

The Normal Review.

Vol. I. No. 10.

California, Pa., June, 1886.

50c a Year.

Entered as Second-Class Matter.

THE total enrollment to date is about 550.

SENIOR and junior final examination, June 15th.

DR. TALMAGE receives on an average forty letters a day.

EXAMINATION of senior and junior classes begins Tuesday, June 15th.

THE Baccalaureate sermon will be preached Sunday evening, June 20th.

THE Queen Esther Cantata, in Normal Chapel, Friday evening, June 11th.

T. V. POWDERLY, as Grand Master of the Knights of Labor, has a salary of \$1,500 a year.

THE usual crowd is expected on contest night, June 30th. A good programme is promised.

THE fall term of the Normal will open Monday, September 6th. A highly prosperous year is anticipated.

THE lecture of Dr. DeHass, May 8th, and his sermon, Sunday, May 9th, in Normal Chapel, were well received.

THE thirteenth annual commencement exercises of the Normal will be held Thursday morning, July 1st.

SUPERINTENDENTS SPINDLER and Ritenour will commence their teachers' examinations at the Normal, Tuesday, June 29th.

MR. J. R. WILLSON, a former student at the Normal, now holds a responsible position in the public schools of Marion, Kansas.

YOUNG teachers should give themselves a fair chance to succeed by attending a good Normal and Training school. Preparation pays.

MR. E. E. SCOTT, of the class of 1882, is now Dr. Scott, of Toledo, O. He began the practice of medicine in that city this spring.



STATE NORMAL SCHOOL, CALIFORNIA, PA.

MISS LENORE H. PHILIPS, the efficient teacher of reading and literature in the Normal, will enter Mt. Holyoke Seminary in the fall.

THE question for the annual contest debate is, "Resolved, That the organization of labor as against capital injures the cause of workingmen."

THE Baccalaureate sermon on Sunday evening, June 27th, will be preached by Rev. J. D. Moffat, D. D., President of Washington and Jefferson College.

CLASS-DAY exercises will begin at 2 p. m., Thursday, July 1st. Arrangements for the evening of commencement day are not yet completed, but will be soon.

THE institute term, beginning May 17th, brought to the Normal an unusually good class of students. They are thrice welcome, although they "crowd us awfully."

PENETRATE the subsoil, my porcine friend, or early expect an obituary notice of your untimely demise. That is only the Boston paraphrase of "Root hog or die."

ROBERT J. BURDETTE, writing to the editor of the REVIEW, says the 1st of June will find his tents pitched in the primeval forest, where he hopes to remain until the middle of August—if not more so.

THE July number of the NORMAL REVIEW will be full of interest to all students and friends of the school. It will contain a report of the final examination and the proceedings of commencement week.

THE contest orators have made an excellent choice of subjects. Mr. Clyde E. Hawkins (Philo) will speak on "The Rise and Growth of American Slavery," and Mr. A. O. Gadd (Clio) on "The Fall of American Slavery."

P. S. NEWMYER, Esq., of Conneltsville, Pa., we were pleased to learn from him recently, was once a student at California. Mr. Newmyer is deeply interested in educational work. He is one of the trustees of Bethany College.

PICKING up an old catalogue of the Normal for the year 1872, we find among the professors C. L. Ehrenfeld, G. G. Hertzog, Fulton Phillips, Van B. Baker, G. E. Heinphill and Augustus Lyons. Not one lady! *Mores mutantur.*

THE new concert grand piano in the chapel is much admired. The Knabe square piano which it displaces has been put temporarily in the new Philo hall. The small rooms on the third floor adjoining the new society hall will be fitted up as music rooms before the opening of the fall term.

Questions.

Can you put the spider's web back in place,
That once has been swept away?
Can you put the apple again on the bough,
Which fell at our feet to-day?
Can you put the lily-cup back on the stem,
And cause it to live and grow?
Can you mend the butterfly's broken wing,
That you crushed with a hasty blow?
Can you put the bloom again on the grape,
And the grape again on the vine?
Can you put the dew-drops back on the flowers,
And make them sparkle and shine?
Can you put the petals back on the rose?
If you could, would it smell as sweet?
Can you put the flower again in the husk,
And show me the ripened wheat?
Can you put the kernel back in the nut,
Or the broken egg in the shell?
Can you put the honey back in the comb,
And cover with wax each cell?
Can you put the perfume back in the vase,
When once it has sped away?
Can you put the corn silk back on the corn,
Or the down on the catkins—say?
You think that my questions are trifling dear?
Let me ask you another one:
Can a hasty word ever be unsaid,
Or a deed unkind, undone?

—Wide Awake.

Questions on Page's Theory and Practice of Teaching.

1. How many elements enter into fitness for teaching?
2. What is the first qualification for teaching?
3. What is meant by *the true spirit of a teacher*?
4. With what should a teacher be impressed?
5. What is necessary in order to develop a human soul?
6. For what is the teacher responsible?
7. In what way can a teacher injure the bodily health of her pupils? How can she improve it?
8. State three particulars in which the teacher is responsible for the intellectual growth of the child.
9. What injury can an unprincipled teacher do to children?
10. In what way may the personal habits of a teacher become an educational force?
11. State some habits that injure a teacher's usefulness.
12. What literary qualifications should every teacher possess? State minutely the branches necessary to be studied, and how much of each.
13. Can a teacher teach what he does not know? Why?
14. Is it essential for a teacher to sing?
15. How much of mental science ought a teacher to know?
16. What is meant by the expression: "A knowledge of human nature"? Is it essential?

17. What constitutes an education?

18. Is it possible for a person to be educated without the acquisition of knowledge?

19. Does the acquisition of knowledge give an education?

20. Under what circumstances does the getting of knowledge give no discipline?

21. When does the period of getting an education end?

22. Is there any "antagonism between man as an ideal of his kind, and man as an instrument of service"?

23. What do you understand by the term "liberal education"?

24. Must moral and religious education be relegated to the family and the Church? Why?

25. Give a good definition of education.

26. Describe a *good* recitation. Give in brief three essential elements of it.

27. Name five incentives to study in the order of their value.

28. What do you think of the *morality* of the prize and marking system? Name three injuries resulting from prizes.

29. State the difference between *success* and *talent*, and *effort* and *worth*.

30. Does God reward *effort* or *success*?

31. What are the requisites *in the teacher* for good government? Name five essential characteristics of a good disciplinarian. Name five hinderances in the teacher.

Questions for Study.

1. Who has been President, Vice President, Minister to England, Governor, and member of both Houses of Congress?

2. What President of the United States was married during his term of office?

3. How many stripes has the United States flag? Why? How many stars? Why?

4. Has a cow upper front teeth? Has a sheep?

5. How can you make a pendulum beat faster?

6. Why is glass used to fasten telegraph wires to the poles?

7. What is a century? In which

century do we live? From what time is it reckoned?

8. Why can a cat see in the dark?

9. What book have you read that you would advise others to read?

The Recitation.

PURPOSES.

F. B. DRESSLAR, MARTINSVILLE, IND.

We conceive the purposes of the recitation to be:

1. To ascertain what ideas the pupil has of the subject.
2. To correct improper or incorrect ideas of the subject.
3. To interchange ideas.
4. To drill in use of language.
5. To impress more firmly important ideas.
6. To ascertain the pupils capabilities.
7. To awaken and increase enthusiasm in study.

It is of the utmost importance to the teacher to know *just what* the pupil thinks concerning a subject, and to know whether the thought which he may express in language of the text is really the same thought to him.

The first purpose of a recitation, then, is to know what the pupil positively knows about his lesson, and in doing this the teacher will find out what he does not know. Often much valuable time is lost in the recitation by assuming that the pupil knows what at length to the sorrow and oftentimes discomfiture of the teacher he does not know. The skill of a teacher is displayed very largely in finding out precisely how much a pupil *knows* and then in leading him carefully to see what he has before been unable to see.

Having found out that there are mistaken ideas as well as correct ones, it then becomes necessary to lead him to see his error. Do not tell a pupil he has made a mistake if there is a possibility of getting him to see it himself. Sometimes a thorough explanation by the teacher is necessary to save time and to prevent the pupil from becoming too much confused, but in *most* cases instruction should be

given him in such a way that he will be enabled to correct himself.

By interchanging ideas we mean communicating ideas from one to another, the object of which should be to make a common stock of the results secured by each separate pupil's research or study. The object of interchanging ideas is not only to correct a pupil's false ideas of the subject, but also, and this is more important, to enlarge inadequate ideas and to add new ones so that the subject may appear before the class as seen from many different standpoints. Some results of such interchange of ideas must be to lead a pupil to investigate more widely to respect the opinions of others, and greatest of all, to prevent him from becoming one-sided on any subject.

Every recitation can be and ought to be made a drill exercise in the use of language. Pre-eminently in this age when there are so many things to think of and talk about we need those who can express their thoughts correctly, pointedly and concisely on their first attempt. A recitation given in loose, slovenly work or words, begets carelessness in manners and invites a confused operation of the mental activities.

The recitation is necessarily a review when the subject matter is such as can be learned and comprehended by the pupil without aid during study hours. Then as such its purpose is to impress more firmly important ideas by repetition. Then the work done in recitation should always be in the order in which a subject ought to be investigated and so clear as to impress itself forcibly on the memory.

Nothing gives the earnest, conscientious teacher more pleasure than to be able to see the minds of his pupils expand and grow strong under his guidance and direction. Do you with any degree of accuracy know just what good you have done your pupils in the last week, in the last month, in the last year?

No better time or opportunity is offered to gauge the capabilities of your pupils than during the recitation. Here the careful, thoughtful preparation of one will cause

you to see the careless preparation of another. Here the aptness of one will make prominent the dullness of another. You are then enabled to rightly discriminate and give to each what is needed.

It has been said truly that when interest ceases advancement ceases. Every one that has tried to make up a term's work out of school knows what it is to need the enthusiasm of a recitation.

No recitation is in a very large measure successful unless it gives the pupils a desire to know more of the subject and a resolve to know more.

But do not depend on the inspiration of the moment to suggest to you a method of awakening enthusiasm, but know what to do and how this ought to be done.

Use of the Blackboard.

Here are a few advantages to be derived from a proper use of the blackboard:

1. It enables the teacher to draw figures to assist him in explaining certain difficult parts of many of the subjects he has to handle, to give forms to be followed by the pupils in various branches, to write questions which he wishes all or certain members of his school to answer, or to do various other things that would be difficult to place before the whole school without it.

2. It permits every member of a class to see exactly how every other member performs the work assigned to him, and to criticise the work while it remains before the whole class.

3. Letters, figure, etc., may be made large so that whatever defects they possess may be easily perceived by the whole class.

4. Practice in writing, etc., on the blackboard tends to wear off the embarrassment natural to pupils when called upon to explain anything to others.

5. Variety is given to the exercises of the school and time profitably employed that otherwise might pass without benefitting any one.

All work on the blackboard should be done as neatly as possible and errors should be corrected before the next step is taken. Pu-

pils should not be allowed to use the hand or sleeve in erasing work. Every one of them should be supplied with an eraser of some kind. The habit some pupils have of making several attempts to write the same word, and erasing what they have written after each attempt, should be broken up. Order, system, neatness, regularity in all work should receive attention from first to last.—*Normal Teacher.*

A Good Education Pays.

1. In dollars and cents. All testimony of statistics agrees in showing that educated laborers, of all ranks, have better work and better wages than the uneducated.

2. In influence and position. Careful estimates make it certain that the chances of promotion to places of trust and power among men are almost two hundred times as great to an educated man as to an uneducated.

3. In usefulness. The bulk of good work in the world—discovery, invention, government, philanthropy and religion—is brought about by those who learn to think by study.

4. In enjoyment. Our pleasures grow out of what we are ourselves more than from surroundings. A well-trained man sees, hears and handles a great deal more of the world than an untrained one. A things do him good, not so much because he owns them as because he understands them. He always has good things to think about.

Into these three classes all teachers may be divided: Teachers who have nothing more to learn; those who are imitators of methods; and, lastly, those who study and apply principles. In which class are you?

NEVERTHELESS, I confide that the whole matter to providence, and shall endeavor so to live that the world may come to an end at a moment without leaving me at a loss to find a foothold somewhere else.—*Hawthorne.*

ADVICE is like snow; the softer it falls, the longer it dwells upon the mind and the deeper it sinks into the mind.—*Coleridge.*

Busy-Work.

I once visited at a home where a tame oriole was one of the household pets. When its mistress had provided her bird with food and water for the day, she put a yard or so of twine into the cage. To Dicky, shut away from the blue sky and leafy trees, that bit of string was an endless source of amusement. It was woven in the bars of his cage; it was carefully disentangled; it was festooned over the perches, or hung over the seed-cup.

To the active little ones with whom we primary teachers have to deal, busy-work is at least as great a necessity as it was to the restless little bird. It is useful to the teacher as well as the scholar, for occupation is the secret of order. And since the mind of a child delights in change, the teacher should have at her command a variety of busy-work. To give some helpful hints in this direction is the purpose of this paper.

All busy-work that deserves to be considered as such, carries with it some proportion of instruction; and the older the pupil, the greater that proportion should be, till at the age of ten or twelve, busy-work as such need no longer be given.

Before that time, what work shall we put into the hands of these bright-eyed boys and girls who must be enabled to occupy themselves profitably, while we do our best with the classes under instruction? Let us consider first, some kinds of busy-work for those scholars who will soon be past the need of it. Their work will be largely with slate and pencil, and will supplement their regular studies.

Limit the class to some number of straight lines, say three, and ask who can produce the greatest number of figures drawn with three lines. A better way than to spend time in explaining, is to go to the board yourself and sketch some simple figures, saying: "I only used three lines. Who can draw a picture of something else with three lines?" Some pupil volunteers, and you soon have an illustration on the board of the work required. Now you are ready to say: "Take your slates and pencils. You don't know how many different figures you can draw with three lines." After your pupils have investigated the possibilities of three lines, which will perhaps occupy the spare moments of several days, take four lines, then five, etc. You can afford to spend time enough to pass

down the aisles, glancing at the slates; you can give a word of commendation to any especially happy thought. But, if you neglect everybody else, don't forget an approving word or look for the dull one who has laboriously produced five figures, while the bright one has sketched fifty.

Another day, divide your class into three or four sections. "Now I'm going to send all the scholars in section first into a grocery store, and they may write me a list of names of articles which they see for sale. To whose store shall I send you, Tommy? Those in section second are going to a hardware store for me; and those in section third may visit a jewelry store." You will probably have to write "kerosene" and "saleratus" on the board. I once observed on a "grocery" slate the name of a commodity which I fancied must be something entirely new. It was spelled s-c-h-e-a-s, but the boy on whose slate it appeared promptly pronounced it cheese. In the same way the class may be sent to a farm, to the fair, out for a ride, etc.

Again, call for a plan of the school-house, or if that be too much, the school-room, drawn on slates. The first work will probably be careless, but examine the slates, praising or showing errors as the case requires. Ask for the work to be performed again next day, hinting at something nice to be done with the best plans. Perhaps it will be three days before the slate work shows much accuracy, but be careful not to discourage your little architects. When the plans are neat and reasonably correct, supply the children, or have them supply themselves with paper. Foolscap may be used, or a good quality of wrapping-paper will do very well. Then provide the pupils with colored crayons, with which to copy their plans on the paper. And, by the way, colored crayons are almost indispensable in school. I have found yellow, blue, and orange most useful. The plans, neatly copied, are ready for your approval; and if you have used tact in dealing with the slate work, you will find that nine out of ten are fit for the distinction you will hereupon confer on them—that of being pinned up in the school-room.

Another plan, for scholars who have begun the study of geography: Have them lay tissue paper on the map of the Western Hemisphere, and with a pencil trace the outlines of the continent and the surrounding circle. Then with a pen, have them prick the out-

lines thus traced on the tissue paper. This perforated paper held to the board and gently patted with an eraser full of chalk-dust, will give on the board a faint but accurate outline of the copied map. Here again your colored crayons come into play, in filling in the countries, and making the ocean "deeply, darkly, beautifully blue."

It is a good plan to assign a certain section of the boards to these gay little maps, and leave them on for a week at least. Another idea is to write three or four suggestive words on the board, and then ask for stories to be written containing these words. The variety and ingenuity of stories composed in this way are quite remarkable.

Younger scholars may find employment in translating into the Roman notation a column of figures which you have placed on the board in the Arabic.

The old play of word-making may be utilized in the school-room. Write some word of two or three syllables on the board, and send a minute or two in writing under it little words formed from the letters contained in the larger one. Let the pupils suggest words to you. When their interest is fairly awakened, tell them they may continue the game on their slates.

In the plans thus far considered, as in everything else in school, it is the teacher who sounds the key-note. If her interest flags, that of her scholars will surely do so. Finally, with regard to this department of busy-work, let me add one bit of advice worth more than all the schemes suggested. Study your school, its needs and possibilities, and invent work to suit the occasion. Circumstances vary; vary your methods to suit your surroundings. Do not fear to leave the beaten paths. "All roads lead to Rome," and if we have the true spirit of teaching, all our plans and devices will lead to one ultimate end—the "harmonious development" of the children in our care.—*Ida M. Barnes in Teachers' Institute.*

A Number Dream.

[By Mrs. E. D. Kellogg, Principal of Training Department California, Pa., State Normal School.]

A primary teacher sat alone by the dying firelight in the gathering gloom of an autumn evening. She had been searching the scattered books around her for the right way to teach numbers in the first year of school. Of course these authors knew all about it, but what a pity they didn't agree! Logical and psychological reasons for their

faith, given with such decisive clearness to their own minds, mingled in a chaos of doubtful perplexity as they lay hopelessly jumbled in hers. She was teachable, sensible, ambitious, and anxious for the right. Could there be a more fertile, mental or temperamental soil to tempt the most sanguine proselyters in the numerical kingdom?

Gazing into the glowing coals, with deepening intensity of thought, she was not surprised to see issuing from a tiny fire-castle a little child of five years, happily ignorant of the target it was to be in this nineteenth century discussion. Instantly there followed an upspringing army of "number" magnates, figuring in martial array around the wondering little victim of first-year practice, looking appealingly up to the spell-bound teacher.

"I never teach a child figures the first year," exclaimed a fire-king, so wonderfully dwarfed by the reduced proportions of everything in this firelight battle that he would never have recognized himself except for the oracular wisdom of his words.

"Teach figures as soon as the numbers which they represent are learned," answered back a host of voices, with a common-sense ring in the tones that struck an answering chord in the teacher's heart.

"Teach all the processes of adding, subtracting, multiplying, and dividing at the same time," proclaimed a tone of authority, and armies of loyal subjects were seen dancing compliance in the dim fire-vistas, as the number machine went on "measuring" and "comparing" in endless repetition.

For a time quiet reigned, save the hum of children's voices all over the fire-country chorusing, "two ones," "less two," "taken twice," "half of two," "contained twice," and so on, as they made their own discoveries (?) in just the way to fit into the prescribed formulas. But it was only a temporary lull. Wise men began to abridge, cut out, and substitute, till the machine was out of tune, and new inventions merged into each other.

Just here rose a voice, so calm, so quiet, and so accustomed to be listened to, that the buzz ceased an instant to hear: "There is nothing in the relations of the inverse processes of addition and subtraction, multiplication and division that necessitates or justifies the teaching of them from the first as correlates."

At this last utterance the chorus of

children's voices died down; teachers all over fire-land breathed easier.

After all, a child of six years did not have to agonize over that dreadful sign $\frac{1}{2}$, which must be twisted and pulled about in every conceivable shape to mean everything and be called nothing. Is the number-fiend really exorcised by this proposition to wait till the child grows to a thing before it must be compelled to accept it?

Here the little child crept up close to the teacher, and both dropped into a happy sense of relief. The child could be a child a while longer, and the teacher be allowed to wait for sufficient mental maturity to grasp the subjects taught.

Here a book dropped upon the floor and the teacher woke. Glancing to where it opened as it fell, her eye met these words: "Correlative relations mutually assist each other in comprehending each relation." With a hopeless sigh at the contradictions, she looked into the coals to see only interrogation points. To-morrow's work was coming, and she was no better prepared by either study or dream.—*The American Teacher*.

Primary Teaching.

BY MRS. H. CLARK.

DEFECTS OF THE WORD METHOD.

The word method has the advantage of awakening interest by giving directly name words, active verbs and their direct modifiers, with which pupils are familiar in their spoken vocabulary. Beyond this, as a method of teaching reading, it is a manifest failure.

First, because it is uncertain. Its learners use indiscriminately *here, there, and three, likes, takes, and makes, could, would, and should*, and many other words having similarity of form.

Second, because it is superficial. The learners are acquiring little power to find out new words.

I have seen a statement from a teacher that pupils learn the alphabet with the first fifty words, but of twenty-four pupils who came to me last September professing familiarity with the Independent First Reader, only four could read a sentence in which the most difficult words were *spot, toss, stick, and pond*. Eight others could grasp an idea, clothe it in their own language, or transpose and remodel the language of the author to suit their individual tastes, and run away with it quite glibly. The remaining twelve could do absolutely nothing outside of one book.

The *Practical Teacher* for October 1884, says: "All idioms should be learned in the oral language." Just there the matter is presented in its true light, and just there is where the method begins to degenerate into the rote method. All this is a burden under which second and third grade teachers are groaning, some knowing and others not knowing the method is modern and popular, rather than because it is approved by the judgment.

Third, the method involves eventually a loss of time to both teacher and pupil, and therein a loss of money to the community. Take, for example, thirty-three idioms given in the October number of the *Practical Teacher*. Try an experiment. Bring the dolls and fans and all other possible ingenuities and appliances to bear upon the teaching, and tell me if it will not take longer to teach them than to teach the alphabet, which gives the key to 115,000 words." Again, on the question of time: "Each word is learned by repetitions of acts of associations, and when the pupil loses interest in a repeated sentence the word must be repeated in a great many different sentences."

Fourth, the method is open to the objection of monotony, which is always urged against the alphabetic method. Don't deceive yourselves, friends. I will come with tooth-picks, beans, and fans, and with the ever-recurring question, "What is this?" as surely and as readily as with alphabetical and numerical drill.

Fifth, pupils taught by this method cannot be advanced as rapidly in the second and third grades as those taught by the alphabetic method. I speak from an observation of ten consecutive years in a school of two hundred pupils where the accessions were from different cities and states, and from all grades of private schools in the city.

By this time "Old Foggy" is flashing athwart the mirrors of human courtesies. Well, for the sake of advancing my pupils, for the pleasure my successor will find in advancing them for their memories of my faithfulness to them when I shall have passed the gates of mortal being, for the sake of all that is true, and right, and honest to my pupils, my patrons, and my God, I cannot count a word learned that is not alphabetically and phonetically learned.

Closely allied to this method is the old-fashioned, much-abused, oft-rejected practice of oral spelling.

Easy Studies in Ethnology.—No. 4.

W. C. M'COLLOUGH.

The Saxons landed in the year 449, A. D. How long ago was that? In a few years they had made a Saxon kingdom in the southeastern part of the Island. Their brothers, the *Angles, or Engles, who seem to have been even more vigorous than were the Saxons, also came over in great numbers and established an Angle kingdom in the eastern part of the country, north of the Thames. The Saxons lived chiefly in the central and southern part of the country. And so to this day, the traveler in England finds that there is a great difference between the language of Yorkshire, in northern England, and that of Sussex (south-sex, that is, south section). Still greater is the difference between our American-English, and that of some parts of England. The peasants (farmers) in many of the shires (counties) have kept and now use many old words that English elsewhere has long ago dropped and forgotten. If you were to go over there with your United States English, you could hardly understand them, or they you. But papers and books, which now go everywhere, are doing much to make our language the same wherever it is spoken.

During the next two hundred years after the landing, the Angles and Saxons spread over all England, nearly. The Angles were the most active in trade and industry, while the Saxons, great in war, got the upper hand in government. So, after a long time—these things all take lots of time—we find that the Angle language absorbed the Saxon, while a Saxon king, Egbert, ruled over England (Engle-land). The new language, which was neither pure Angle, nor pure Saxon, we now call Anglo-Saxon. During this time they were converted to Christianity. Before this, they had been heathens. St. Augustine, together with several other priests from Rome, came to Engle-land about the year 597 A. D. and made Christians out of our heathen ancestors. These priests spoke Latin, and so when the Angles and Saxons became Christians, they mixed some

Latin words in with their own language. From this time on, the English were a distinct nation. When they dropped their old religion, they dropped also their heathen ways of living; became civilized, began farming, building and trading.

But a great trouble now came upon them, and almost swept them away. As they had fallen upon the poor Britons, four centuries before, and had driven them from their homes into the mountains or entirely out of the island, so now there came from Sweden, Norway and Denmark, a fierce, heathen people, the †Danes, who made cruel war upon the English, killing and destroying all before them. Under their good and great king, Alfred, the English overcame the Danes in the island, and allowed them, on condition of being made Christians, to settle in the northeastern part. But soon more Danes came over the sea and the war was begun again. At last, in the year 1016 A. D., a Danish prince, Canute, was made king of England. The Danes did not, however, try to destroy the religion, language, and customs of the conquered English; on the contrary, they adopted them. The Danes, in their turn, became civilized and the new nation, composed of Angles, Saxons, and Danes—though still calling itself English, was prospering finely when another invasion happened. This time it was the Normans, who, led by their prince, William, the Conqueror, came over into England from Normandy. The Normans, as their name indicates, were the descendants of Northmen who had come three centuries before from Sweden and Norway, and had settled in the northern part of France. As the Danes had adopted the speech and customs of the English, so the Normans had adopted the language and usages of the French. A great battle was fought at Hastings on the Southern coast of England, in the year 1066 A. D. The English were defeated, their king, Harold, was killed, and the Normans were masters of England. The Normans were very courteous and polite, chivalrous in war, accomplished in the learning and arts

of the time, and spoke French. All of these traits, together with their language, they brought into England with them. For over three centuries, the two peoples remained separate; the English a conquered and degraded class, regarded as fit only to serve their proud and powerful masters, the Normans. The English speech—I mean the English of that time, for you could not now understand it, without special study—with its rough and harsh sounds, was despised by the Normans in their castles and courts where Norman-French with its smooth and musical sounds, graceful movement and accent, was spoken. ‡But gradually the two peoples began to mingle. The line of division was lost. The two languages were united into one, and at last we have the English people and the English language much the same as we now have it. The first writer who used this new language much—middle English we now call it—was Geoffrey Chaucer (born about 1328, died 1400 A. D.)

Thus you see that the great English nation and the great English language of our time has had a truly wonderful history and development. The blood of the old Teutons, or Germans, flows in our English veins. Those brave and hardy ancestors of ours, who overran and destroyed in all but name the great Roman Empire that had for centuries been mistress of the world, have handed down to us their courage, their vigor and manliness, their industry, their activity, and above all and more than all their firm love of *personal freedom*. Accordingly, the English people everywhere—in Europe, in America, in Australia—are leaders of progress, industry, thought, and of government. Our English tongue still retains most of its old strength and directness. We can write a whole book with words of but one or two parts, if we want to. It is small words with big meanings that give a language power. The harsh, difficult, unpleasant sounds of the old speech, have been smoothed and softened by the Norman-French.

But on the other hand its simple way of spelling was corrupted. It is to the Normans that we owe that

bothersome array of ou's, ue's, ui's, oi's, and so on. Our forefathers spelled it *tung*; but the Normans twisted and rolled it into *tongue*.

Besides the French words, a great many Latin and Greek words have been brought into our language, and made a part of it.

Our English of to-day is made up of so many different languages, that it is the most widely used, and the best fitted for universal use. We may, too, be proud of our English blood, for it comes down to us a mixture of five different strains of the grand old Teutonic or German stock.

Don't dishonor your language; don't dishonor your ancestry. Be careful to speak the one correctly, and, to be true to the noble traits of the other.

NOTES.

*The variations in spelling many proper names derived from other languages are due to the difference in sound of letters in those languages, from our own. Thus in nearly all the languages of modern Europe, a has the sound of our a in father; e has the sound of our e, as in mate; i has the sound of e. Hence often, in transferring words of another language into English we must change either the spelling or the pronunciation. Some do the one, some the other.

†The Northmen from Sweden and Norway, troubled, for the most part, northern England, and Scotland; while the Danes landed on the coasts farther south.

‡The main cause of union was this: For several generations the Norman kings of England held possession of Normandy in France. But at last the French kings took it away from them, and the Normans in England needed the English to help fight, the French. To get the English to fight, they had to treat them well. Thus originated the feud between the English and the French.

How Do We Gain Knowledge?

BY, E. C. HEWETT, PH. D.

In respect to what is made known to us by reasoning, we need to be certain on two points: First, that the foundation of our reasoning is correct; in other words, that our premises are true. Second, that our process of reasoning has been conclusive,—that we have violated no law of the human mind, that we have denied no intuition in our steps. Thus, we may safely conclude that we have reached some truth that was hidden in our premises; but it is absurd to suppose that by any process of reasoning we can arrive at

more than our premises contain. Pope truly says:

"Concerning God above or men below,
What can we reason but from what we know!"

Although I think we do sometimes know things by instinct, such knowledge needs to be dealt with carefully; it may be a fancy instead of real knowledge. Until it has been tested by reason or experiment, that is, until it has passed beyond the region of *mere* instinct,—it will not be safe to trust it implicitly.

Thus we have glanced at some of the fundamentals of thought, life and action. Purposely I have not stopped to enlarge or to illustrate to any extent. Nor do I propose to take time for any extended application. And yet the application belongs to all our thinking, all our conclusions, all our faiths, both in the lower planes and in the highest no less.

All the things that claim our belief and trust may be divided into three classes:

1. Those that are known, or can be known.
2. Those that are not *known*, but are probable in a higher or lower degree.
3. Those that are mere fancies or speculations.

It is a woful thing for us when these get mixed. The man who will not believe that the earth turns on an axis, and yet is ready to believe that the almanac can truly predict the weather for a year to come, is confounding these very things. One may be superstitious in his not believing as well as in his believing. For instance, here is one who looks upon belief in God as a superstition; he will not thus believe. According to the facts of the case, and the laws of mind, what then must he believe? Why, that this wondrous frame of things, with its mysteries of forces and growths, with its wonderful adaptations and plans, is the work of chance,—or, if he chooses to call it *law*, working without an intelligent ordainer,—I think it is a mere quibble on a word. I am not superstitious enough to believe as he must, whichever way he words it.

Let us walk firmly and confidently when we tread in the region of the known; let us use sound material and build carefully when reason erects her wonderful piles; and let us tread softly when we explore under the shadow of the infinite.

The matters that we have been studying are very elementary; but they have to do with the roots of things. We

cannot neglect them with safety, whether we are planning the common, every-day business of this working world, or pursuing the paths of scientific research, or constructing our systems of philosophy and theology. Axioms, primary truths, the sources of knowledge, the laws of the mind's action,—right ideas of these and a right observance of them are fundamentally essential to safety, both in the lowest and in the highest planes of thought. Such knowledge and such observance by common men, in the common affairs of life, is a large ingredient, if it is not the whole, of that useful, but indispensable, thing that we all call *common sense*.

It is said that, on one of his forced marches, Napoleon with his advance guard found himself on the bank of a bridgeless river, that must be crossed, but was too deep to ford. Turning to his chief engineer, he said, "Tell me the breadth of that stream."

"Sire," he said, "I cannot; my instruments are with the baggage, and that is ten miles in the rear."

"Measure that stream instantly," was the reply.

"Sire, do be reasonable."

"Measure that stream at once, or lose your office."

The engineer stood erect on the bank drew down the visor of his helmet until it just touched the opposite shore. Then, still erect, he turned on his heel until he noted the point at which the visor touched the bank on which he was standing. He now paced the distance to the spot, and then said, "Sire, the river is about so many feet wide." He was promoted.

With his instruments the engineer could have reached a more *exact* result, no doubt; but the principles involved in the survey would have been the same. So, with the man of common affairs of life, and the trained scientist, or philosopher, or theologian, in their fields, the latter, with their more perfect instruments, may arrive at more accurate results than the former, with simply his common sense. But, both work well by the same general, simple, fundamental truths and principles.

And this must be true for all sound work, however far it may reach; it can never safely ignore the first simple principles, that can be grasped, and are grasped, by the common sense of the sane but untutored mind.

The tree that climbs the highest, and lifts its leaves most freely in the air and in the sunshine, must have its roots firmly in the lowly earth. The lark, whose swift flight is the loftiest, and whose floods of melody descend like heavenly music, even when the singer has passed from sight, builds its nest in the grass.—*N. E. Journal*.

PHILOMATHEAN GALAXY.

MOTTO—NON PALMA SINE PULVERE.

J. Z. SIMPSON, Editor.

"Old Philo" still continues to "boon" under the very efficient management of its President, W. D. Cunningham.

WORDSWORTH says: "The child is father of the man," and he felt considerably embarrassed when a young "snipe" said to him, "Mr. Wordsworth, what if the child were a little girl?"

IMPROVEMENTS at the Normal are continually being made. The grand concert piano ordered a few weeks ago has arrived and been placed in the chapel. The square piano purchased three or four years ago, and superseded by the new one has been placed temporarily in Philo Hall. Dr. Noss has denominated the new piano "Jumbo," which is certainly a very appropriate and suggestive title.

THE sixth anniversary of the California M. E. Lyceum on Saturday evening, May 15th, was a complete success. The faculty and Normal students were kindly invited to attend the exercises, which they did to their entire satisfaction and enjoyment. The programme consisted of recitations, orations, essays and a debate by C. W. Yarnell and P. W. Morgan. The performances were rendered in a most commendable manner, and interspersed with music of a very high order. Our thanks are due for the excellent entertainment furnished us. May their seventh anniversary be as successful.

THE boys of "Second Floor," South Dormitory, presented their teacher, Prof. E. P. Fenno, with a beautiful "Birthday present," on May 19th, as a slight token of the very high esteem and admiration in which he is held by them. The present consisted of a fine silk plush photograph album which was kindly received and highly appreciated by the professor, who would not part with it for something much costlier. The presentation was made at the afternoon chapel exercises.

Prof. Fenno was greatly surprised but succeeded in replying in a "neat little speech." The whole affair was one of pleasure and kindly feeling, and one long to be remembered by the students of "Old California."

A METHODIST minister once started a church in a young western town, but for want of pecuniary support was soon obliged to abandon it. His farewell sermon to the lukewarm brethren was characterized by more than elegance. He ended thus: "At the last day the Lord will say to St. Peter, 'Where is your flock?' and St. Peter will answer, 'Here Lord.' He will say to Calvin, 'and where are your sheep?' and Calvin will reply, 'Here, Lord,' and so all the shepherds can answer. But when he asks me 'where are your sheep?' How will you feel when I am compelled to reply, 'Lord I haven't any, mine are all hogs.'"

PHILO's honorary member list continues to increase. The latest accessions to her long roll of distinguished personages are the names of Dr. DeHass, ex-United States Consul at Jerusalem, and Hon. James G. Blaine, whose name stands "Prince and paramount" in the history of living American statesmen. Upon request of Philo, to secure his name for her honorary roll, "The Plumed Knight" dispatched Mr. O. S. Chalfant the following letter:

AUGUSTA, ME., April 29, 1886.

Dear Sir:—I have your favor proposing to place my name upon the list of honorary members of the Philo Literary Society. It was hardly necessary to ask my consent, for so graceful a compliment would necessarily be accepted in the spirit in which it is offered. When I was as young as those who compose your society, the flourishing town in which your school is located, was but an open field, yielding alternately bountiful crops of corn and wheat. The whole country roundabout you is associated with memories of my boyhood, and I am always glad to hear of its material and intellectual growth.

I am very respectfully yours,

JAMES G. BLAINE.

Music Recital.

One of the most pleasant treats that the students and good people of California and Coal Centre have enjoyed for many a day, took place on Saturday evening, May 22d. It was the first musical entertainment given by Prof. Stiffy since the opening of the "spring term." Notwithstanding the very rainy and disagreeable weather, a large and appreciative audience convened to witness the evening's exercises, which consisted of piano solos, vocal solos, vocal duets, etc. The performances were all exceedingly well rendered, and highly enjoyed by everybody present. The vocal solo by Mrs. Ada H. Smith, and the vocal duet by Miss Downer and Prof. W. K. Stiffy were exceptionally fine. The last performance on the programme was a piano solo by Miss Shallenberger, which was executed in a most pleasing and delightful manner. The audience was then dismissed and all retired to their respective mansions feeling that the evening spent was one of pleasure and profit, and one not soon to be forgotten.

Gems of Gold.

1. Eloquence is a gift.—*John B. Gough.*
2. God delights in true, earnest thinker.—*Dwight.*
3. Always do what you're afraid to do.—*Emerson.*
4. The worst kind of vice is advice.—*Colridge.*
5. Statement is argument.—*Shedd.*
6. Thinking is the talking of the soul with itself.—*Plato.*
7. General ideas are generally wrong.—*Dr. Jacobus.*
8. I did not fall in love, I rose in love.—*Bulwer.*
9. Literature is the immortality of speech.—*Schlegel.*
10. Most of us would rather dress good than be good.—*Evening Mail.*

CLIONIAN * REVIEW.

MOTTO—PEDETENTIM ET GRADATIM.

LUCY S. HERTZOG, Editor.

THIS is the most prosperous term the Normal has yet seen, and next year bids fair to surpass this.

NOW THAT we have an elegant, well-stocked reading room, we wonder how we ever got along without one.

REV. D. H. MCKEE, a well-known Clio, has entered the lecture field. His subjects are, "Successful People" and "That Lame Goose."

THE music department has been in a marked degree successful this year. Prof. Stiffy and Miss Ewing are popular and skillful instructors.

WHAT is an engineer? First boy—"The man that works the engine." What is a pioneer? Second boy—"The man that works the piano."

REV. R. H. SINGER delivered the memorial sermon in the college chapel, Sunday evening, May 23d, before a large audience. His theme was "Memorial Institutions."

EVERY man has three suits of attire which he uses in life; one for at home, one for friends and acquaintances, the third for strangers. To each he is a different character, the human trinity.

AMONG recent visitors at the Normal have been: Major H. J. Vankirk, of Washington, Pa.; Byron O. Tombaugh, class of 1883; Mrs. McElwee, of Mount Pleasant, and Mr. Plimpton, of the house of Ginn & Co., Boston.

AN English scholar and lecturer, Dr. Bernard Bigsby, of Wadhain College, Oxford, visited the Normal Wednesday, May 19th, and delivered two very eloquent and instructive lectures—one in the afternoon on "Rugby and Thomas Arnold," and in the evening on "Marie Antoinette." He remained until noon on Thursday, and addressed the pupils at the morning chapel exercises on "Life at Eton." His visit will long be remembered as one of the brightest events of the year 1886.

The Normal Students' Soliloquy.

"How I've crammed the Latin and geometry in the past year. How I've poured over arithmetic. How devoted to the physical sciences. How I've wasted the midnight oil in this vigorous pursuit of knowledge. The outside world is forgotten. We live in the imperative mood. We yield supinely to the influences about us. Pages wait upon our nod. We decline nouns and all distracting invitations.

We stumble over Greek roots and long for a radical change. The coefficient is an inefficient factor, deficient in power—amounting, indeed, to an unknown quantity, which cannot be eliminated, and we are raised to a high degree of excitement as we fail to solve the equation existing between a clouded intellect and the nebular hypothesis."

And so—he falls asleep to dream that y^2 no longer equals $2px$, and that the co-ordinates of the ellipse have struck out at a higher plane curve; that Alex. Hamilton was a leader of one of the pilgrimages in the Middle Ages, and that Hercules killed the dragon with a leyden jar.

And the student grows wan and pale. He broods over the saying of the Hebrew poet, and believes Solomon's remark quite germane, that "Of making many books there is no end," and much study is a weariness of the flesh.

THE last resting-place of George Eliot is in a quiet little corner of Highgate Cemetery, one of the most picturesque spots of suburban London. Shortly before her death George Eliot made a tour through England, and on one occasion passed through one of those quaint churchyards where time alone marks life and death so effectively. There a simple flagstone bore the suggestive and mysterious inscription: "The Unknown." This attracted the great authoress, and is said to have influenced her last writings and given

her a more serious view of life and death.

MISS LULU RAYMOND, of New York, stopped at California and gave a delightful elocutionary entertainment Friday evening, May 21st. Her selections were: "The Painter of Seville," "The Charcoal Man," "Ask Mamma," "Mono's Waters," "A Basket of Flowers," "Calling a Boy in the Morning," "Courtship in a Ballon" and "A Naughty Little Girl." Miss Jennie Ewing favored the audience with a beautiful piano solo, "The Mountain Stream."

IN the catalogue of the Normal for 1872 appears the names of many who have since filled positions of honor and usefulness. Among these: H. T. Bailey, W. H. Cooke, G. E. Hemphill, F. R. Hall, W. S. Jackman, J. A. Letherman, R. B. Mehaffey, W. M. Stoodly and Geo. A. Spindler.

W. D. BRIGHTWELL, of Fayette City, formerly a student of the Normal, has been appointed a United States storekeeper by Collector Dowlin; salary, \$4 per day. Mr. Lee Kussart, class of 1881, holds a similar position in West Virginia.

WHY is Canada like matrimony? Because it borders on the U. S.

What is the most striking thing about the college? The clock.

Why is Mr. H.'s mustache like a Western city? Because there is a large survey and few settlers.

Hard on Tobacco Chewers.

Bob Burdette says: "Three weeks ago an Indiana man taught his dog, a very finely bred, well-behaved setter, to chew tobacco. Now the dog comes into the house by the back door, never scrapes his feet on the mat, never goes to church, is careless at his meals, gets burrs in his tail, goes with a lower grade of dogs, and it is feared that he is beginning to take interest in politics."

The Modern School Teacher.

It was Saturday night, and a teacher sat
Alone her task pursuing;
She averaged this, and she averaged that,
Of all that her class was doing:
She reckoned percentage—so many boys,
And so many girls all counted;
And marked all the tardy and absentees,
And to what all the absence amounted.

Names and residences wrote in full,
Over many columns and pages;
Canadian, Teutonic, African, Celt,
And averaged all their ages.
The date of admission of every one,
And cases of flagellation;
And prepared a list of graduates
For the county examination.

Her weary head sunk low on her book,
And her weary heart still lower;
For some of her pupils had little brains,
And she could not furnish more.
She slept, she dreamed—it seemed she died,
And her spirit went to Hades,
And they met her there with a question fair:
"State what the per cent. of your grade is!"

Ages had slowly rolled away,
Leaving but partial traces;
And the teacher's spirit walked one day
In the old familiar places.
A mound of fossilized school reports
Attracted her observation,
As high as the State House dome and as wide
As Boston since annexation.

She came to the spot where they buried her bones,
And the ground was well built over;
But laborers digging threw up a skull,
Once planted beneath the clover.
A disciple of Galen, wandering by,
Paused to look at the diggers;
And, picking up the skull, looked through the eye,
And saw it was lined with figures.

"Just as I thought," said the young M. D.,
"How easy it is to kill 'em!"
Statistics ossified every fold
Of Cerebrum and cerebellum."
"It's a great curiosity, sure," said Pat;
"By the bones you can tell the creature!"
"Oh! nothing strange," said the doctor, "that
"Was a nineteenth-century teacher.

Little Ways With Little Ones.

M. WHITTLESEY.

Teachers need a thousand and one little ways to deal with the bright, waiting minds before them.

I confess I always tremble when I look into their pretty, mischievous faces, and think that I am the chief instrument to lay the foundation for their future career as students, and that habits I teach may cling to them during their wholeschool course, either for good or evil: and still more appalling is the thought that a human soul in its most plastic state is ours, to mould for Eternity.

I am afraid we are often inclined to forget this fact, and think of our pupils simply as machines which we are to teach to obey us, and fill their heads with letters, words and figures, not thinking that this drill is for something outside of the school-room; and the pupils in turn have the same idea of us, only with a little variation; indeed, I can remember when I myself thought of one of my teachers as a machine, wound up Monday morning and running down Friday night, not

like the rest of humanity, but a peculiar species of her own. I have always had a horror of being thought of in this way, by my pupils, and have tried to make myself the *friend* as well as the *teacher* of the little ones. A "good morning" and a "good night," a pat on the head, or the asking of "Whose little boy or girl are you?" will work wonders in bringing you nearer to them. I also try to arrange my school work so that I am free at recesses and other intermissions to talk with them, and allow time to tell me of the little things that interest and please them, and I am surprised to find how many hints they unconsciously throw out, that aid me; and how interested I become in "our cat and dog," the "new tooth that the baby has," and the many other things that form their little lives. I beg of you *do* be friendly with your little ones, for so many of them come from homes where the poor, tired mother has no time, and often little inclination or tact, in finding the inner heart of her children, and all the beauty of their natures will be withered, until no one can find it; and the flower which was created in the image of its maker, will only have the bodily form.

I am afraid that some of you will strongly object to my ideas of school ways. I may myself change them after I have had more experience, as already many of my ideal plans before I became a teacher, have been scattered to the winds, and I do that which I have said time and again, I never would do. I do not believe in a perfectly subdued *primary school*, at least my children do not seem to learn half so much as when things are bright, lively, and vivacious. I am always delighted when they can do disorderly school-room acts in an orderly, quiet manner. I have found by experience, that by controlling myself, I can control my pupils. Some mornings as the children come into the school-room, I can tell what the day will bring forth, unless they are checked and subdued. They are noisy, restless, and ruder than usual, but by going through the opening exercises in a calm, quiet manner, hardly speaking above a whisper, before I was ready to commence work every one was ready to attend to lessons.

I always require that each one shall sit up straight, elbows against the back of the seat, and hands clasped while the pencils and sponges are being passed, as I think those few quiet minutes before the commencing of work have a quieting influence on the rest of

the day. Little drills in the moving of feet have often aided me in keeping order, for instance, some day when they are particularly noisy with their feet, I have them raise one foot and see how quietly they can set it down, the same with the other, now with both; then move them front, now back, to the right, to the left, and in this way teach them *how* to move them quietly, instead of forbidding them to lift their feet from the floor as some teachers do.

Especially in teaching beginners to read, do we not need all the ways we can know of, hear of, think of, dream of? If you watch little children at play, you will see how soon they tire of a new plaything—they are forever wanting some new world to conquer, so in their lessons, if the same humdrum plans are gone over, day after day, the children lose interest in them. A little variety is enough, if it is too startling it loses its effect. Children, like older people, are best pleased when they are led, from what they know, to what they do not know.

I have always had a preparatory lesson before the lesson in reading. We talk about the new words, I have them say something with each of the new words in. Read the place in the lesson containing the word, spell it, tell me the letters backward (to have them closely observe how the word looks). Talk about the picture. Tell them a short story about some word they know very little of, and then as I always print the new words on the blackboard, and both print and write for the more advanced class, I require each one to tell the words as I point to them, skipping around.

To keep their attention I appeal to their imagination; and you can not think how we all enjoy the things which we imagine. Did you ever hear the story of the father who was out walking with his little boy who became very tired and insisted that his father should carry him. Instead of doing it the father handed him his cane, and said, "Here, my son, ride this home." The little boy took it, and was soon prancing along, enjoying his ride, and forgetting all about being tired.

So in my classes; some days we take rides, and all those who pay good attention, and read well, can go. Other times we have parties, and all those who stand up straight, like little ladies and gentlemen, and have a good lesson are invited; or on the same conditions we go to the woods. Each "pretend," as we call it, must correspond to the

lesson or they are not impressed with the words.

The lesson about *cab and nag, ham, man*, would do for the ride. "We will pretend that all those who have a good lesson can go with me to take a ride in the cab." Then point to the cab. "Now what must we have besides a cab?" "Horses? Yes,—but as we are little folks, we shall want little horses. What do we call little horses,—nags? Yes, that is right, here is the word *nag*. Now we have a *nag and cab*. Do you see this little word *and*? Be sure to look at it well, for I am afraid some of you will forget it. Shut your eyes and see whether you can think how it looks. Now a *cab*, this won't hold very many, so I am afraid I can take only the best ones, so you will all have to try and be the best.

Now what shall we do with *man* and *ham*? Yes; that will do; we can stop somewhere for supper, and have *ham*, and we will hire a *man* to drive for us." Then I point to the different words and have each one tell them to me; after this we read the lesson, and as each one finishes I tell him whether he can go or not, of course expressing regret when I say some one cannot go, especially if he has paid good attention. Sometimes I have to crowd to get them all in, or hire another *nag and cab*.

This may all seem very foolish, but we enjoy it, and by their little faces I can tell how disappointed they are when they can not go to the "pretend." Other times I have them go through the actions indicated by the words: if it is *run*, I have some one run; if *walk*, some one walk across the room; if *wind*, I let some one go out of doors and see whether he can feel the wind; or some one go to the window and tell me what the wind is doing.

I might tell of many more of my foolish "little ways with little ones," but each and all of us will have to adopt the methods best suited to ourselves to make a success of our work.

Trusting we shall go to our work with a determination to study our pupils, study our lessons, and adapt ourselves to them, I think by the aid of the Father above, we may all succeed, at least, in a measure.

A Model School.

BY SUPT. C. W. SPRINGER.

AN IDEAL SCHOOL.

Our model school is an ideal one to some extent, and ought to be while improvement and progress are the watch-

words. It is a neat school-house, pleasantly located, and thoroughly furnished, making it a home for the teachers and pupils. At the opening of the term everything is found in its proper place, the children are clean, hair and clothing neatly arranged; they take the seats assigned them by the teacher pleasantly; every convenience for a thorough ventilation of the room has been provided; the small children sit on the seats suited to their size and comfort; pupils are taught how to keep the air in their room at its proper temperature; the teacher oversees and controls everything quietly, yet with a firm hand. At least once a month, a physician whose judgment can be relied upon, visits each room and inquires into the sanitary condition of the school and reports to the school board his approval or recommendation for changes to be made. Outbuildings are carefully watched that no obscene writing is found or nuisances committed upon the premises, and disinfectants are freely used at proper times. Parents send their children to school properly clothed and instructed to avoid those things detrimental to health, as wet feet, damp clothing, etc.

OPENING OF SCHOOL.

As there is a proper place for everything, so there is a proper time for everything—opening and closing, studying and reciting, leaving the seat or asking questions. Our school does not open in the morning at half-past nine or ten o'clock, and close at three, or at some time when a friend calls, anxious to take us out riding, but at regular and stated hours. Every pupil understands this and aims to be prompt, or brings a proper excuse. The opening exercises consist of the reading of some portion of Scripture from which the teacher impresses some moral lessons of benevolence, kindness, truth, sobriety, etc., or by singing by the school, or both. Sectarian instruction as such is carefully avoided, but the great moral truths that regulate humanity and make men's lives more beautiful, good, and true are zealously promulgated.

WHAT SHALL BE TAUGHT.

The teacher is now ready to impart instruction. We will not discuss the preparation, qualification, and character of the teacher, suffice it to say he or she is deemed qualified to conduct our model school. Now what shall be taught? A smattering of arithmetic, grammar, geography, and reading? We say emphatically, NO! A young

lady in the east returned from boarding school, and related the sum of her accomplishments to a gentleman friend, when he retorted with more truth than was flattering to the young lady's vanity: "Yes, a little French, a little music, a little German, and you know nothing of either." John Stewart Mill said, "The aim of all intellectual training for the mass of the people should be to cultivate common sense." We are to leave those things we have no time to teach; and, whatever the special branch of investigation, we are to pursue that long enough to give us power to comprehend it, and a breadth of thought to enable us to grapple with other things for ourselves. Not how many problems solved, how many pages of grammar recited, but how much power of mind has been attained, *i. e.*, how much have the perceptive faculties been developed, how much have the reasoning powers been increased, and how strong are the retentive faculties. These are the great things to be sought after, and to be found in our model school.

THE RECITATION.

The teacher assigns a lesson, not long, but one of which the pupil already has some comprehension; but if not sufficient, then the teacher by a series of questions or explanations so leads the mind of the pupil that he can get a clear idea of the subject and its relation to what has gone before. This calls forth the judgment of the teacher, but our teacher is equal to the emergency, and says the right word at the right time, leaving the pupil encouraged to investigate for himself, and he begins to study. We confine our study for the present to knowledge derived from books, so that we assume that we have a uniformity, and as near what we need as the times allow.

So that having begun within our comprehension, we go on from the "known to the unknown," taking but one thing at a time, and thoroughly mastering that in its related order to other things, endeavoring to fix it in the memory, in such a manner that the next thought shall not crowd it out, but complement and broaden it, with the whole attention fixed, and the world shut out for the time. That is study!

Five objects may be noticed as making a perfect recitation: First, testing the pupils knowledge of the subject under consideration; secondly, illustrating and proving his statements; thirdly, an opportunity for the teacher to give

further information on the subject; fourthly, to correct any errors that may have arisen in the mind of the child; fifthly, preparing for future study. Manner and position of teacher is worth a great deal. In Germany a teacher does not sit during the recitation, or hold a book in his hand. Use the blackboard freely for everything. Require pupils to speak distinctly. Induce your pupils to think, then to express their thoughts clearly. Let definitions and rules be recited with exactness, other matters in the pupil's own language. In questioning, let the teacher be careful not to recite the lesson for the pupil.

PERSONAL INTEREST.

Give individual attention to each pupil, and thus develop every power possible; the human mind is not a cup to be filled to the brim and then hold no more; but is a bud, continually unfolding and expanding, and like the fish, growing as long as it exists. Let us then strive to develop the faculties, rather than store the mind with isolated facts.

EXAMINATIONS

may be held regularly, but not too far apart. If a pupil has five recitations a day (which are too many for ordinary pupils) let one of them be specially devoted to examination, four advance lessons and one review during the week. If the work is written, then let everything be examined, and the pupil's attention called to his mistakes, also his good points in the work, and in some cases let the review be reviewed and fully corrected. Never allow an examination paper to pass without this care.

MEMORY EXERCISES

should be frequent; select passages from authors of merit may be recited each day. This will fill the pupil's mind with good thoughts and enoble his actions. The boy who learns that "It is faith in something and an enthusiasm after something that makes life worth looking after," has gained a wonderful stride toward true manhood.

Use drill tables in addition every day in every department of the school to develop rapidity and accuracy. It is wonderful what a three months' course will bring out in this respect.

A WORD TO PARENTS.

Parents should learn that reading in the fourth reader before the child is fitted for a third reader is detrimental to his progress, and so in other studies. They should also remember their own

failings in the government of their families; they have time to think, and whether they punish or not affects but one; the teacher must act often at once, and his discipline affects everyone in the school-room. The child cannot leave home when the father punishes him for disobedience; what folly, then, to take him out of school for being reprov'd or more severely punished for breaking the rules. Keep your teacher if he or she is doing good work, even if some in the district have been reprimanded.—*New York School Journal.*

Rhyming Table of Presidents.

[The following terse rhyme, committed to memory, will often be useful.—Ed.]

The American Presidential line
Began in seventeen eighty-nine.
By Washington was the list begun,
Who ruled two terms, then Adams one;
Jefferson, Madison, Monroe,
Sat for two terms each; and so
John Quincy Adams came for one,
While Jackson through two terms did run.
Harrison died and left four years
For Tyler; one term Polk appears;
When Taylor died and left three years
For Fillmore; one term next for Pierce
And for Buchanan; Lincoln then
Was shot as his second term began,
And Johnson sat until came Grant
For two terms; Hayes for one; and scant
Four months for Garfield, who was killed
And Arthur the vacant office filled.

Examination Questions.

READING.

1. Name three essentials of good reading.
2. What are the kinds of emphasis? Define each.
3. Write two questions that require the falling inflection.
4. What is the aspirated tone, and when is it used?
5. Give a good method for conducting a recitation in the First Reader.
6. Read a paragraph of prose and a stanza of poetry selected by the Superintendent.

WRITING AND SPELLING.

The penmanship shown in the manuscripts of the entire examination will be graded on the scale of 100, with reference to *legibility* (50), *regularity of form* (30), and *neatness* (20). The handwriting of each pupil will be considered in itself, rather than with reference to standard models.

The orthography of the entire examination will be graded on a scale of 100, and 1 will be deducted for each word incorrectly written.

SCIENCE OF TEACHING.

1. Illustrate what is meant by synthesis. By analysis.
2. By what process has the child acquired the spoken word before he enters school?

3. Should the child be allowed his individuality in his writing in the early work? Give the reason for your answer.

4. What are the objects to be accomplished in the study of U. S. History?

5. What is the first step in teaching number? This is based upon what principle.

ARITHMETIC.

1. If a room is $14\frac{1}{2}$ feet long, $14\frac{1}{2}$ feet wide, and 10 feet 3 in. high, what will be the cost of plastering at 15 cts. per sq. yd.?

2. Bought 200 gallons of molasses, paid 45 cts. a gallon, and sold at the rate of 3 gallons for \$2; what was the total gain?

3. Sold two cows for \$36 each; on one, I gained 20 per cent., and on the other I lost 20 per cent.; how much did I gain or lose by the bargain, if anything.

4. Reduce $\frac{3}{5}$ plus $\frac{5}{8}$ plus $\frac{2}{7}$ to its simplest form.

5. In 10 bu., 3.5 pks., 7% qts., $\frac{1}{2}$ pt. how many pints?

6. When $\frac{3}{4}$ of a yard of velvet costs \$5, what will $\frac{3}{8}$ of a yard cost?

7. Add the square root of .030625 to the cube root of 3048.625.

8. From .32 of a day take .14 of an hour, and give the answer in hrs., min., seconds.

9. Deduce a rule for dividing one fraction by another.

10. If 50 men build 50 rods of wall in 75 days, how many men can build 80 rods of wall 3.2 times as thick and 4.5 times as high in 40 days? Solve by proportion, and give reasons for stating and reducing the proportion.

GRAMMAR.

1. In what way do verbs indicate time?

2. What time may be expressed by the present tense of verbs? Give examples.

3. How many and what genders have nouns and pronouns? Why?

4. State the essential difference between a relative pronoun and an interrogative.

5. What determines the case form of the compound relative *whoever*?

6. What is the characteristic of a verb that distinguishes it from all other classes of words?

7. In teaching English grammar, what importance do you attach to the analysis of sentences? Why?

8. Analyze: That which really belongs to the mind of the reader is attributed to that of the writer.

9. Parse the words *which* and *reader* in the above sentence.

10. In teaching English grammar, to what extent would you have exercises in parsing? What objects would you seek to accomplish by this phase of instruction?

GEOGRAPHY.

1. Locate Glasgow, and tell for what it is chiefly important. Where is Amsterdam?
2. Describe the climate and productions of Louisiana.
3. Account for the regular rise and fall of the Nile.
4. Name the four largest of the West India Islands, and tell to what country each belongs. What are the chief exports of Havana?
5. Sketch the Missouri river, showing what States and Territories it crosses or borders.
6. Locate three great cities of the world that are on or near one of the tropic circles.
7. Name all the States crossed by the Blue Ridge Mountains. What crops are adapted to the tide water region of the South Atlantic States?
8. Specify three important regions of the United States in the production of salt.
9. Explain the commercial and manufacturing interests of Cleveland, by reference to the advantages of location for the one, and the sources of raw materials for the other.
10. What are the chief productions of Southern Russia? What sea port its chief point of exportation?

HISTORY.

1. What important document secured certain States in the Northwest from ever becoming the seat of slavery?
2. What conflict in political doctrine, as to citizenship, between England and the United States, lay the foundation of the war of 1812?
3. Describe the connection of the discovery of gold in California with the Civil War.
4. What purchase during Johnson's administration, ridiculed at the time, is likely to prove of great advantage to the United States.
5. Has this country gained or lost by the Civil War? Give reasons for your view.

PHYSIOLOGY.

1. Give a full account of glands; their structure, function, etc. Describe the principal glands in the human body.
2. Discuss the skin; its structure, its hygiene, and the outgrowths from it.

SUPPLEMENTARY READING.

For the First Reader Grade.

THE SAW.

Tom do you know that John has a new saw? No; he said he had an ax, but did not say he had a saw. Yes, he has a fine new saw. Let us go and see him saw with it.

I will, Ned, if you will help me make this kite. Will you? O, yes; but I did not know that you could make a kite. O, yes; I can make a kite. Would you like to have this one? No, no; it would be wrong for me to have your kite, you may make me one by and by. O, how fine our kite looks, Ned. I wish I could make a kite as well as you can. Now, we can go to see John.

John, Tom and I have come to look at your saw. Will you let us see it? To be sure I will. Here it is. How do you like it? O, it is a nice one, I can tell you. But how did you get such a nice saw? My kind aunt gave it to me, and she gave me this ax, too.

Now, boys, you can have a good time. What can we do, John? O, you can go to the woods with me. I think you will like that. Yes, that will be fine. Now help me get the cart out; then I will put my old ox to it, and he will draw us to the woods. Put my ax and saw in the cart, will you? Now jump in, boys, and off we go.

Here we are in the woods. How sweet the air is, and how fine the birds look. I wish the girls could see how nice the woods are. Oh, what a big tree that is! I did not know a tree got so big.

Here is a small tree. Tom, get

my ax out of the cart, and we will fell this tree. O, John, I fear we can not do it. Well, we can try. O, here it comes. Whew! how fast it does fall.

See this nest. It fell out of the tree-top. It has six blue eggs in it. We will put the nest in the cart, and give it to the girls. Will it not be wrong to do that? O, no; the birds will not have the nest, now it is out of the tree. How small the eggs are.

Ned, you may get the saw, and saw off the top of the tree. Now, its top is off, I will saw off a log, and we will put it in the cart. It will be as much as the ox can draw.

I do not like to quit the woods, but I think it is time to go. So, jump in the cart, boys, and we will go and tell the girls all the fun we have had in the woods.—S. W. in *School and Home*.

THE CROW AND THE PITCHER.

A thirsty crow spied a pitcher, and flew to it to see if there was any water in it.

When she looked in, she saw that there was water, but that it was so far from the top that she could not reach it, although she stretched her neck as far as she could.

She stopped, and thought to herself, "How shall I get the water? I need it, and there must be some way." Just then she saw some pebbles lying on the ground, and, picking them up in her beak, she dropped them one by one into the pitcher.

They sank to the bottom; and at last the water was pushed up by them to the top so that the wise crow could easily drink it.

"Where there's a will, there's a way," said the crow.

Little boy; little girl; when you want something, very, very much and it don't come to you easily, just think of the wise old crow. Set your sharp wits to work and see if there isn't a way to get what you want.

For Third Reader Grade.

OUR GOATS.

Henry bought a very young goat. He gave ten cents and two pairs of pigeons for it. With the goat he received a nursing bottle with a rubber mouth-piece, the same as babies use. The goat had never eaten anything but milk from a bottle. But it soon began to nibble at grass and shrubs.

Shrubs, more than anything else, are the goats delight, as we soon found out. Our choice rose-bush, the Prairie Queen, whose beautiful blossoms had delighted us but two years, was eaten down to bare stems. Our young Virginia creeper went next. Oh, how badly we felt, and how quickly that goat was picketed out in the cactus-patch! We thought that, if the goat liked the rose-bush with its few thorns, he must like the cactus which is all covered with thorns.

The rose-bush and creeper put forth new leaves, but, alas! the picket rope broke, and the goat went straight for the rose-bush and creeper, and stripped off every leaf again. This killed them outright.

Henry had sold one-half of the goat to Willie for two pairs of chocolate-colored pigeons. Now he gladly sold the other half to another boy. These boys had a nice harness made for him, and he drew one of them in a small wagon about the town. Afterwards they bought another goat, and then there was a pair of them to draw the wagon.

The Rocky Mountain goat, as a distinct species, does not exist. There are wild goats in these mountains, but they are said to have come from those escaped from the Ute Indians years ago. And those were domestic goats, given them by our government.

Goats are found very useful in large flocks of sheep on our plains. Six or more are kept in one flock of a thousand sheep. They protect the sheep and lambs from wolves and coyotes, staying on the outside of the flock and

fighting the wolves away. And then they lead the flock in places where sheep cannot be easily driven, like jumping over ditches and rough places.—Mrs. O. Howard, in "Our Little Men and Women."

WHY MINNIE COULD NOT SLEEP.

She sat up in bed. The curtain was drawn up, and she saw the moon, and it looked as if it were laughing at her.

"You needn't look at me, Moon," she said, "you don't know anything about it, for you can't see in the daytime. Besides I am going to sleep now."

So she laid down, shut her eyes tight and tried to go to sleep. Her little clock on the mantel went "tick-tock, tick-tock." She generally liked to hear it go "tick-tock." But to-night it sounded just as if it said, "I-know, I-know, I-know."

"You don't know, either," said Minnie, opening her eyes wide. "You weren't there, you old thing! you was up stairs the whole time."

Her loud voice awoke the sleeping parrot. He took his head from under his wing, and cried out, "Polly did!"

"That's a wicked story, you naughty bird!" said Minnie. "You were in granma's room, so now!"

Then Minnie tried to go to sleep again. She lay down and pulled the sheet over her head, and counted white sheep, just as grandma said she did, when she couldn't sleep. But her head began to ache, and there was a big lump in her throat. "O dear! O dear!" she whispered softly. "I'm so miser'ble. I wish, O I wish I hadn't."

Pretty soon there came a soft, a very soft patter of four little feet, and her own dear pussy jumped upon the bed, kissed Minnie's cheek, and then began to "pur-r-r-r, pur-r-r-r." It was very queer, but that too sounded as if pussy said "I-know, I-know."

"Yes, you do know, kitty," said Minnie, and then she threw her arms around kitty's neck and cried bitterly. "And—I guess—I—want—to—see—my—mamma!"

Mamma smiled and opened her arms, when she saw the little, white-gowned, weeping girlie coming, and then Minnie told her whole miserable story.

"I was awful, awful naughty, mamma, but I did want the custard pie so bad, and so I ate it up, 'most a whole inside, and then, I—O I don't want to tell, but I 'spect I must. I shut kitty in the pantry to make you think she did it. But I'm truly sorry, mamma."

Then mamma told Minnie that she had known all about it. But she had

waited and hoped her little daughter would be brave enough to come and tell her all about it herself.

"But, mamma," she asked, as she nestled down into bed again, "how did you know it wasn't kitty?"

"Because kitty would never have left a spoon in the pie," replied mamma, smiling.—N. U. P., in "Our Little Men and Women."

Fourth Reader Grade.

ROBERT'S PLOT.

"Lilly Will, if you don't stop talking about ghosts I shall not finish that cradle for your doll. I always thought you had more SENSE than to believe such foolishness."

"You would believe it, yourself," said Lilly, "if you had heard all that the girls said about it at school to-day."

"I guess I have heard about as much as you have on that subject," said Robert, "and the more I hear, the more silly it seems to me."

Lilly Will was a bright little girl of ten summers, and was usually very SENSIBLE, but she had lately been led to believe in ghosts, to which her two older brothers objected. Lilly was their only sister, and they loved her very much, and were as much interested in what she thought and believed, as they were in her words and actions.

"I declare," said Robert, after the children had separated for the night, "we must do something to cure Lilly of that foolish belief."

"I'll tell you what we'll do," said Arthur; "you put on one of mother's white dresses some night, and hide in the attic; after you are ready, I will tell Lilly that I want to get something from the attic, and ask her to go with me."

"No, no," said Robert, "that will never do. I have heard of children being frightened almost to death in that way. I think I know a better way. Suppose you and I go out into the lot, to-morrow, and ask the boys to help us make a large and ghostly-looking snow-man. Then in the evening we will ask father to hitch old Prince to the sleigh, and take us all out SLEIGHING; coming home we will, of course, pass that dreadful ghost, and then for some fun. We will tell father and mother all about it, and ask them to take the back seat with Lilly, and you and I can manage the horse."

"All right, Bob. What a clever thought; hope nothing will happen to interfere with our plans."

The next day, when Mr. Will heard of

the plot which the boys had laid, he readily gave his consent to join the SLEIGHING party.

In the evening, after supper was over, and Mr. and Mrs. Will and the children were ready for their ride, a knock was heard at the door. Robert opened it, and there stood Mr. and Mrs. West and their little daughter Ida; they were going out to spend the evening, and wished to leave Ida with Lilly until they returned.

"Oh, how nice!" said Lilly; "we are just going out for a SLEIGH ride, and you can go with us, Ida."

"Thank you," said Ida; "I would like a sleigh ride very much."

"I think you will," thought Robert to himself; "especially if you have a chance of seeing a ghost at the same time;" for Ida was another firm believer in ghosts.

But Ida and Lilly of course knew nothing about this, so they were delighted, and were soon tucked away in the sleigh between mamma and papa, chattering like two magpies. On, on they rode in the bright moonlight, through long, lonesome roads; then again into bright, busy streets, the merry jingle of the sleigh bells adding much to their enjoyment.

At last mamma thought it time to turn homeward, so Robert turned the horse's head toward home, carefully selecting the road which would bring them in sight of the snow-man.

As they neared this harmless snow-man, Ida cried out, "Oh, Lilly, what is that over in the lot?"

"A ghost! a ghost!" screamed Lilly, and with two piercing shrieks the children hid their heads in Mrs. Will's lap.

This of course frightened the horse, and off he started on a trot right toward the ghost. When they were quite near it, Robert succeeded in stopping the horse.

Poor Lilly and Ida still had their heads hidden, and were trembling violently.

"Mamma," said Lilly, without raising her head, "have we reached home? Do you see that horrible ghost yet?"

"We have not reached home yet, Lilly, but we don't see any ghost," said papa; "but raise your head, perhaps you can see one."

At this they all laughed. Ida and

very comical when they first saw it; they could hardly believe their eyes; but they soon became convinced, and had a hearty laugh over their foolish fright.

"Well," said Ida, as they drove homeward, "I guess we have seen a real ghost, Lilly."

"Yes," said Robert, "just as real a ghost as you, or any one else, will ever see."—*M. E. M., in "School and Home."*

A MODEST DOCTOR.

An unfortunate woman was run over by a street car. A crowd gathered around the victim. After some delay a celebrated doctor, who enjoys a national reputation, appeared on the scene. It was too late. The poor woman was dead even before the doctor arrived.

"O, doctor, if you had only come a little sooner," said a voice in the crowd.

"Even if I had come sooner, what more could I have done for her?" replied the doctor, modestly, gazing at the placid features of the corpse.—*Texas Siftings.*

MOTHER GOOSE.

No doubt most of our little readers think Mother Goose was a fictitious character. That is a mistake, and I am going to give you a little sketch of the old woman.

Her maiden name was Elizabeth Foster, and she was born in 1655. She married Isaac Goose in 1693, and not long after her marriage she joined the Old South Church in Boston. She died in 1747, ninety-two years of age. She was a kind, good old grandmother, who made nursery songs and sang them to please her grand-children.

Her son-in-law, Thomas Fleet, first published her songs in 1716. Mother Goose lived in a little one-story, red-roofed cottage.—*Ex.*

NAMES THAT MISLEAD.

The Providence *Journal* calls attention to some curiosities of misnomer. Black lead is not lead at all, but a compound of carbon and a small quantity of iron. Brazilian grass never grew in Brazil, and is not grass; it is nothing but strips of palm-leaf. Burgundy pitch is not pitch, and does not come from Burgundy; the greater part of it

does not contain a particle of silver. Cleopatra's Needle was not erected by the Egyptian queen, nor in her honor. Pompey's pillar had no historical connection with Pompey in any way. Sealing wax does not contain a particle of wax, but is composed of Venice turpentine, shellac and cinnabar. The tuberosity is no rose, but a species of polyanthus. Turkish baths did not originate in Turkey, and are not baths, but heated chambers. Whalebone is not bone, and is said, by those who know, not to possess a single property of bone.

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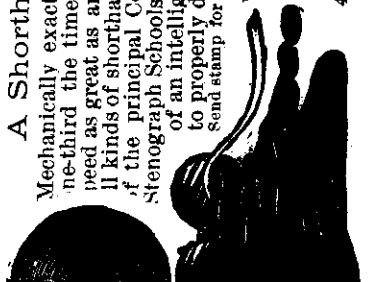
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THE new Normal catalogue will be out 25th. Send for a copy.

THE new concert grand piano on the chapel stage gives good satisfaction.

THE annual contest, June 30th, promises to be one of the best ever held at the Normal.

TENDER-HANDED stroke a nettle,
And it stings you for your pains,
Grasp it like a man of mettle,
And it soft as silk remains.

—Aaron Hill.

A VAST amount of rubbish has accumulated in our text-books on arithmetic. A reverence for the traditions of the past has prevented the thoroughly reconstruction so much needed.

MISS JUDITH COLLINS, class of 1882, and Miss Janey Williams, both successful primary teachers in the Monongahela City public schools, are taking special work in methods at the Normal.

EMERSON'S birthday, May 25th, was observed at the Normal with appropriate exercises at the afternoon chapel. The most interesting feature was a description of the funeral of Emerson by Mrs. Kellogg.

THE Lecture Association has purchased from Prof. Stiffy the performance of "Queen Esther" on the evening of June 11th, and this beautiful cantata, with a chorus of about fifty voices, will take the place of the Beecher lecture.

GRADUATES and friends, we would be glad to have your help in extending the circulation of the NORMAL REVIEW. Show this copy to your friends, and ask them to subscribe. Price, only 50 cents a year. No other educational paper gives so much for the money.

CHARACTER is like the coral reef, it is built up so gradually that its advancement is not noticeable. So each day we add a stone to the structure, and only after a lapse of time can we note the successive stage of growth. Let us see to it that the foundation is strong and of the best materials, so that whatever happens it will stand. And all the storms of adversity that can beat against it only tend to render its perhaps rough exterior more beautiful.

GOD delights in true, earnest thinkers.—*Dwight*.

A NATION cannot afford to do a mean thing.—*Sumner*.

THE greatest homage we can pay to truth is to use it.—*Emerson*.

THERE is no place in any grade in any school for an inefficient teacher.

WHEN a man asks your advice, he generally wants your praise.—*Chesterfield*.

LOVING souls are very similar to paupers. They live upon what is given to them.—*Mme. Swetchine*.

AN old Quaker said to a burglar: "Friend, I am going to shoot where thee stands. Thee had better get out of the way."

MISS JENNIE SMITH and her mother, formerly of this place, now of the State of California, are here on a short visit.

IN Boston the superintendent of lamps has a salary of \$4,500; the superintendent of schools, \$4,200. And this in Boston!

'Tis with our judgments as with our watches, none
Go just alike, yet each believes his own.
—*Alexander Pope*.

BAYARD TAYLOR has traveled more and seen less than any man in the world. He is looking into everything and seeing into nothing.—*Humboldt*.

THE Elizabeth, Pa., School Board has passed a resolution that the present teachers be notified that their services will be desired for the next term. Principal J. C. Armstrong and his assistants well merit the appreciation which this resolution shows.

THE Normal has moved forward the past year, not a step merely, but a long stride. With steam-heating, two beautiful new society halls, Brussels carpet in students' rooms, increased faculty, and many other additions and improvements, it has, indeed, been a year of progress.

THE committee for the selection of contestants, consisting of Miss Downer, Miss Jenkins, Mr. Wilson, Mr. Chaifant and Mr. Snodgrass, reported Friday evening, May 14th:

Reading, Miss Anna Buffington; declamation, Miss Emma Menk; essay, Miss Annie Powell; oration, Mr. A. O. Gadd; debater, Mr. H. C. Stuchell.

THE performers for the annual contest have been selected, and are hard at work. The Clions will be represented by Miss Anna Powell, essayist; Miss Anna Buffington, reader; Miss Emma C. Menk, reciter; Mr. A. O. Gadd, orator; and Mr. H. C. Stuchell, debater. The Philo contestants are: Miss Effie Johnson, essayist; Miss Clara Mulhollan, reader; Miss Ada Gunn, reciter; Mr. Clyde Hawkins, orator; and Mr. W. W. Hendron, debater. An unusually good contest is expected.

MRS. KELLOGG'S article in the *New England Journal of Education*, giving an account of Joseph Cook's visit and lecture at the Normal, elicited from Mrs. Cook the following letter:

No. 23 BEACON STREET, BOSTON, }
April 24, 1886. }

Dear Mrs. Kellogg:

Thanks for your kind and cordial notice of my husband, as published in the *Journal of Education*. I am glad you had a glimpse of the social side of his nature, which those who simply see him on the platform fail to appreciate. He has written me of his pleasant visit in your town. Yours most truly,
G. H. COOK.

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THEO. B. NOSS.