo. The dedication of the new hall brought together an audience of over five hundred persons. The exercises were in the Chapel, but the new hall, as well as the hall of the Clonian Society, was open, brilliantly lighted and tastefully decorated.

The principal made a brief open-

ing address, and introduced the various speakers.

President Dixon, of the board of trustees, said it was worth years of effort to see what had already been accomplished by the society and the school. Mr. L. W. Morgan traced the growth of the Normal from its feeble beginnings to its present prosperous condition. Rev. James M. Maxwell, pastor of the Presbyterian church in Monongahela City, followed in a neat address, which added not a little interest to the occasion. Miss H. E. Brooks, of the faculty, and others made short addresses. Col. Chill W. Hazzard was the last speaker from the platform. Col. H. on this occasion, as always, was entertaining.

Impromptu remarks were made by former Philos seated in the audience. Among these were Prof. T. S. Lackey, of Allegheny City; Dr. C. L. Parkhill, of Denver, Col.; and J. M. Core, Esq., of Uniontown, Pa.

The music furnished for the occasion, under the direction of Prof. Stiffy, was all that could be desired.

The exercises closed with a social and general hand-shaking.

Caught the Wrong Man.

Mr. W., a worthy student, met Prof. Smith on the campus after dark, and, supposing him to be another student, threw his arms around him and exclaimed, "How are you old man, anyhow?" Prof. S. told him that he was evidently mistaken. The young man was profuse in his apologies.

Conundrum.

What is the difference between the earth and the sea? Ans.—One is dirty, the other tidy.

Why is a good husband like dough? Ans.—Because a woman needs him.

Why was Dickens a greater man than Shakespeare? Ans.—Because Shakespeare wrote well, but Dickens wrote "Weller."

CLIONIAN REVIEW.

MOTTO.---PEDETENTIM ET GRADATIM.

NETTIE C. TEETERS, Editor.

MISS CLARA WORCESTER spent a few days at the school last week, and again visited Clio's classic hall, where her face looked familiar.

MISS CELIA PATTON, of Fayette City, spent a few days of last week with her friends here, on her way home from Dunbar where she has been teaching.

MISS WOOD, a member of the senior class, was called home for a few days, on account of the serious illness of her father.

THE following are some of the news items furnished at evening chapel during the last month:

Blair Educational Bill.

Edison's invention of telegraphing from moving trains.

Length of time for cable dispatches.

Gladstone's speech in Parliament.

Greece going to war.

Miss Cleveland's wine principles.

Literary habits of DeWitt Talmage.

Bell Telephone Suit.

IN our society work, this question arises: "Of what use is the Periodical to the Society?" The answer is: It is the organ by means of which stray, though good and amusing, thoughts may be gathered from the members of the society and read for the pleasure and profit of all.

THE spring term having arrived, accompanied by beautiful weather, the Campus has become the favorite resort of the students after tea, and the game of croquet, "the old reliable," is indulged in with zeal, though there is a whisper of lawn tennis to take its place in the near future.

PROF. STIFFY has organized a

chorus from among the students and others of his pupils who are practicing the Oratorio of "Esther" to be given at some future date.

THE value of a man is measured by his mind. The value of a mind depends largely upon its culture. Many a savage may have native ability equal to Newton. Culture depends upon the school, the school upon the teacher, and the teacher upon a Normal training.

PROBABLY not all of Clio's members are aware that the titular head of the society is one of the Muses who dwelt on Mt. Olympus and was known as the "Goddess of Song." The special province of Clio, our patron, was Epic Poetry and History." And it is the aim of the society to follow in the footsteps of her illustrious patron.

BE happy. There is nothing gained by melancholy or fretfulness. Yet some people fall as naturally into moody trains of thought and ways as a bird takes to its wings for flight. They never see the silver lining of any cloud or the flush of any morning in the eastern sky. It might be well for such people to remember the advice Sidney Smith gave to a young lady of this unhappy disposition, "Always keep a box of sugar plums on the mantelpiece, and remember all the charming things that people have said of you."

IT was feared that the doleful prophecies at a late society meeting with regard to the future of the Seniors would have a depressing effect on the spirits, and result in a waning of ambition for the glories of graduation day. For having seen themselves for once as others

see them, it could hardly be hoped that they would rise again to their former conceit. But the clown has saved himself by an added dignity; the farmer's wife has decided to be an old maid; the vender of false teeth believes in a *third* natural set; the woman's rights lecturer has refused to vote; the peanuts and balloons have both "gone up" in aerial visions; and matters have resumed their usual tranquility and the "star of hope" is once more in the ascendant.

A LARGE number of the students took advantage of the delightful April weather, and went, on Saturday, April 17, for a ramble in search of wild flowers. Their destination was "The Rocks," a lovely spot several miles from the school. After experiencing the enjoyments and all the catastrophes attendant upon such excursions, they returned home flower-laden and happy.

THE stockholders of the Normal will meet on the 3d inst. to elect four local trustees and nominate four state trustees, from which nominations the State Superintendent will appoint two.

COL. HAWKINS, of Beallsville, Pa., was a recent visitor at the Normal. His son Clyde is a student at the school. The Colonel has been announced as a candidate for the nomination as State Senator on the Republican ticket.

THE "College House" standing on the corner opposite the Normal has been fitted up as a third dormitory for the school to meet the universal demand for rooms. The building has been so vastly improved as to place it almost beyond recognition.

Principles of Teaching Reading.

The most important principles of instruction which relate to the teacher's work in each of the three elements are the following: Natural Expression, Imitation, Correcting Errors, and application of Principles of Reading. These four principles seem to embrace the entire course of instruction, and will be found of great value in shaping the work of the class room. A few suggestions will be presented under each head.

1. *Natural Expression.*—The fundamental principle of teaching reading is that of *natural expression*. This is really the key, a golden key, to all correct and artistic delivery. The greatest fault, and one which underlies all other faults in reading, is that it is not natural, but unnatural, stilted and mechanical. It is not the simple expression of an idea or thought, but an assumed or borrowed style, sometimes in imitation of the teacher, sometimes of the pastor, and more frequently the result of some false ideal as far removed from natural expression as it is possible to conceive.

The first and constant aim of the teacher, therefore, should be to have his pupils *read naturally*, or to *read as they talk*. If their method of talking is not as it should be, begin to reform it, and base the reading on the reformed talk. In order to teach pupils to read naturally, the old habit of unnatural reading must be broken up; and this will be found to be no easy task. Almost all of the pupils of the school read in a stilted, mechanical style altogether different from that used in talking. In ordinary conversation many of them use a natural and pleasing style of expression; but as soon as they take a book in their hands they assume a tone and manner that if we were not familiar with it, would occasion wonder or laughter. The "school room tone" heard in recitation and reading is an abomination that the teacher should suppress if he would secure any progress in good reading. This work should be begun, therefore, in the ordinary recitations. The teacher should prohibit all loud, forced and unnatural use of the voice; he should require the pupils to recite in quiet, gentle and natural conversational tones. This will be the first important step in securing natural expression in the reading class.

So important is this fundamental principle of teaching reading that I

shall endeavor to enforce it by repeating it under two or three distinct statements in order to impress it more fully on the mind of the teacher. Let the teacher regard these as fundamental maxims in his work.

First. Talking is the natural expression of one's own thought; reading is the natural expression of written or printed thought. Written or printed thought should be expressed in the same way one would express it if it were his own thought used in ordinary conversation.

Second. Good conversation is thus the basis of good reading. Good reading is reading as one talks. To read well, a person should express himself just as he does in natural conversation. In teaching reading we should begin with natural conversation, and build up the art upon that basis.

Third. In order to read naturally, the pupil must make the thought of the author his own thought, and then express it just as he would if he had originated it. The reader must re-create the thought of the author and stamp it with his own personality, and then express it as if it were his own and not another's. Attain this, and you have more than half solved the problem of teaching reading; you have hold of the key which unlocks the entire subject.

2. *Imitation.*—The second principle of teaching reading is that of *imitation*. Reading is an art, and like other arts is imitative in its character, and must be taught somewhat by imitation. We learn to talk by imitating our parents or other members of the household; we learn to write by imitating written or printed forms. A singer needs to hear good singing in order to attain artistic skill in the art; and the same thing holds true with the arts of drawing, painting, sculpture, etc. So in order to learn to read well it is of great advantage to the pupil to hear good reading. Young children, especially, are imitative, and they should have good models to imitate. If the older pupils of the school were all good natural readers, it would be much easier to teach the younger pupils to read correctly.

The teacher should, therefore, sometimes read for his pupils, and require them to imitate his method of expressing a thought or sentiment. He will frequently find cases in which they can be most easily led to a correct and natural expression by having them imitate his own method of expression. This

is the more apparent from the fact that there are many things in the reading books so different from the ordinary topics of conversation, that pupils need the suggestions of the teacher's voice and manner to guide them in expressing them.

The teacher should aim to become a good reader in order that he may present a good model for his pupils to imitate. He should be especially careful to avoid all mannerisms that may vitiate their style or interfere with natural expression. His manner should be so natural that no one could perceive his own style in that of his pupils, unless it were the extreme naturalness of both. It is a serious defect in an instructor when he leaves his marks on his pupils to such an extent that you can discover the teacher in the reading of the pupil. On the other hand, a teacher whose cultured and refined expression is reflected in the conversation and reading of his pupils, is worthy of the highest commendation. Let it be remembered, also, that a teacher who reads well, and is interested in the subject, will usually have much more interest in his reading classes than one who is a poor reader. I emphasize this matter of imitation for two reasons: first, because I regard it as a correct principle, and, secondly, because it is not only ignored, but actually condemned by some teachers of elocution. This I think is on account of its frequent abuse and misapplication by thoughtless or ignorant teachers. It is not the abuse but the intelligent use of the principle that I advocate; and I urge teachers as a primary condition of successful instruction in the art, to endeavor to become good readers themselves.

3. *Correcting Errors.*—A third principle that the teacher should employ in his instructions is that of *correcting the errors* of his pupils. He must not only rely on natural expression and imitation, but he must carefully notice the errors of his pupils, and endeavor to correct them. These errors will be both general and personal, and both are to be observed and corrected. All violations of natural expression are to be criticised, and individual idiosyncrasies of voice or manner are to be eradicated as far as possible. This is a point of great importance in teaching any art. How often a public speaker might have improved his delivery if some judicious friend of good taste had called his attention to some personal habit of which he was entirely unconscious, and which not only marred his

speaking but detracted from his influence.

In correcting errors it will not be sufficient merely to call attention to mistakes and faults; but the pupils will need to be trained in their correction until the old habit is overcome and a new one substituted in its place. This will often be found tedious and perplexing; but it is only by constant and persistent drill that the force of habit can be overcome, and the voice and manner be trained to new and artistic forms of expression.

It will be well, sometimes, to *imitate the mistake* of the pupil, that he may see more clearly just what that defect is, and, appreciating its gravity, be ready to try to avoid or correct it. This, of course, must be done in a kindly spirit, and with the manifest desire of the pupil's improvement rather than his mortification. Sometimes other pupils may be called on to imitate or criticise the error when it can be done without giving offence or wounding the feelings. If the defect arises from the neglect of any of the conditions presented under the three elements, as will be seen in what follows, it can be corrected by calling attention to the proper condition.

4. *Principles.*—There are certain general *principles of elocution* that may be used with advantage in giving instruction in the art of reading. By a principle is here meant some general law which shows the relation of expression to the thought or sentiment expressed. These principles are quite different from the so-called "rules of reading." No one can learn to read by rule, and the attempt to teach a pupil to read by rule is deserving of all the criticism which it has received. A principle is much more general and flexible than a rule, and, while indicating the expression, allows the reader to exercise his own taste and judgment in its application. In a higher course of instruction in the art of delivery such principles are regarded as indispensable, and a few simple principles will be found of real value in the course in the common school, especially with the more advanced classes in reading.

All these principles are based upon, and express the natural relation, between sentiment and the mode of expressing it. These may be stated with such simplicity that they will be readily understood and applied by the pupil. Thus, there will be seen that there is a natural relation between the amount of voice, called *force*, and the

sentiment to be expressed; and principles similar to the following will be readily understood and applied.

1. The standard force is determined by the general nature of the sentiment.
2. Unemotional sentiment requires moderate force.
3. Bold, noble, dignified sentiment requires loud force.
4. Grave, subdued, pathetic sentiment requires soft force.

A few such simple principles will lead the pupils to the idea that the method of expression should be determined by the nature of the sentiment; and they will tend to create thoughtful, intelligent, and natural readers and speakers. We commend, therefore, to teachers of reading the use of a few general principles of reading, simply and concisely stated, to aid in giving instruction in this beautiful and interesting art.

To recapitulate what has been said, it is suggested that in teaching reading in our public schools the teacher should depend mainly on four things, viz: Natural Expression, Imitation, Correcting Errors, and Principles of Reading. The judicious use of these four principles of instruction will add much interest to his work, and contribute largely to its success.—*Dr. Edward Brooks.*

Never.

"Never tell a pupil what he can discover for himself.

Never is a long time. I do not like any of these never-rules. The only one that should be followed is this: Never make a never-rule. No one hesitates to tell a child the fire will burn, yet the child could discover this for himself. I see my neighbor's house on fire. I don't hesitate to tell him about it, although I am certain he would discover it for himself.

"These are extreme cases," you say. Yes, extreme cases are always getting in our way. They come up in school and out. They must be dealt with in school as well as out of school. Here is a boy at the board trying to solve a long and difficult problem. At the very outset he has said, "Once one is two." Don't tell him of it. He will discover it for himself after a while. Yes, but much valuable time will have been wasted, before he discovers it. Why not call his attention to the fact that he has made a

slight mistake in the beginning, instead of letting him go entirely through a long process first. Let him look for it himself *then*, and he will gain all that he would by going entirely through the work before looking for it.

Thorough Teaching.

Every subject should be taught thoroughly, at least as far as the nature of the subject and the capabilities of the pupils will allow. They should learn nothing which they may have afterwards to unlearn.

Without underrating or evading the difficulties of the subject, our explanations should be clear and simple. We should avoid a slavish use of text-books.

The usual method of teaching geography, upon examination presents among others the following defects:

1. The child's knowledge is not made use of.
2. Geography is made a memory-training study, rather than an imagination-training one.
3. The map is made unduly prominent by commencing its use too soon.
4. Narrowness and conceit are fostered by studying the home region to too great an extent before studying the earth as a whole.
5. The use of the globe is neglected.
6. An unnatural order is followed by presenting arbitrary before natural divisions.

In the long run it will be found that it is early, thorough, and persistent discipline that tells. Now and then, genius, aided by extraordinary favorable conditions, blazes forth into some kind of temporary success and notoriety. But the possessors of such fame are almost certain to eventually settle back to their merited place of mediocrity. No man can truly be said to be great when fame rests upon an accident or upon a single achievement. It is the slowly, but well built tower of work and character, reared piece by piece, during a whole lifetime, that forms the enduring monument of real greatness.

PRES. E. T. CARPENTER.

SUPPLEMENTARY READING.

First and Second Reader.

ELIAS HOWE AND THE SEWING MACHINE.

"Who made the sewing machine, mamma?"

"Why, my dear Nellie, do you wish to know?"

"Because, mamma, I think it is so useful. It saves so much time, and it can do the work so well."

"Yes," said Mary, "see how much mamma has done on the sewing machine while I have been sewing this little seam!"

"Oh! I think the man was very smart!"

"Yes, Mary, he was a very smart man, but a very poor one. His name was Elias Howe. I will tell you the story of the sewing machine; but you must work on at your sewing, and do it well.

"Elias Howe came home day by day when his work was done. There he found his dear wife, who was sick, ever at work; for, when her house-work was done, she still had sewing to do.

*"Man's work is from sun to sun;
Mother's work is never done."*

"Put your sewing away," he often said to his wife; "you look tired."

"No, no, I cannot," she would answer; "our boy must have this coat, or baby's dress is not done."

"How sorry he felt for her! He could see that she was tired, and had need of rest.

"One day he said to her: 'There are machines for all kinds of men's work, why could not there be a sewing machine to help mothers do their sewing?'"

"His poor wife smiled, but said: 'It will be a long time before there is a way to make a coat or a baby's dress, if tired mothers do not make them.' But Elias Howe thought it could be done, and he went to work.

"Days, weeks, years he worked, and then one day he came home with a bright face, and said: 'I have made a sewing machine—if I can only fix the thread in the needle.'

"His wife looked at the machine, then she said: 'Why, Elias, put the eye near the point of the needle, then it will carry the thread.'

"So it will," cried Elias Howe; 'I never thought of that.' And he soon had a fine sewing machine at work."

"So," cried Nellie, "I am glad to hear that, and I will tell Frank that it was Mrs. Howe who made the first sewing machine!"

"No, Nellie, that would not be true; but you may tell Frank what a great help Elias Howe's wife was to him. She made him think of the machine at first; and she may be said to have made the first sewing machine needle."

"Well," said Nellie, "the machine could not sew without a needle, and I think Mrs. Howe was a great lady, as well as Mr. Howe, a great man."

ANIMALS AND THEIR LITTLE ONES.

Do animals love their little ones?

Yes; most of them do very much.

Have you not seen how careful the old hen is of her little chicks?

The cat, too, how she hides all her sharp claws, and touches her kittens with a gentle paw as soft as down?

Have you not seen the poor cow search all over the fields, and have you not heard her call from all the hill-tops for the little calf which has been taken away from her?

How she moans, and grieves, and cries after the lost one!

Birds will not fly away from their helpless little ones in the nest, but will fight for them, even until they die.

The doe will run right toward the dog, to lead him away from her fawn.

Even the cruel tiger and the strong lion are gentle and loving to their young.

The stork is a bird which all German boys and girls love.

She makes her nest upon the roofs of houses, and all are glad to have the stork make her home with them, for they think it means good luck.

When the spring comes, the boys and girls look every day for their stork; for she always comes back to the same nest.

How glad they are to see her!

She soon puts her nest in order, and, before very long, little baby storks are seen putting their long necks out over the nest.

WILLIAM LEE AND THE KNITTING MACHINE.

Very much like the story of Elias Howe, is the one which we learn of William Lee, the man who found out how to knit stockings by the use of a machine.

William Lee had been the son of a rich man, but when he left home to make his own living, he became very poor.

He and his young wife were not afraid of work, but you know that many times men cannot get work to do. It was so with William Lee.

One day he sat in his home very sad. He watched the busy fingers of his young wife as she knit a little stocking. The little stocking was for their dear little baby, which the mother held in her arms, asleep.

"How fast her fingers do go! And yet it takes a long time to knit even such a small stocking," thought Mr. Lee. Then he came and sat very near his wife so that he could better watch her fingers.

Mrs. Lee now knit very, very slowly. In this way William Lee saw what a machine must do to knit a stocking. So he went to work to make a machine.

It took time, and he had to try many ways before he could say that it was done. But at last he made the "Stocking Frame."

Now, we can buy stockings for less money than we can knit them; and ladies may have time for study and other things.

Elias Howe was a man of our own country, but William Lee was born in England.

Third Reader Grade.

MAY AND HER PETS.

My little friend lives in a small town. Her name is May. She is only six years old, but knows more than some little girls of eight. May's mamma keeps a cow and some chickens. Also a horse, two dogs, and a cat. May loves all of them, and often plays with puss and the hens all day. She did not like this, and came out. She walked about for a time, and then jumped on a stool. She saw puss on the stool,

and thought she could have some fun. Puss would not hurt Goldie, and Goldie knew this. She jumped on kitty's back and down again, until she was tired. Just then she saw Ponto. She is afraid of Ponto, and so she ran as fast as she could under the old hen's wing. There she was safe.

May thinks there is no chicken like little Goldie. She says Goldie is always up to some fun. May also likes Ponto. He is a very good dog and always plays with May. He is big and black. When he barks, all the men around get afraid of him. But to tell the truth, he never bites. He only barks, and in this way keeps every one away. The other day May hitched him to a little cart. She made him draw the cart, and she held the lines. May's brother John wanted May to get in the cart, but she was afraid he would upset it; so she did not get in. She put Rose and Kate, her two dolls, in, and gave them a nice long ride. When they came back, Ponto felt like going fast, so he upset the cart, and Kate and Rose fell out. Kate had her nose broken, and Rose felt so bad after her fall, that she had to go to bed. May began to scold Ponto, but John told her not to do it.

"Ponto did not know the cart would upset so easy. He was only glad he was going home again. So you must not scold poor Ponto," he said.

May felt so very bad about poor Kate's nose, that she had to cry. But John said he would cure it, and so it was all right again.

HOW JOHNNY WAS CURED OF CRYING.

Johnny and Nellie were playing, when Johnny fell down and bumped his nose. It did not hurt him much, but he was fond of crying. The tears came into his eyes.

"Don't cry, Johnny," said Nellie. "How can I help it," replied

Johnny, "when I have fallen down and bumped my nose?" And he began to cry with all his might.

"Then," cried Nellie, "there is nothing for me to do but to beat the arm chair till Johnny stops crying." So she seized a stick, and began to beat the chair as hard as she could.

Fred came running in. "O Nellie!" said he, "why are you beating the armchair?"

"How can I help it," replied Nellie, "when Johnny has fallen down and bumped his nose, and is crying with all his might? I must beat the chair till Johnny stops crying."

"Then," cried Fred, "there is nothing for me to do but to blow my tin trumpet." So he took the trumpet from his pocket, and began to blow with all his might.

In came Sophia, the older sister. "O, Fred," said she, "why are you blowing so loud on your tin trumpet?"

"How can I help it," replied Fred. "when Johnny has fallen down and bumped his nose, and is crying with all his might, and Nellie is beating the arm chair? I must blow the trumpet till Johnny stops crying."

"Then," cried Sophia, "there is nothing for me to do but to ring the dinner bell." So she seized the bell, and began to ring as hard as she could.

The noise soon brought in Mother Allen. "O, Sophia!" said she, "why are you ringing the dinner bell so hard?"

"How can I help it," replied Sophia, "when Johnny has fallen down and bumped his nose, and is crying with all his might, and Nellie is beating the arm chair, and Fred is blowing his tin trumpet? I must ring the bell till Johnny stops crying."

"Then," cried Mother Allen,

laughing, "there is nothing for me to do but to look for the switch which stands near the pan of cookies." And she ran to the kitchen with all her might.

Johnny jumped up, and ran after his mother. He was ashamed, but he tried to laugh. Nellie ran after Johnny, Fred ran after Nellie, Sophia ran after Fred. Johnny had stopped crying for that day.—
Our Little Ones.

Fourth and Fifth Reader Grade.

CALIFORNIA BEARS.

People east of the Rockies know very little of the wild animals of the Pacific coast. True, we have had many books—mostly romantic—written concerning this part of the country, but unfortunately they cannot all be relied on; and the story-books don't always state the plain unvarnished facts. We have headed this little sketch "California Bears," and they must have our attention.

There are really only two varieties of bear common in this State, viz: the Grizzly and Brown Bears. Excepting probably the Polar, the Grizzly (*ursus horribilis*) is the most dangerous of North American beasts, and yet the descriptions given of him often exaggerate this attribute. The Grizzly is from six to eight feet long and usually about three feet high; his head is broad and his tail is very short. He is heavily built and has powerful arms and paws, the latter being armed with claws from two to five inches long which have great cutting and tearing power. The color is grizzly and somewhat lighter underneath the body. Unless attacked, the Grizzly will usually flee from man, but an occasional case is recorded of his attacking man from hunger alone. He has a predilection for hogs and sheep, and his nocturnal visits to their corrals cause no little inconvenience and loss to the mountain ranchers. When wounded, however, the Grizzly is indeed very dangerous, turning and attacking his pursuers. Many lives have been lost in this way, but the species will soon be extinct.

The Brown Bear is much smaller and less ferocious than the above mentioned, and the hunter has never known the Brown Bear to attack man; but he is a pest to young live stock. Though stated by some books that the Brown

Bear is as savage as the Grizzly, and untamable, it is an error; for within one hundred feet of the writer is one as playful as any dog, and though somewhat rough in his "tussling," would be perfectly harmless if turned loose upon the town. Like the monkey, he has the spirit of investigation well developed, and sugar barrels and poodles would have to take the other side of the street.—*T. S. Price.*

THE HUMMING BIRD.

Of all the birds in the air the humming bird is the most beautiful and interesting. It derives its name from the humming sound produced by the rapid motion of its wings. They are of different sizes and colors. They build little nests and lay little eggs. They do not sing. They gather their food from flowers like bees. They seem to be proud of their gay colors and take the greatest care to protect their plumage, and frequently dress themselves by passing their feathers through their bills. Ladies often use the feathers of the humming bird to adorn themselves. How various are all the works and creatures of God, and how wonderful from the least to the greatest!

THE EXTINCTION OF DEER.

It is stated by Engineer Phillips (late of the Northern Pacific Railroad,) that no fewer than 20,000 elk, antelope, and mule deer are slaughtered every winter in Minnesota, Montana, and Wyoming alone. There is every prospect that three of the noblest game animals on the American continent will soon be entirely extinct. Elk, which formerly ranged from the Middle States to the Pacific, are now never found east of the Missouri river. Twenty-five years ago they were plentiful in Kansas and Nebraska, but civilization has driven them into the dense and uninhabited regions of Minnesota and the Northern Territories. The hide hunters effect the most sweeping destruction. The average price of an elk skin is \$3. The hide hunters use repeating rifles, and frequently kill from six to twelve elk in a herd before they get out of range. Mr. Phillips affirms that, besides the slaughter of the animals named, in the year 1882 more than 25,000 buffaloes were killed for the traders between the Yellowstone and the head waters of the Little Missouri.

If there is to be sport in the Great West in the future, those interested will be compelled to move for legislation which will give protection to game in the Western States and Territories.

Otherwise there will be very few elk, buffalo, mule deer, or antelope left to hunt in five years.

ESQUIMAUX DOGS.

Some interesting details concerning the habits of Esquimaux dogs are given by Dr. Bessel. The instant halt is called by the driver, the dogs throw themselves to the ground with their snouts between their forepaws; they rise again to stretch, and then lie down again at once. Two Newfoundland dogs, which belonged to the Polaris pack, gradually assumed similar habits, but before lying down they always turned round and round in their resting place, like all dogs except the Esquimaux breed, for the author never saw an Esquimaux dog do this. Mr. Darwin, as will be remembered, has explained this habit of turning round before lying down, invariably to be observed in other domestic dogs, as a survival of the instinct of the wild ancestor, which leads him to form a bed in the grass by this means. Every one has heard of the extraordinary voracity of the Esquimaux dogs; they will even sometimes snap off a piece of their master's flesh if carelessly exposed.

PACE OF A CAMEL.

As a matter of fact, seven miles an hour is the camel's best pace, nor can it maintain this rate over two hours. Its usual speed is about five miles an hour—a slow, lounging pace, beyond which it is dangerous, with nine camels out of ten, to urge them, or as Asiatics say, they "break their hearts" and die "literally" on the spot. For when a camel has been passed beyond his speed, and is spent, it kneels down, and not all the wolves in Asia will make it budge again. A fire under its tail is as useless as food under its nose. The camel remains where it kneels, and where it kneels, it dies.

HEAT OF THE INTERIOR OF THE EARTH.

That the interior of the earth is the seat of great heat is a familiar truth. Volcanic eruptions show the fact. Mining experiences, moreover, have furnished us with the rate at which the heat increases, which is generally computed to be about one degree Fahrenheit for every 55 feet of descent. But mining experiences are necessarily very limited. The deepest mine in England, that of the Rosebridge Colliery, near Wigan, takes us down only 2,442 feet, and to a temperature not much exceeding 90 degrees Fahrenheit. It is not enough to make the work exceedingly trying to the miners, but that is all.

But, if we may assume a uniform heat in descending, the temperature at a depth of 50 miles may be expressed in figures at 4,800 degrees Fahrenheit. In other words, at less than an eighth of the distance which lies between the surface of the earth and its center the heat would be about 22 times the heat of boiling water at the sea-level. Figures might, of course, express the heat at greater depths still, but figures fail to convey any idea to the mind of that which must necessarily exceed all imagination. Suffice it to say that in descending we must soon come to a heat so great that no substance with which we are acquainted could, under any conditions which we can imagine, exist in it in either solid or fluid form.

ANIMAL TRADES.

Did you ever read about the different kinds of trades the many outside dwellers are plying? They get about their work by daybreak, when most of the children are sleeping sweetly and soundly on their snowy pillows. Wilson Flagg, in his book of birds, speaks of them as musicians. He calls the robin the clarinet player, the blue-bird the flageolet, the hair-bird the octave-flute, and the golden robin the bugle.

The birds are the musical characters. What are the wasps? They are paper-makers. They make paper out of the materials the paper mills could not use at all. Their nests are made of paper. If you examine one you will see how they are made; but look out for the wasps inside. The caterpillar is a silk-spinner. The mole is an engineer; he can form a tunnel quite as well as if he had taken an engineering course in one of our colleges. The bee, we are told, is a professor of geometry. He constructs his cells scientifically. All the great mathematicians in the world could not make them as the bee does. The nautilus is a navigator, hoisting and taking in his sails as he floats along the water and casting anchor at pleasure. The kingfisher and the heron are fishermen. When you go to the ocean beach, watch them, and see how skillfully they fish. They don't often go away without any fish, as I have many times seen the boys and girls go, with disappointed faces. One secret of success may be that they keep very still and do not chatter to each other.

The beetle is a grave-digger. He goes about his work very solemnly, and it would be well worth while for you to watch him at his work. In the evening, the lamp-lighters come out and

light up the woods and gardens. They are the fire-fly and the glow-worm. The beavers are carpenters and masons. We might keep on enumerating the different trades of these busy little workers; but every boy and girl who has an opportunity of watching the busy life in the outside world of nature will be surprised to find how much there is of importance going on in the line of trades.

LET us not expect more from our pupils than we can do ourselves. If we cannot speak kindly to them we ought not to take offence at their impetuous replies. Kind words will bring in return kind replies. A writer says that "A spirit of kindness, if it can be made to pervade a school, is a fountain of virtue." Our children need our sympathy in their efforts to do right, our hearty generosity in their failures, and we must rely upon kindness in strengthening the moral powers of the children.

The children have a right to expect and demand just treatment from those in authority. Their minds are keenly alive to wrong and insult, hence they will rise up in open rebellion whenever provocation is given, and we immediately condemn them though we have taught them to do so.

We make some cutting remark to the pupil which stings him worse than a hot iron on the flesh, and expect him to keep quiet and make no reply. If he makes no visible signs of his suffering at the time, he is none the less sensible of the wrong committed, and finds release from his bondage as soon as possible.

The child has a right to expect forgiveness when he repents of the offences committed. "And if he trespass against thee seven times in a day, and seven times a day turn again to thee saying, I repent, thou shalt forgive him."

Those in authority have forgiven us seventy times seven, and in such a manner that we know we are forgiven; but how slow we are to do the same with our children. We are in duty bound to forgive them for every offence, and to make them feel by our treatment of them that we have forgotten their fault.

Let us think of our own failings more, and the failings of others less, and when we have discovered how to correct our own faults, adopt such methods of government as will develop and strengthen character in those with whom we are associated, striving to have all our punishments characterized by kindness, firmness and justice.

DUNLEVY'S NEW YORK CITY PUR-
CHASING AGENCY. We
furnish anything wanted or advertised in the
United States. Full information for stamps.
Established 1857. This house is perfectly reliable
and trustworthy.

A PERFECT FITTING DRESS
Can be made by the most **INEXPERIENCED**
when using **Reinhardt's Patent Cut Self-
Fitting Waist and Sleeve Lining**. Made
of the best quality silesia and cut according to
French Tailor System. When ordering take your
measure under the arms and above fullness of the
bust, tighter than the dress is worn. *Exact Fit
guaranteed*. Price 50 cents; by mail 60 cents, or
send 2-cent stamp for circular.
J. REINHARDT & CO., 103 W. 14th-st., New York.

Novelty Rug Machine
(Pat Dec. 27, 1881.) For mak-
ing Rugs, Tidies, Hoods, Mit-
tens, etc. Sent by mail, full
directions, \$1. **AGENTS WANTED.**
Ed. Manufacturers Stamped
Rug Patterns on Burlap. Beware of infringe-
ments. Send for Circulars.

E. ROSS & Co., Toledo, O.

FANCY WORK Profitable and permanent
employment furnished to
Ladies and Miss at their
own homes; so simple that a child 10 years old
can learn in one week. Send 10c for patterns and
full particulars. **INDUSTRIAL ART EXCHANGE**
103 W. 14th street, New York.

The STENOGRAPH

A Shorthand Machine,
Mechanically exact; easily used; learned in
ne-third the time other systems require;
need as great as any other now in use, for
11 kinds of shorthand work. Taught in many
of the principal Commercial Colleges and
Stenograph Schools in the U. S. In the hands
of an intelligent operator it never fails
to properly do its work.
Send stamp for circular, or 25 cents for Manual.
Price \$40, with case & Manual
Size 7 1/2 x 7 1/2 in.; weight 3/4 lbs.

U. S. Stenograph Co.
420 N. 3d street,
St. Louis, Mo.

SHORTHAND Writing thoroughly taught
by mail or personal
situations procured all pupils when competent
Send for circular. **W. C. CHAFFEE**, Oswego, N. Y.

ONE of the seniors when asked by Prof. Hertzog, "How many days are there in a solar year?" replied, "365 $\frac{1}{4}$ " "And where does the fourth come in?" "Oh! replied the brilliant senior, "on the Fourth of July."

THE promotion of Philo to her nicely furnished hall on the third floor, had the effect of arousing Clio's members, and within the present month the appearance of the hall has been greatly improved by the addition of handsome lace curtains, with all appurtenances; lamps, with delicate hand-painted shades; Smyrna rugs, and a beautiful blue satin banner. Altogether the hall has quite a festive appearance. Besides, to her list of honorary members has been added the names of President Cleveland, Pres. Eliot, of Harvard, and Oliver W. Holmes. The name of Clio, so celebrated in classic story, seems destined to live forever, at least in the hearts of her members, and she extends a cordial invitation to all her former members to visit her hall where they will receive a hearty welcome.

SUPT. SPINDLER, of Washington County, has already announced the dates of his teachers' examinations. He will give two days this year to each examination. The dates fixed for California are June 29 and 30, Tuesday and Wednesday of commencement week.

THE examination of the senior and junior classes at the Normal begins June 15, and continue three or four days. The committee consists of the State Superintendent, or one of his deputies, Prof. J. A. Cooper, Principal of the Edinboro State Normal School; Supt. Spindler, of Washington County; Supt. Ritenour, of Fayette, and Prof. Noss.

THE National Educational Association will be held this year at Topeka, Kansas, July 13-16. The Association was first organized in Philadelphia in 1857. Since that time it has held twenty-five meetings. Mrs. Eva D. Kellogg, of the Normal faculty, is assistant secretary, this year, of the department of Elementary Schools.

MRS. KELLOGG devotes one hour each Saturday afternoon to special instruction in the art of teaching. About fifty students of the higher classes avail themselves of the privileges thus offered.

THE two societies are choosing their contestants. Not all have as yet been agreed upon. A good annual contest is promised for Wednesday evening, June 30.

THE Normal campus never looked so well at the first of May as this year. The evergreens, mounds, and closely shaven sod are admired by all.

THE Governor's request for State Superintendent Higbee's resignation has not been complied with—we are pleased to see. An impartial investigation, rather than a resignation, would seem to be the proper thing.

MISS LOU BAKER, of the Union-town corps of teachers, will attend the Normal during the Institute term. Also Misses Judith Collins, Janie Williams and May Frew, teachers at Monongahela City.

THE Institute term, opening May 17, and continuing seven weeks, affords a rare opportunity for good Normal work to students who could not enter at the beginning of the Spring term. Tuition for the seven weeks costs but \$8.75. Boarding can be had at low rates.

Arbor Day.

Arbor Day, April 15, was remembered at the Normal. The afternoon Chapel exercises were held at an earlier hour and were adapted to the occasion. Mrs. Kellogg conducted an exercise by twenty-two pupils, explaining the origin, meaning, and observance of the day, growing out of the present agitation of forest preservation. The sanitary and climatic results of forests were brought out and the necessity of cultivating the sentiment of forestry in the children of the public schools. Quotations from Ruskin, Holmes and others followed. A song written for the occasion by Mr. J. Z. Simpson and set to beautiful music by Prof. Stiffy was then sung by eight voices, giving a most creditable showing of home talent. Next followed an informal tree planting in the school campus in honor of Mr. Joseph Cook. The afternoon was nature's finest spring offering and the long file of students bending for a handful of soil to complete the planting was a merry picture to be remembered, and the three times three rousing cheers for Mr. Cook, the Principal and the Faculty left an echo in memory that will not soon die out. May the next Arbor Day see just as happy a party of young people on our attractive grounds.

PRINCIPAL NOSS is announced for a lecture at Merrittstown Academy, May 14. Subject: "From London to Rome."

A Novel in Three Chapters.

CHAPTER I.
Maid one.
CHAPTER II.
Maid won.
CHAPTER III.
Maid one.

THE outlook for the Institute term, commencing May 17, is very promising.