

The Normal Review.

Vol. I. No. 11.

California, Pa., July, 1886.

50c a Year.

Entered as Second-Class Matter.

THE Fall Term opens Sept. 6.

THE enrollment of students last year was 553.

MANY rooms in the dormitories have already been ordered for the Fall Term.

THE new catalogue is the neatest and best yet sent out from the Normal. Send for a free copy.

MISS ALLIE M. SNYDER, class of '83, has been elected teacher in room No. 6, Mansfield, Allegheny county.

THE NORMAL REVIEW will take a vacation next month, but will reappear, fresh and newsy, early in September.

THE net proceeds of the cantata on Commencement evening, \$160, will be applied to the purchase of books for the reading room.

THE recitations by Misses Emma C. Menk and Ada Gunn, at the annual contest, Judge White pronounced the best he had ever heard.

THE Cantata of "Queen Esther" in the Normal Chapel June 11, repeated Commencement evening, was the greatest musical event ever witnessed at California.

THE baccalaureate sermon in the Normal Chapel, June 27, by Dr. Moffat, President of Washington and Jefferson College, was a plain, but very able and acceptable discourse.

THE California Normal stands for the best in education, whether old or new. It welcomes students who dislike the conservatism that stagnates, and the crankism that misleads.

THE expenses at California for board and tuition, less State aid, are \$4 a week, or \$168 a year. In the Senior year this amounts to but \$118. Address the Principal for full particulars.

SUPT. RITENOUR, of Fayette Co., examined a class of 36 at California on Tuesday of last week. Supt. Spindler, of this county, examined a class of 58 on the same day and the one following.

MISS BELLE M. DAY, who resigned her position as teacher of Grammar and Rhetoric in the Normal Faculty, on account of ill health, leaves a host of friends among teachers, students and townspeople.

THE California Normal, last term, guaranteed to students that their State aid would be paid *in full*. Those who did not apply this to their bills before leaving, have since had the full amount sent them by check. The Normal offers the same guarantee for next term.

MISSSES Annie Jenkins, Eve Downer and Nettie Teeters, of the graduating class, have secured desirable positions in the Monongahela City schools; also, Miss Marie Hall, of the class of 1880. Of the sixteen teachers in these schools, ten are graduates of the Normal, and fourteen have been students here.

MISS Elva Hertzog, of the class of 1884, has been elected to a position in the Uniontown schools. Misses Longanecker and Bierer, of the same class, have been re-elected. We congratulate the three upon their success as teachers and the Uniontown school board upon securing their services.

NOW is the time to subscribe for the NORMAL REVIEW for the new year, commencing with September. Let every Normal graduate and former student not only subscribe for the REVIEW, but secure subscriptions from others. The REVIEW is the best educational paper for the price in the country. Terms, 50 cents a year; in clubs of five or more, 40 cents.

THE California Normal is as cheap as the cheapest and equal to the best. Think of a well-furnished room, spring bed, Brussels carpet, steam heating, and excellent board, all for \$3.25 a week. No Normal school in the State offers as much for the price.

THE meeting of the Alumni Association promises to be more interesting at the next Commencement than ever before. Prof. W. S. Jackman, class of 1877, of the Pittsburg high school, will make the annual address, and a response will be made by one of the graduates of the class of 1887.

MR. G. D. LUTZ, of the class of '78, is Superintendent of Schools at Independence, Mo. Dr. A. D. Mayo, of Boston, who has been traveling in the South, in a private letter mentions a visit to Mr. Lutz, and speaks in praise of his earnest, progressive spirit. Mrs. Lutz is also a teacher. The family circle contains three children.

THE enlarged course of study in music, as presented in the new catalogue, is a most attractive feature to students entering upon Normal work. Prof. Stiffy is an artist in his profession, and understands thoroughly the adaptation of this study to the everyday needs of the school room. The time has come when a teacher must regard this branch as indispensable.

THE baccalaureate sermon was preached by Rev. J. D. Moffat, D. D., President of Washington and Jefferson College, June 27. Subject, "True Philanthropy." It was treated in a plain, practical manner, copiously illustrated from real life, and was adapted to the needs of young people just going out into the world of work and opportunity. The Senior Class were all present and sang a beautiful anthem from the platform at the close of the exercises. "God be with you till we meet again."

Grandma.

Before my mind there comes to-night
My dear old Grandma's face;
I see her sitting by the fire,
In her old accustomed place.

I see those dark and lovely eyes
Look full into my own,
I see her smile, and hear her voice
In soft and tender tone.

She lays her aged hand in mine,
And speaks of days gone by,
She tells me of her many friends,
While tear-drops dim each eye.

She speaks in tender, loving tones
Of those whom we call dead;
Recounts their many acts of love
And kindly words they said.

She tells me of the living ones
Who're scattered far and wide,
And grieves because they cannot meet
Around the home fireside.

She tells me of her dear old home
E'er Death had entered there;
Of youthful days, when hope was strong,
And life seemed bright and fair.

She speaks of many sorrows borne,
Of trials hard to bear;
Of failing health, and hended form,
Of years of pain and care.

And now, in half impatient tones,
She says, "she wonders why,
When folks have past their usefulness,
They're not allowed to die."

No one has past life's usefulness
While love beams from the eye;
While pleasant smiles and cheering words
Bring Heaven to earth so nigh.

There's nothing else in all the world
Can thrill my being so
As happy smiles and love-lit eyes,
And tones so soft and low.

As I, in fancy, gaze upon
My dear old Grandma's face,
I think: "Who else in all the world
Could really fill her place?"

More than four-score weary years
Have weighed her down with care;
Have made her steps so slow and weak,
And bleached her lovely hair.

I know full well that soon they'll say:
"Your Grandma's laid to rest,
The tired hands will folded lie
On a cold and pulseless breast."

But Grandma ne'er can die (to me),
E'er memory's magic power
Will e'er surround me with her love,
Take fragrance from a flower.

In childhood's hours she tended me;
In sickness bathed my brow;
With mild reproof she taught me right;
Can I forget her now?

Can I forget those handsome eyes,
So filled with love's own light;
Or the gentle voice and loving words,
Which makes my childhood bright?

Earth may claim the feeble form,
But grandma's lovely face
In the sacred halls of memory
Shall have an honored place.

—Mrs. D. E. Harrison in *Chicago Herald*.

Sunshine at School.

Many a child goes astray, not because there is a want of proper explanation, but simply because there is a lack of sunshine at school. A child needs smiles as much as flowers need sunbeams. Children look little beyond the

present moment. If a thing pleases them they are apt to seek it, if it displeases they are prone to avoid it. If a school is the place where faces are sour, and harsh words and fault-finding is ever in the ascendent, they will spend as many hours as possible elsewhere. Let all teachers, then, try to be happy. Let them talk to the children, especially the little ones, in such a way as to make them happy also.

Suggestions for Young Teachers.

I. CLASS MANAGEMENT.

1. Strive to govern by the eye, not the voice. Stand well back from your class so as to see every boy. Have dull, backward and restless boys in front. Separate mischievous children.

2. Give as few orders as possible, but be firm in having them promptly and thoroughly obeyed when given. Try to impress children with the respect due to law.

3. Good discipline is impossible with children unemployed. Allow no waste of time in beginning.

4. Avoid speaking in a loud, blustering tone. Be ever on the alert and warn where necessary.

5. Give careful attention to details. Know your boys.

6. Never sneer at children. Be cautious not to damp their natural ardor and gaiety.

7. Authority should be felt, not seen. The need for much punishment means, in nearly all cases, weak handling. If children are troublesome look to yourself first.

II. TEACHING.—1. Distinguish clearly in teaching between the means and the end. In class teaching every boy must receive individual attention.

2. Do not hurry; much good work is spoiled by being scampered over.

3. Try to make children think; do not rest content with loading the memory.

4. Do not waste time in long introductions. Recollect there should be a proportion of parts in every lesson.

5. Let your teaching be varied, not only to keep up interest, but that you may reach every boy's mind by some means.

6. A good teacher is constantly a censor of his own work. Bear in mind you are forming good or bad teaching habits.

7. Attention must be obtained principally by interest, manner and work; it cannot be secured by a mere exercise of authority.

8. Remember that the black-board is a great help in nearly all lessons.

9. Learn to detect by the appearance of your class whether the children are in sympathy with and following you, or not.

10. Practice all the teaching devices, use none exclusively. Strive earnestly to attract sympathy and attention from your class. Interest the children, and endeavor to take every one with you.—*London*.

Hints to Teachers.

SHOE-PEGS.

Do all teachers know what pretty pictures the little folks can make of shoe pegs? Many probably do; but as the idea was new to me until I saw it carried out, recently, in the school of a friend, possibly it may be new to some others. I knew the children had much pleasure in forming letters, words, and in solving examples with shoe-pegs; but when I saw them making pictures with the bits of wood, it was a surprise. One child had made a rake, another a broom and dust pan, a third a tree, while another had made an immense sunflower, almost as broad as his desk. The favorite picture seemed to be a flower-pot, with a thriving plant growing in it. "I have other contrivances for busy work," said my friend; "but those shoe-pegs are the most successful; they never fail to please."—*Am. Teacher*.

That which elevates the soul to greatness, is loftiness of purpose, and the generosity of the effort necessary to attain the end in view.

The Personal Element in Education.

In "Education" for November and December, John E. Bradley, Ph. D., has an excellent article from which we glean:

"The mind is not a store-house to be filled; it is a spiritual principle, already putting forth its own energies, and working out its own ends when it first comes within reach of the teacher.

He adds to it no new powers; and he can modify and augment its activities only by furnishing the materials, and supplying the normal conditions of mental growth.

Ample endowments and learned faculties are, or may be, powerful auxiliaries in mental training; but one thing is more important than these, and that is a vigorous personality, so permeated with sympathy and good will as to attract those who are taught, and inspire them with a genuine interest in study."

Dr. Holland says: "I am sorry for the man who did not have, at some period in his youth, at least one teacher who filled him with the enthusiasm of study, and brought him into love with knowledge, and into a genuine delight in the use of his intellectual powers."

The interest and good will of the teacher are to the mind of the pupil what warmth and moisture are to a seed.

He must, by his own personal force and presence, create the conditions which will be favorable to the child's mental growth. Otherwise, knowledge will be acquired, but not assimilated, and the thoughts, which should spring in the mind of the child to strong and vigorous expressions, will be lost in dry technicalities and misplaced words.

An eminent writer says:

"Truth that is merely received and committed to memory, sticks to a man's organization like an artificial limb or a false tooth: but knowledge gained by one's own thinking resembles the natural limb: it belongs to us fully."

Garfield wrote: "It has long been my opinion that we are all educated, whether children, men or women, far more by personal influence than by books and the apparatus of the school-room."

"A good school," says President Eliot, "is a man or a woman."

"I care very much for scholarship, in a teacher," wrote Dr. Arnold, of Rugby, "but more for activity of mind, and an interest in his work, for, to be successful, he must enter heartily into the full improvement of those whom he is teaching."

"Individuality is indispensable to a teacher," says President Gregory.

The thoughts and feelings of our friends are absorbed without effort, and assimilated as certainly as is the food which nourishes the body. And where the intercourse is wholesome and ennobling, we may say with the poet laureate,

"What delights can equal those

That stir the spirit's inner deeps

When one, that loves but knows not,

reaps

A truth from one that knows."

The Superintendent.

The primary work of a superintendent is not to *examine* but to *help*. His coming to the school should be looked forward to by the teacher more than by the pupils. His work is with the teacher. It is wrong for the school to be constantly goaded into study by the incentive of his visit. The *reaction*, after he has been in the school, will more than compensate for the increased action before he came.

When a superintendent examines a school, it should be for the purpose of ascertaining how much mental power the pupils have, not how many facts they have learned. It is not his business to find out whether they can extract the cube root of any number, or accurately draw a map of a given state, but what ability have they for thinking and doing. Can they converse? Can they describe an article new to them? Can they

write a story about a picture? Do they give attention? How well is their imagination cultivated? Is their reason developing? Have they clear ideas of the world as it really is? Are their moral characters growing?—*Exchange*.

Language Lessons on Common Things.

Pupils of the third and fourth readers easily may be led to write descriptions of many common, useful things. Let the teacher prepare a surprise for the class, by having, say, a picture of an eastern scene, in which shall appear a gutta-percha tree. Also supply yourself with some manufactured articles composed of gutta-percha. Speak of the tall tree shown in the picture; of its sap which is made into soles of shoes, water-pipes, speaking tubes, combs, picture frames, etc. Show its toughness and elasticity, and the effect which heat has upon it, making it soft and easily moulded. Speak of its great use in telegraph cables under the sea, keeping water out, and electricity in.

The teacher with tact will manage to keep the pupils talking all the time, the teacher only directing the conversation. If necessary, make two lessons on the theme, and then ask the pupils to write what they know of gutta-percha, giving them for guidance these headings:

GUTTA-PERCHA.

Whence obtained

Properties—

Use—

There are times in a man's life when the whole sky seems rose-colored, and this old, dull world a paradise. One of these is when he has discovered a quarter in the lining of his last summer's vest.

The teacher who gives knowledge to the human mind is a benefactor; but far greater is that teacher, who, by giving knowledge quickens into activity and productiveness the mind upon which he works.

Attempt the end, and never stand to doubt;
Nothing's so hard but search will find it out.

—Herick

Actual Class Work.

Just a few words, carelessly uttered perhaps, set me to thinking, and brought about a change for the better in my method of

TEACHING READING.

A visitor, when offered a book by a polite little pupil, said, "No, thank you, I wish you to read so that I can understand you without a book."

We know from experience that history, language and geography lessons are much more interesting and hold the attention of the class much better, if outlined on the blackboard, then the principal topics skillfully brought out by the teacher, *in an original way*, without resorting to the set questions and answers in the text book. Let us have more blackboard work during the reading recitation.

Be on the watch for difficult words, those that seem to give the pupils trouble in pronunciation or defining, and have them placed on the board with the accent and vowel sounds marked.

Take the most difficult words and make

NEW PARAGRAPHS

Containing them—or require the pupils to do it—then have them read. Require pupils to write and pronounce all proper names found in the lesson; all quotations and read them, noticing that what is quoted should be always brought out clearly—not mingled with other words in the paragraph. Pupils in intermediate grades are made stronger, if you do not *tell* them the pronunciation of words.

SHOW THEM

By syllabication, marking accent and vowels, or, better yet, refer them to the dictionary. Simply from habit, I presume, I have hitherto held a reader in my hand while a class was reciting, and rapidly running my eye over the paragraph, caught the thought before it was read. I never realized, until I tried it, how difficult it would be to understand the par-

agraph were I hearing it for the first time or without a book to glance at now and then, to pick up "the thread of the discourse."

Refusing, like my honored visitor, the proffered book, I faced my class and awaited results. I always thought my pupils read intelligently; but, O dear, what a jumble of meaningless words! Does it sound like that to visitors, I wonder?

Then I began work in earnest. "Read that again until I can understand the meaning," I repeat after a badly read sentence, and the mouths open letting the words out with a crisp, clear-cut and distinct utterance.

Here is a fine opportunity for "killing two birds with one stone," cultivating both

ATTENTION AND ARTICULATION.

Let one pupil read while the others close their books and listen. Then question as to how many heard what was read. Call upon some pupil to relate in his own words or write on the board the substance of the paragraph. If poetry, require the stanzas to be changed into prose.—*Exchange.*

A Plan of Recitations for the History Class.

W. T. BALDWIN.

The following is the method which I have adopted and have been using for some time. I have never seen it used by any other teacher, although it is probably not new to some. There is one great advantage in it, viz., each pupil is required to answer every question, and the teacher can see at a glance just how much each one knows about the lesson.

I have the class read the lesson first as a reading exercise. Then they take their slates, with their names written at the top, and I give out about ten questions orally, the answers to be written by the whole class, on their slates. The teacher should not use the "ready-made" questions in the history, but make up the questions himself, as the pupils would find it out and

study to answer the questions without knowing what the lesson was about.

As soon as they have finished answering the last question they exchange slates. I then give out the first question and have one of the class read the answer that is on the slate which he may have; by a show of hands I ascertain how many have answered the question in the same way, and if the answer be correct it is marked perfect; if not, according to its merits. There will probably be several different answers to the same question, and when one answer is disposed of I have some one read the answer on the slate he has, and credit as it deserves. In this manner I go over all the questions, having each one credited, and after the last all the credits are added together and the percentage given of each member of the class. I have a certain per cent. that pupils are required to attain, and it is very seldom that any of them fall below the minimum.

The above method may also be employed to advantage in practical geography.

Teachers, do not mispronounce words to aid the pupils in spelling. Again, do not mispronounce words at all. Your faults in this respect will be copied and reproduced. Many experienced teachers will say, "I can pronounce all the words in the spelling book, for I have pronounced them many times." But how do you know that you have not mispronounced them every time? The only way you will find out surely, is by taking your dictionary and studying it thoroughly. One may easily be mistaken as to the pronunciation of a word, therefore should you be a constant student of the dictionary.—*Exchange.*

Let us make the schools and every study attractive by illustrations that take hold of the life of the children, so that their school shall strengthen and inspire.

The Ideal Schoolmaster.

Prof. Wilson, of Providence, R. I., read a very interesting paper on "The Ideal Schoolmaster," prepared by Gen. Thomas J. Morgan, President of the State Normal School of Providence, R. I. The author of this paper endeavors to sketch the characteristics of the highest type of a school teacher. He outlines a portrait in which are blended some familiar features belonging to some of the noblest and best gifted souls who have blessed the world by teaching. The elements which blend so harmoniously are these:

1. He is endowed with the highest qualities of manliness.
2. He is the lover of his race; one whose sympathies are bounded only by humanity.
3. He is deeply and intensely patriotic.
4. He is a lover of knowledge, gleaning from every source whatever of truth can be helpful to him.
5. He makes truth his own, separates the gold from the dross, and puts upon it his own stamp.
6. He is an artist whose function it is to fashion character and mould the soul.
7. Lastly, the ideal schoolmaster is one who, recognizing the dignity of his relationship to God, lives a noble life, reverent, truth-loving, humble, devout, and, while mindful of the practical, homely needs of training, builds not for time only, but for eternity.—*Selected.*

The Art of Thinking.

The object of the teacher is to teach to think. The pupil thinks enough, but he thinks loosely, incoherently, indefinitely and vaguely. He expends power enough on his mental work, but it is poorly applied. The teacher points out to him these indefinite or incoherent results, and demands logical statements of him. Here is the positive advantage the teacher is to the pupil.

Let us suppose two pupils are studying the same lesson in geography, or grammar, or history. One reads to get the facts; he fastens his eye on the page and his mind to the subject before him; he makes the book a study, and acquires information from it; his object is to acquire knowledge. He attains this end. The other also studies the book; but, while reading, he is obtaining lessons in thinking. He does not merely commit to memory; he stops to see if the argument is sound; he analyzes it to see if the conclusion is warranted by the premises.

The one who thinks as he reads is quite different, it will be seen, from him who simply learns as he reads. To read and think, or to think as one reads, is the end to seek. To teach to think, then, is the art of the teacher. The reader for facts gets facts; he comes to the recitation seat and reels off those facts. His mind, like Edison's phonograph, gives back just what it receives. While this power is valuable, it is not the power the world wants.

The teacher will find his pupils come to the recitation to transmit the facts they have gained. He must put them in quite another frame of mind. Instead of reciters, they must be made into thinkers. The value of the teacher is measured by his power to teach the art of thinking.—*Teachers Institute.*

There is no need of schools being dull, and lessons dry. The school room should abound in leaves and flowers, every one of which, under the direction of the skillful teacher, will reveal new and unthought of wonders to the sharp eyes of boys and girls. Pupils learn much more rapidly from nature's book than from text-books, and lessons from fields and woods are a great relief to the monotony of the routine of study and recitation. Every teacher of a spring term of school should be provided with a copy of Gray's "How Plants

Grow," and with it should make a daily study of the plants and flowers she finds on her way to school. Then a simple talk about some of the commonest flowers, while they are in the hands of the pupils for them to examine, will interest them in observing other flowers and learning more of plants.

Seven Laws of Teaching.

I. Know thoroughly and familiarly the lesson you wish to teach; or, in other words, teach from a full mind and a clear understanding.

II. Gain and keep the attention and interest of the pupils upon the lesson.

III. Use words understood by both teacher and pupils in the same sense—language clear and vivid alike to both.

IV. Begin with what is already well known to the pupil in the lesson or upon the subject, and proceed to the unknown in single, easy, and natural steps, letting the known explain the unknown.

V. Use the pupil's own mind, exciting his self-activities and leading him to think out the truth for himself. Keep his thoughts as much as possible ahead of your expression, making him a discoverer of truth.

VI. Require the pupil to reproduce in thought the lesson he is learning—thinking it out in its parts, proofs, connections, and applications till he can express it in his own language.

VII. Review, *review*, reproducing correctly the old, deepening its impressions with new thought, correcting false views, and completing the true.—*Journal of Education.*

Disapproval of the stuffing-in process does not imply prejudice against facts and memorizing. Facts are the new material of science, and a good memory is essential to a well furnished mind.

Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought.
—Longfellow

A Thought in Bookkeeping.

W. N. HULL, A. M., CEDAR FALLS, IOWA.

What teacher of bookkeeping and what learner has not been perplexed and troubled by the little words TO and BY in the ledger?

Suppose the Journal entry to be *Cash to Mdse.* The old way was to carry the cash to that account in the Ledger, and write in the wide space *To Mdse.*, then in the Mdse account write *By Cash.*

But why write anything in the wide space in the Ledger? It is of no value whatever. It is never referred to. One always goes back to the Day Book for an understanding of the original entry.

Now, if these spaces in these Ledger accounts may be left blank, we have dispensed with the little word TO in the Journal, and, instead of *Cash to Mdse.*, as it was in the old way, we would write—
Cash,

Mdse.,
and the teacher would say, "You must put the cash on the debit side of cash in the Ledger, and the Mdse. on the credit side of that account."

This is a vexing stumbling-block out of the way, for I repeat—who has not been puzzled in trying to make pupils understand that you must debit Cash To Mdse. and credit Mdse. By Cash?

[Prof. Hull gives instructions in bookkeeping by mail. His prices are reasonable. Write for particulars.—Ed.]

Shorthand in Schools.

Iowa is a progressive state, and in no department is it truer than in its educational system.

A synopsis of the state census just published shows a big decrease in illiteracy, in which Iowa already had the lowest percentage of any state in the Union.

For years teachers have discussed the problem of introducing the study of stenography, phrenography or shorthand as it is variously called, into the schools.

To Cedar Rapids belongs the honor of being the first city in the state to take a decisive step in that direction. The Board of Education and Superintendent of Schools have engaged the services of Prof. Eldon Moran, instructor in stenography at the State University.

He will give one lesson a week, which will give ample time for the pupils to practice their exercises without interfering with other studies.

Young people have receptive minds and retentive memories, well adapting them for the study.

This opportunity for learning a most useful art is extraordinary, and parents with an eye to the future welfare of their children will improve it.—*Selected.*

Memory.

BY JOHN SWEET.

In cultivating the memory, the teacher should bear in mind:

1. That the children must be trained to habits of attention in every school exercise.

2. That this attention must not be too long continued.

3. That pupils must be accustomed to memorize poetry, dialogues, descriptions and definitions, provided they first comprehend what they learn.

4. That they must be trained to remember words as well as ideas.

5. That what is told by the teacher or is read aloud in the class, is better remembered than what they read silently from the printed page.

6. That there must be frequent reviews of ideas already acquired in order to fix them permanently in the mind.

7. That what they do for themselves is better remembered than what is told them by the teacher.

8. And that constantly doing children's thinking for them is the worst possible way of making them reflective.

The importance of the power of self control to the teacher cannot be overestimated. The teacher who gives away uncontrolably to anger, fear, pain, grief or mirth, loses the respect of the pupils. If she becomes nervous or excited or is easily annoyed, her power over the pupils is weakened. Teacher, unless you possess the power of self-control, in a considerable degree at least, you had better change your vocation.—*Iowa Teacher.*

The following curious sentence contains all the letters of the alphabet: "A quick brown fox jumps over the lazy dog." It is a good line for use in the copy-book, because the writer is thus able to practice on all the characters from "a" to "z."

THE OLD WAY.

1885.	Jan.	1	To Mdse	800	Jan.	9	By Mdse	397	30
	"	2	" Bills Pay.	970	"	11	" Wm. Burns	10	46
	"	3	" J. B. Wolf	57	"	12	" Bills Pay	7	43
	"	4	" Bills Rec.	430	"	13	" Sam Jones	5	937
								4	397
								10	46
								7	43
								5	937

THE NEW WAY.

1885.	Jan.	1	Cash	800	Jan.	9	Cash	397	30
	"	2		970	"	11		10	46
	"	3		57	"	12		7	43
	"	4		430	"	13		5	937
								4	397
								10	46
								7	43
								5	937

It will be readily seen that much labor is saved by not writing in the wide spaces. If a party disputes his account, the bookkeeper always goes to the Day Book for a verification of the Ledger figures, and the writing in the wide spaces of the Ledger shows nothing important.

Teaching Pupils to Think.

BY SUPERINTENDENT A. W. EDSON, ATTLEBORO, MASS.

As methods by which the teachers may train the pupils to think, the following may aid:

1. By the teacher's thinking. Activity provokes activity, and the original teacher will have to be very apt to have original and independent thinkers for pupils. A careful preparation of the lesson by the teacher will greatly aid the teacher in thinking during the recitation.

2. By a proper assignment of a lesson. Quality and quantity should be carefully considered, attention called to the leading points, new and unusual words. As a rule it is far better to assign the lesson at the beginning rather than in the hurry at the close of a recitation.

3. By proceeding from the known to the unknown. The child knows a great deal before he attends school, and the first work of the teacher should be to get a mental inventory of that child's mind. Then from what he already knows proceed to build.

4. By training in order (1) the perceptive faculties, especially sight and hearing; (2) the imaginative faculties, to fill the mind with pure and noble thoughts; (3) the reflective faculties. Reasoning before the age of ten or twelve is rote work, pattern learning, and likely to do much more harm than good.

5. By exciting the child's curiosity. Children are always glad to hear, to see, to learn new things, but their interest may be deadened by the teacher's doing too much of the work for them.

6. By asking stimulating questions and encouraging the pupils to do the same. Then *how* and *why* should receive careful attention.

7. By teaching attention, concentration to the work in hand. Fifteen minutes of hard work is much better for the pupil as re-

gards mental training and the lesson itself than thirty minutes of lifeless half-way work.

8. By a careful attention to the language of the pupil. "I know, but I can't tell," is nonsense. Language is as necessary to thought as thought is to language.

9. By daily general exercise. Object lessons, information on current topics, mental arithmetic, etc., will stimulate thought.

10. By making the work in the various studies *real*, practical.—*The Teacher's Assistant.*

Primary Education.

BY JONATHAN HUNT.

In teaching the beginner, one object should be held paramount to all others. Prepare the child for self-effort. If you tell young learners to study a word, then another, then to repeat until remembered, then to the end of a clause or sentence, etc., they would not practically comprehend your teaching; but if you *teach* after that plan from the commencement, the little student will proceed methodically from mere habit.

Like other teachers, forty years ago, I said to the child, "Get your lesson," and if he blundered into the right method, he got his lesson quickly; otherwise, his efforts were a failure. In time I became acquainted with teachers who gave facts to individual members of the primary class to remember for a day or more. I began to realize that memory could be cultivated; yes, more—I learned that it could be systematically cultivated.

Many a victim of misguided direction is blundering through life who would have been a student but for want of skill on the part of the teacher. Habits of attention and close application should be most thoroughly cultivated before the child is allowed to "get a lesson" by its own efforts.

This is a universal rule among good teachers. Tell nothing to a child which he can by reasonable effort find out for himself. And

so the rudiments of knowledge should be given in such a manner that every step becomes an element of power to aid in taking the next step.

Horace Greeley said that the young man who saves from his earnings \$100 has something better than the money in his possession; he has the habit of getting and saving.

A child ten years old who has learned to spell five thousand words in columns is not so well off as one who has learned to use five hundred and has formed the habit of trying to find the meaning and remember the orthography of every new word introduced to his notice.

No matter what branch you teach, you should in every movement try to give form to the efforts the child is to make after your face is turned from him. But few primary teachers fully understand this; when all thoroughly comprehend the force and power of habit as applied to primary teaching, more than fifty per cent will be added to the results of the teacher's work.

For the History Class.

PORTRAITS ON UNITED STATES NOTES.

The portraits on United States notes are: On the \$1 bill, Washington; \$2, Jefferson; \$5, Jackson; \$10, Webster; \$20, Hamilton; \$50, Franklin; \$100, Lincoln; \$400, General Mansfield; \$1,000, DeWitt Clinton; \$5,000, Madison; \$10,000, Jackson. On silver certificates: \$10, Robert Morris; \$20, Commodore Decatur; \$50, Edward Everett; \$100, Monroe; \$500, Charles Sumner; \$1,000, W. L. Marcy. On gold notes: \$20, Garfield; \$50, Silas Wright; \$100, Thomas H. Benton; \$500, Lincoln; \$1,000, Hamilton; \$5,000, Madison; \$10,000, Jackson.

This can be made into several excellent history lessons. Call on pupils to tell something of these men who are noted enough to be thus pictured on our currency.

PHILOMATHEAN GALAXY.

MOTTO—NON PALMA SINE PULVERE.

W. D. CUNNINGHAM, Editor.

THE many former Philos who were here for Commencement were delighted with our new hall.

MISS ANNIE RUPLE will welcome the Philos back to their beautiful new hall next term. She is salutarian.

THE Knabe piano temporarily placed in Philo Hall does good service. Why not petition the authorities to leave it there?

MISS GRACE BROWN and Laura Hough, and Messrs. W. R. Scott and R. M. Curry politely served as ushers for the Philo Society on Contest evening.

MISS AVIE KINDER of the graduating class was called home on the morning of Commencement day, by the illness of her father. She was much missed by her classmates.

MR. L. S. FRY, of the Class of '82, holds a State certificate in Kansas, and is now teaching at Manhattan in that State.

MR. W. R. ROBISON, of the Class of '80, is now trying his fortunes as a pedagogue in Kansas. He has taught one term at Firmis, Graham county.

AT the Alumni meeting, July 1, the spacious reading room was completely filled with graduates of the school, representing all the classes from 1876 to 1886. Mr. George M. Van Dyke presided. Prof. J. B. Smith was chosen President for the ensuing year.

SUP'T. M. L. KNIGHT, of Beaver Falls, was the guest of the Principal, Commencement week. He was emphatic in his praise of the excellent tone and the high professional standard of the school.

THE State Examining Committee, consisting of Deputy State Superintendent Houck, Prof. Cooper of Edinboro Normal, Sup't Ritenour of Fayette county, Sup't Spindler of Washington county and Dr. Noss, began the examination of the

Senior and Junior classes, Tuesday, June 15. On Thursday evening they declared the Senior class, consisting of eleven ladies and twelve gentlemen, fully equipped to battle with ignorance. A Junior class of thirty-four was considered competent to begin the Senior year.

MISS LOUISE E. BAKER, of Uniontown, who received a State certificate at the Normal this year, after passing a highly satisfactory examination, has been elected teacher for the highest grade in the First Ward School, Allegheny City.

THE five Philos who represented the society at the Annual Contest performed their part nobly. Two of them, Miss Effie Johnson and Mr. W. W. Hendron, won honors. The other three, Miss Clara Mulhollan, Miss Ada Gunn and Mr. C. E. Hawkins, were much commended for their performances.

THE Cantata of Queen Esther was rendered in fine style at the Normal, June 11. The large chapel was well filled with an appreciative audience. The performers were, in the main, students. Many of them were complimented through the press. The cantata was repeated with great success on the evening of Commencement day. Prof. Stiffy deserves no little praise for his able management of the cantata.

THE steamer Adam Jacobs took a party of nearly seventy-five of the Allegheny City teachers on a pleasure trip up the Monongahela, Saturday, June 12. In the company were Prof. T. S. Lackey and Miss Mattie I. Cook, both members of the Alumni of this school. The excursion was joined at California by a company of twenty-five teachers and students. After an hour's stroll through Brownsville the excursionists re-embarked for the city.

THE first Field Day ever observed by the students of the Normal was held on the campus, Saturday, June 5. The sports were

novel and interesting. Dr. Noss, Prof. Hertzog and Prof. Hall were chosen judges. Prizes were awarded as follows:

Throwing hammer—Mr. Minor.
Standing high kick—Mr. Semans.

Running broad jump—Mr. Forsythe.

Standing broad jump—Mr. Scott.
Two hundred yard dash—Mr. Colley.

Running high jump—Mr. West.
Backward crawl—Mr. Fleming.
Indian wrestle—Mr. Hough.

Three-legged race—Messrs. Guffey and Mayhugh.

Hop, step and jump—Mr. Farabee.

Sack race—Mr. Heath.

Wheeling at stake—Mr. Barr.

Hurdle race—Mr. Barr.

THE last performance was the "Tug of War," the contestants being the Senior and Junior classes. The Juniors pulled their opponents off the grounds, amid shouts of applause.

MISS Day presented to Miss Stiffey, a representative of the Junior class, the picture of a long-eared animal, suggestively named "Obstinacy," in a neat little speech.

THE California Normal Faculty for the ensuing year will consist of Theo. B. Noss, Ph. D., J. B. Smith, A. M., G. G. Hertzog, E. M. Wood, A. M., F. R. Hall, M. E., Mrs. Eva D. Kellogg, Miss Tillie E. MacPherson, Wm. K. Stiffy, and Miss Jennie Ewing. The new members of the Faculty, Prof. Wood and Miss MacPherson, are teachers of large experience who have earned enviable reputations in educational work. Prof. Wood is a graduate of Allegheny College, and has been for the past four years Principal of schools at Lancaster, Wis. Miss MacPherson, of Norristown, Pa., is known to many readers of the REVIEW as the very successful and popular Assistant Principal, for two years, of the Monongahela City high school.

CLIONIAN REVIEW.

MOTTO—PEDETENTIM ET GRADATIM.

LOLA GRIFFITH, Editor.

A LARGE majority of this year's graduates are Clios.

MR. J. C. LONGDON, of the Class of '84, took the examination this year in part of the Scientific Course.

THE drawings by the Senior class on the Model room blackboard have been greatly admired.

MISS ORELLA HUNTLEY, of the Class of '85, and a loyal Clio, visited us June 11.

A HANDSOME napkin ring was recently presented to Miss H. E. Brooks, by the girls rooming on her floor. She prizes it highly.

MANY remarked the cheerfulness that prevailed among both Seniors and Juniors during the final examination. The entire Senior class passed, and thirty-four of the Junior class.

A PRETTY banner, with the society motto on it, has lately been hung in Clio Hall.

THE Clionian Society has ordered eight dozen handsome new chairs for their hall. The chairs will be ready for the fall opening.

PROF. J. A. COOPER, who was on our examining committee, has been principal of the Edinboro Normal twenty-five years.

MISS M. AGNES MACKEY, of the Class of '80, has been unanimously re-elected principal of the Connellsville Public Schools, at a salary of \$100 a month.

MISS KATE WAKEFIELD, of the Class of '84, will retain the assistant principalship at Connellsville, having declined a good offer from Allegheny City.

THE Clios have every reason to be proud of their Contest performers. Of the five honors, three were

borne off by Clios, Miss Buffington, Miss Menk and Mr. Gadd; while Miss Powell and Mr. Stughell both acquitted themselves with credit.

MISS GERTRUDE BRIDGMAN, of the Class of '85, is meeting with deserved success in the primary department of the Newark (Del.) Academy.

MISS JULIA WICKHAM, Class of '81, sister of Judge Wickham, of Beaver, was recently married to Prof. Watson, principal of the Beaver Public Schools. The REVIEW felicitates the happy couple.

THE excursion to Greensboro, June 26, by the students, faculty and trustees of the Normal, was a delightful affair throughout. The steamer *Germania* was chartered for the trip. A good dinner was had at Greensboro. The party reached California, on the return, about dark.

AN exchange says: "We acknowledge the receipt of the NORMAL REVIEW, a neat little 16-page paper published by the State Normal School of California, Pa. It is bristling full of educational notes and general literature and is indeed a credit to the institution which it represents."

DR. and Mrs. Theo. B. Noss, of the California Normal, gave their annual reception on Monday evening to the graduating class of 1886. It was a most happy occasion, every one of the 23 Seniors being present in the most cordial unity and class feeling, and with the Faculty and Trustees of the school made a number just large enough for a good time, and not too large for sociability.—*Daily Republican*.

"Sample Copy."

If you receive a sample copy of this journal it means you are invited to subscribe. The price is only FIFTY CENTS A YEAR. Send that amount in postage stamps, with your name and post-office address written plainly. Address, NORMAL REVIEW, California, Pa.

California Normal.

This institution has just closed its school year, the Commencement exercises for the twelfth year having been held yesterday. It is in every way in a more prosperous state than ever before, and this is properly a matter for congratulation by every resident of the Monongahela valley, since it is the home institution of its class for our section. The annual catalogue before us shows an enrollment of pupils for the year just closed of 553. The *alumni* register shows its graduates of the past dozen years to be occupying positions of honor and trust all over the country, a large proportion of them following the teacher's vocation, the special training for which is, of course, the main object of the school. It also affords an exceptionally good musical course. We are glad to see that the attendance during the past year from Elizabeth and vicinity has been much larger than ever before.—*Elizabeth Herald*.

WE are unable to publish in full the Commencement exercises at the Normal school last week. They were the most successful ever held at this popular institution.—*Cooper Center Messenger*.

The Educational Value of Stories.

Children delight in stories, but they do not always become educated by them. A good story must have three qualities—*interest, instruction and brevity*. Nonsensical twaddle printed for children in long drawn paragraphs is not only of no value, but a decided injury to the mind. Our old readers were full of the most crude narrations of the goody-goody sort. Such stories even now frequently creep into our religious literature. It stands to reason, then, that stories for children must be carefully selected, and keep the interest without asking or commanding it. The speaker who commences a talk to children by asking: "You must now sit up erect, look at me, fold your hands and give attention," will fail every time he uses such language. If after the speaker has commenced, he feels himself called upon to say: "If those boys do not stop laughing and whispering I shall be compelled to stop," he had better stop at once. It is an easy thing to talk to children if the speaker has anything to say that children like to hear. No thermometer is more sensitive than the thermometer of a child's heart. The mercury of interest shows itself at once. Older audiences can be bored for hours and not show much uneasiness—children, never. They will laugh, whisper, or go to sleep, for they are too honest not to act out nature. This is our theory; now for the application. Here are two stories that we think can be told to young people and hold their attention to the close; try and see. When you are through, ask the question and follow the course indicated. With us the result has been a success.

I.

Chief Justice Marshall was in the habit of going to market and carrying home what he had purchased. He was often seen returning at sunrise with poultry in one hand and vegetables in the other. On one of these occasions

a fashionable young man from the North, who had also been to market, was swearing terribly because he could find no one to carry home his turkey. Judge Marshall stepped up and asked him where he lived. When he heard he said, "that is my way, and I will take your turkey home for you." When they came to the house the young man inquired, "What shall I pay you?" "Oh, nothing," said the Judge, "you are welcome; it was all in the way, and it was no trouble to me." "Who is that polite old gentleman who brought home my turkey for me?" asked the young man of a by-stander. "Oh," said he, "that was Judge Marshall, Chief Justice of the United States." "Well I am astonished! why did *he* bring home my turkey for *me*?"

Why didn't the young man want to carry home his own turkey? Why did Judge Marshall carry the turkey for him? What lesson did the young man learn? What is pride? Is it ever right to be proud?

II.

Massasoit, the great chief of one of the New England tribes of Indians, owned a great deal of land. One of his famous fishing grounds was where the city of East Bridgewater, Mass., now is. This, the colonists at Plymouth bought from him, and they paid for it a queer collection of articles; seven coats, a yard and a-half in each one, nine hatchets, eight hoes, twenty knives, four moose skins, and ten yards and a-half of cotton. This was thought to be good pay for seven miles of beautiful land, with streams, woods and meadows. The bargain was made and sealed one bright May morning; it was written on course paper, and signed by the principal men of the Plymouth colony.

Did Massasoit know the real value of the land he sold? Was it right to take it from him for the price paid? What is meant by "sealing" a bargain? In what way can a good title to land be obtained except by paying some-

thing for it? What is meant by the expression "a good title?" Did the Indians have as good a title to the land before the Europeans came as we now have?

One Way of Teaching Geography.

BY CAROLINE H. STANLEY, PRINCIPAL OF
KALAMAZOO TRAINING SCHOOL.

It once fell to my lot to take a class of forty bright pupils through the map of Europe in Cornell's Primary Geography. Those who are familiar with the book will remember the seven or eight solid pages of map questions followed by about two pages of description for each map. Dividing these two pages among the countries of Europe gives but a small amount for each country, and if it had been arranged with the express idea of being easily forgotten it could not have been better done.

My class learned the map questions beautifully and we started in on the description. I labored over it faithfully, the class did the same; but at the end of the allotted time I am sure most of them could not have told whether it was Holland or Switzerland that was "greatly diversified;" whether it was the soil, climate or population that was "mild and salubrious." It was humiliating to me at the time, but at this distance I am inclined to consider it proof of the normal condition of the class.

The next year I had another class in the same grade.

I determined to teach them differently; to teach a few things about a few countries in Europe and let the rest go.

It happened to be in a town where there were many Hollanders. When we commenced the map-questions I commenced the description with a story about the dikes of Holland, knowing that a story would impress the facts. I asked the Dutch children to find out from their fathers how the dikes were made and to tell anything they could about them. This provided for a class unable to find out much from books. I then

asked the other children to look over their story books and see if they could find anything about Holland. I looked up some things myself which I held in reserve.

The next day they were eager for the lesson. The Dutch children were proud that their fathers actually knew about some things that the American fathers had only read about.

The other children were surprised and glad to find that there was any possible connection between their story-books and their geographies. The mass of material would have astonished anyone who knew nothing of children's literature of this day.

The children told what they knew, selections were read from their books, lively conversations were carried on about them, and then questions were put on the board to be answered at their language time. This was done for several days in connection with their map questions, and then each one was required to write on his slate a little description of Holland.

We followed the same plan with Italy, Switzerland, France, Russia, and England, taking one central idea as the peg on which to hang all we learned. In Italy it was Vesuvius; in Switzerland the Alps and avalanches. The other countries we touched upon very lightly. At the end of five or six weeks' work of this kind I divided the school into six divisions and gave each division one country to write upon. They hardly knew it was a "composition," for they were only writing down something they knew. We had songs and recitations interspersed, and the parents and children enjoyed it.

I tried the same plan with the map of Asia, illustrating with objects whenever I could obtain them, as: Indian idols borrowed from a returned missionary, a cast of a Chinese woman's foot, chop sticks, etc. Such things are worth pages and pages of description in showing the customs of the country.

They are hard to find, you say? So they are, particularly if you are not looking for them.

Now as to results.

1. They gained clear ideas of a few things, which is certainly better than a confused idea of many things.

2. It gave a pleasant direction to their language and composition work.

3. It showed them that their general reading could be made to help their study.

Teaching History.

How, then, should a teacher of history proceed? First of all, he must understand that it is his duty to tell the *truth*, neither more nor less, and that he must use his utmost endeavor to discover it. Next, if he is to explain the actions of men, he must be a *man* himself, loyal and capable of recognizing these qualities in others and properly estimating them. These are the chief qualifications; but if he is to be a great teacher he must add to them an imagination capable of throwing itself in different positions, sympathizing in turn with the different parties or persons of whom he has to speak, seeing each at its best, as it saw itself. He will not try to make Nature into a schoolmistress, who is to impress this lesson or that; for Nature is not a schoolmistress, but a mother with many children and no partialities. The novel with a conscious lesson in it is always a failure, and the history with a conscious lesson in it is an artificial legend—and not even a beautiful one. Events should, as far as possible, tell their own story and the reader or listener should be left to make his own reflections.

Not all things are worth relating, or all historical figures worth describing, but some things and some persons deserve to be commemorated eternally. Stories like those of Thermopylæ and Salamis in Herodotus; the stories of the patriarchs; the Gospel story, which, of all records, has cut the deepest

into the hearts of mankind; these and all other narratives of admirable deeds, faithfully told by loyal and honest men, are the true jewels of history, the diamonds in the general gravel heap. We can leave the gravel where it lies, sifting the gems from the middle of it. The base and mean may be forgotten; the good and beautiful alone deserve to survive. Each age has its political panaceas for all human ills, and the ills will not be cured by them, and fresh theories will be twined to the end of time, of sun and moonshine, which equally will not avail. But great actions live forever, and the wise "remnant" treasure up the memory of them; and in looking reverently at what men have done, gather heart and spirit for their own work.—*Jas. Anthony Froude.*

Are the windows of your school room curtainless and the walls bare? Has the house a desolate, barn-like appearance, uninviting to children and repulsive to yourself? If so, whose fault is it? Would you throw the blame upon the director? If the one who occupies the room takes no interest in its appearance, how can he be expected to do so? Make the room attractive. Nothing will contribute more to the success of your school. A few cents will buy green cloth for window shades. A little work will change the appearance of the stove, red from last winter's fires. The director will have the ceiling whitened if you will ask him. A few pictures and an abundance of leaves will hide the dingy walls; when the interest of the children is once awakened an abundance of flowers will not be wanting each day. That fragrance and beauty will add more than anything else to the attractiveness of the room. Try it. You be surprised how much pleasanter it will be, how much better you will like your school and your school will like you.

Washington's a watchword such as ne'er
Shall sink while there's an echo left to air.

Education in Alaska.

We have received the following communication which we place before our readers, as requested:

Office of General Agent of Education in Alaska.

BUREAU OF EDUCATION. }
WASHINGTON, May 27, 1886. }

DEAR SIR:—The Committee on Appropriations of the House of Representatives in preparing the Legislative Appropriation Bill has failed to make the usual provision for education in Alaska.

In the organic act providing a civil government in Alaska, the Secretary of the Interior was authorized to make needful provision for the education of the children, and \$25,000 was appropriated for the commencement of the work. Since then schools have been established and efficient teachers sent out from the states. If the above bill is not amended so as to provide for the continuance of these schools, then they must close and the teachers, who have gone out on the good faith of the government, will be left out of employment from 3,000 to 4,000 miles from home. In your next issue, please call the attention of your readers to this important omission and request them to write their congressman, urging him to do what he can to secure the needed appropriation for the public schools of Alaska. If the teachers of the country manifest a portion of the interest that the Knights of Labor do in matters relating to them, Congress will give heed to their request.

You will remember that the National Educational Association in 1882, and again in 1885, took official action to arouse the teachers of the land in behalf of education in Alaska.

Thanking you for your past interest in this matter, I remain

Yours truly,
SHELDON JACKSON,
General Agent.

School Management.

I have taught several years, and have read or studied a number of authors on the theory and practice of teaching.

Certain principles underlie the general management of schools, but as there are no two schools precisely alike, the set of rules, which may be successful in one, may not apply to another.

Teaching is like managing an army, on a small scale—every school and every pupil requires more or less different treatment, in regard to details, though the general plan may be similar.

I do not believe the offering of prizes is worth the cost; as a usual thing only two or three of the best pupils strive to gain the prize, while the duller, who need some stimulant, are not affected. Then, too, the prize rewards natural ability, instead of effort, when a large number of pupils do try for it—that is, a pupil who is naturally apt takes the prize, where one less bright deserves it, on account of harder effort and more diligent application to study.

Prizes may be given for improvement in writing, or a similar branch, in a certain time. Give it to the pupil who makes the greatest improvement; not to the one who is the best penman. No specific reward can be given for good behavior, for some pupil who did not have life enough to “cut up” would get the reward; but by all means encourage any scholar who tries to control himself.

Show, by word or deed, that you approve of his endeavors. Approbation of the teacher may be bestowed impartially and justly on anyone who deserves it, and ought to be. I have treated my pupils once a year, but I confess that I never have seen much good come from the practice, either for pupils or for teacher. When it is customary, the pupils expect it, but it is of little value. It is not so much in vogue now as formerly.

It is very important to have the good will of pupils, and the best way to obtain it is to associate with them. It is not necessary to play much with them, or to be with them so much that your dignity be lowered in their estimation; but you ought to be on pleasant terms with each one of them. Make them feel as free to ask a question or a favor as they do to their parents, for we are *in locis parentis* for the time being. If the teacher takes no notice of his pupils, or treats them harshly when he does, or has a sour visage all the time, how can he expect them to be kindly disposed to him?

To obtain the good will of the pupils the teacher must be amiable and deserve it. It is not necessary for pupils to have their own way, either, for if they are taught what is right and what is wrong in school ethics, and that certain penalties follow violations of right, they will have no ill-will against the teacher for administering the penalties.

I think with some that corporal punishment is sure to engender ill-will, and a teacher ought to resort to it as seldom as possible. The average child is not like a *brute*, that he needs to be beaten to do his duty. If a teacher is constantly nag-

ging his pupil, it will not be long before he will detest the teacher.

I hold examinations about once in six weeks; monthly is too often. It is not best that the examination be regular nor that the pupil know exactly when it will come, for he will be caused to “cram” and will be worried. When a child is properly taught, his knowledge should be ready for expression almost at any time.

The examination will cause the child to study a subject more carefully, for he will want to show as good a report as possible at home. A proper examination is a review. It serves to show the teacher where his teaching lacks, and it shows the pupil where it is necessary to make a stronger effort. How can systematic promotion be made without examination? What is the most appropriate punishment for whispering? When pupils fail to commit lessons assigned, what ought to be done? How can tardiness be prevented in the country? How best secure attention in reading classes?

JAS. KEELING.

Things Worth Remembering.

Remember that one book thoroughly digested is better than twenty quickly hurried through.

If you wish to exert a strong influence over your pupils, let your words be few and well chosen.

Unless you are willing to do much extra work out of regular school hours, you can hardly hope to win.

The earnest, progressive teacher will be successful, even if the surroundings are not what they should be.

Make your boys feel that their future success in business depends on their doing their work well in the present.

On no account allow your pupils to do at one time what you have forbidden under the same circumstances at another.

Your chief business is to make pupils think, not to think for them; to make them talk, not to talk for them; to draw out their powers, not to display your own.—*Our Country and Village Schools.*

Shakespeare says:

“Each substance of a grief hath twenty shadows, Which show like grief itself.”

Dick's Supper.

Dick looked out of the window one night,
 The moon shone bright,
 The round, full moon, so silvery white.
 "See," cried Dick, "it looks so sweet.
 I'm sure it must be good to eat--
 Suppose I take it down to-night,
 Just for a treat,
 And try one little, little bite!"

Then Dick climbed up on the chimney--so,
 The moon hung low,
 Bright as silver and pure as snow;
 He snatched it quickly, and cried, "Ho! ho!"
 It makes me think of my birthday cake,
 All covered with sugar;
 A bite I'll take--
 Just one, and nobody'll know!"

But Dickey's mouth was oh! so wide,
 That the moon had nearly slipped inside--
 He took such a monstrous bite, you see;
 But it wasn't nice--
 It was colder than ice,
 And it made his tooth ache terribly.

"Oh, dear! oh, dear!" he began to cry,
 "I wouldn't have the thing, not I!"
 Quickly he hung it again in the sky,
 Slid down the chimney and went to bed.
 Then under the blankets he tucked his head,
 "For I know," so he said,
 "If any one thought I had bitten the moon,
 I'd be whipped very soon!"

Making Money.

Bullion is received at the mint in the form of bricks of all sizes and very peculiar shape when it comes from Spanish American countries. The regular shaped bricks often weigh as heavy as one hundred and fifty pounds.

The Mexicans melt their silver and rub it into the most crude shaped moulds in the world, in quantities so large and heavy that a burro could not carry one casting. If the valuable metal were carried in quantities convenient for handling, raiders for miles around would be after it and demand a whole or a large portion of the silver as salvage for protection against other raiders. The Mexican silver received at the mint is taken to the machine shop and cut up before it is in shape to be put in any of the largest crucibles. The regular shaped bricks are taken first to the assay office, where the corners are clipped and the brick bored into. An assay is made of the clippings and borings. The result is made known to the person making the deposit in about twelve hours.

He gets his money and the government gets his bullion. After the assay the bullion passes to the refinery if it should require the operations there performed.

When the silver has been obtained in a state as near as possible to absolute purity it is taken to the press room, and by hydraulic pressure compressed into solid circular masses of from twelve to fifteen inches in diameter and five inches thick resembling very much the shape of the cheese. The silver is then placed in an oven in iron pans. A fire is raised and the iron and oven are brought to a cherry red color for the purpose only of driving off moisture in the chloride of silver. The least portion of moisture in the crucibles would break them, and the silver would be lost in the ashes.

The cakes then go to the melter and are run into bricks. If it goes on the market as bullion, its weight in ounces and its value is stamped upon each brick.

If it is to be turned into coin, it is again melted and an alloy of one-tenth copper is put in both for silver and gold, and the whole is then run into ingots.

These are heated and rolled to the proper thickness and width, and the strips are then annealed and whitened. The blanks are next punched and cleansed of the grease from the rollers, and are then sent to the adjusters. Each piece is weighed and if found too heavy a little is filed off the edge; if under weight, it is remelted.

From the adjusters the blanks pass to the stamping room. The milling, as it is generally termed, is then put on by pressure--squeezing the silver out into the little grooves of the mould.

After it is upset, to raise the ring on the surface, the blank passes under the die. The impression is made on both sides from one blow.

A rule of the coiner's department prohibits an employe leaving the department during the

day until after the accounts are adjusted. From the coiner the money passes to the counter, who with the aid of a counting board which holds an exact number of pieces, is able to count thousands where a person ordinarily would count only units. The counting board carries just a thousand silver dollars. One of the most interesting objects to be seen in a mint is a large balance scale, so nicely adjusted that one may take a hair from the head, split it and place it on one of the scale pans, and the beam will be noticeably deflected.

No Tardiness.

Preventing tardiness is one of the school problems. It ought to be, *diminishing tardiness*, but the effort to appear perfect, results in getting rid of tardiness, and in place of it, increasing the absence of pupils.

PLAN No. 1. Place the tardy pupil on the floor, and let him stand there until the close of the session. If he have any common sense, he will stay away from school the next time he chances to be late, whether by his own fault, or unavoidably.

PLAN No. 2. Charge him an unconscionable number of demerits say ten or twenty, which will ruin his deportment and his standing in the class for that month or quarter.

If he be a smart boy he will stay away for the half day, next time he may happen to be detained, for he thus does not loose anything by demerits, though he may loose in scholarship.

PLAN No. 3. Do not let pupils come into the room at all when tardy, but let them go home, and loose the half day, rather than mark in your register that you had a few honest cases of tardiness.

Of course, this plan is liable to the trouble that a pupil may be late purposely, and thereby get an extra half-holiday.

But, then, you can report "no tardiness," consequently "a good school."

SUPPLEMENTARY READING.

PRIMARY GRADE.

Six Years Old.

When Joe, and Kate, and Dick, and Bell,

Started to school last fall,
I cried to go, and papa said
He thought I was too small.

I begged so hard, at last he said,

"Well you can go to-day:
For after this, I'm very sure,
At home you'll want to stay."

But I'm not tired yet, and you
Can judge now by my looks,
That though I am but six years old,
I like my school and books.

Little Willie.

BY HATTIE HOWE.

Little Willie is six years old, and goes to school every day. His teacher's name is Frank, and lives at Willie's house. The first day Willie went to school, he kept the school laughing all day. Is he mean, did you say? Not at all. But he is full of fun and would crawl under the seats, and make faces, and act just as he would at home.

Willie don't live in town, so they take their dinner to school with them. He gave all of his dinner to other little boys and girls before noon. When he got hungry he went to all the dinner-baskets and took what he wanted. Willie thought this was all right.

Frank told Willie that night that he must do better the next day as he would take a switch to school.

After that Willie was always good. Do you not think he was afraid of the switch? I do. When his papa or mamma would tell him to do anything, he would say, "Frank's my boss." Willie comes to see us every time he comes to town.—*Home and School Visitor.*

A Bad Boy.

This is about a bad boy. I know him. I knew him when I went to Aunt Julia's. He is his grandpa's boy. His grandpa makes shoes. The bad boy's name is Ned Hill.

He used to go to his grandpa's shop after dinner when his grandpa had a nap. He would stand behind the chair and tickle his ear with a long straw. Oh, that was too mean. He said it made grandpa have funny dreams. You see grandpa thought it was a fly and would try to brush it off.

Then one day he told Joey Gibson if he would get one of his teeth pulled out, a gold tooth would grow in its place. But Joey said he did not care for a gold tooth, but he wished baby had a gold tooth. So he tied a cord on the baby's tooth. But he was afraid to pull, and just then his mamma came in, and the tooth was not pulled.

Ned Hill did not go to Mr. Gibson's any more. Mrs. Gibson told him not to come. I guess she does not want Joey to learn any more of his bad tricks.

I would not behave so that a lady would tell me not to come

again, for anything. But Ned Hill said he did not care, for he did not wish to go to her house again anyway.—*Selected.*

INTERMEDIATE GRADE.

Burgoyne's Surrender.

*Burgoyne left Canada with an army variously estimated at from 7,000 to 10,000 men, composed of British, Hessians, and Indians.

The Americans feeling unable to defend Crown Point and Ticonderoga abandoned these important posts on the approach of the enemy, and then, after some slight skirmishing, established themselves under Schuyler, at the mouth of the Mohawk. When, a few days later, Gates arrived to the command, he found an army of upwards of 13,000 men ready to march.

Before Burgoyne started on his disastrous expedition, it had been arranged that Howe should move up the Hudson from New York, and that the two "conquering heroes," should meet at Albany.

Howe, without notifying Burgoyne, had changed his plans. He had quitted New York, leaving Clinton in command with only about 3,000 men, and no orders to march north.

Burgoyne, flushed with his first successes, expected to have a holiday march through the country to Albany. But his triumphing was short. He had an army of ten thousand men to provide with food, and food was not always to be had. Foraging parties were constantly out, but the foragers often returned, not only empty-handed, but driven back shamefully to their camps by the neighboring militia.

Learning that great stores of provisions were at Bennington, Burgoyne sent Colonel Baum with 6,000 Hessians to capture them. The Hessians were met by the Green Mountain Boys, under Stark, and a fierce battle followed.

The result was summed up in Stark's grim sentence:

"Boys, we have lost some dear friends, but Burgoyne has a thousand less to feed to-night."

The miserable condition of the roads, and the constant skirmishing of the enemy, so impeded Burgoyne's progress that he scarcely advanced a mile a day.

And now the American army, constantly re-enforced from all quarters, began to hem him in.

On the 19th of Sept. the two armies met at Stillwater. A severe engagement

followed, in which both sides claimed the victory.

About two weeks later another battle was fought at Saratoga. Here Arnold displayed his customary reckless daring, the daring which had made him such a favorite with the army.

Although the result of the battle was not decisive, Burgoyne felt that he was beaten. He could do nothing more without assistance from Clinton; and Clinton, totally ignorant of what was taking place in the north, was resting idly in New York. Finally, however, one letter escaped the watchful American scouts, and fell into Clinton's hands. From it he learned of Burgoyne's march through the northern wilderness, and of the cruel strait in which he then was.

Without an hour's delay, Clinton put his troops in line to go to the assistance of his countrymen. He made forced marches up the Hudson, capturing or destroying everything that opposed his progress. But his help came too late.

Burgoyne, despairing of assistance, and hemmed in by enemies, surrendered to Gates, October 17, 1777.

The news of this great victory spread the wildest joy and enthusiasm throughout the country. Thousands of Tories, now feeling sure that the Americans would win, flocked to Gates' camp, and the men whose time had expired, willingly re-enlisted for another campaign.

The splendid army under Burgoyne, an army from which so much had been expected, found itself, after being repulsed in two engagements, compelled to surrender to an enemy they had been taught to despise and despise.

What the Zero Mark Means.

Ninety-nine citizens out of one hundred had something to say about "zero" last winter; perhaps not one in a hundred could have told off-hand why a point thirty-two degrees below the freezing point of Fahrenheit's thermometer is called zero. For that matter, nobody knows. The Fahrenheit scale was introduced in 1720. Like other thermometric scales, it has two fixed points—the freezing point, or rather the melting point of ice, and the boiling point of water. The Centigrade and Reaumur call the freezing point zero, and measure therefrom in both directions. This is a very natural arrangement. Fahrenheit kept the principle on which he graduated his thermometer a secret, and no one has ever discovered it. It is supposed, however, that he considered his zero—32 degrees below freezing point—the point of absolute cold or absence of all heat, either because, being

about the temperature of melting salt and snow, it was about the greatest degree of cold he could produce artificially, or because it was the lowest natural temperature of which he could find any record. The grounds on which Fahrenheit put 180 degrees between the freezing and boiling points are likewise unknown.—*The Fountain.*

Salt Lakes.

In the Murghab Valley, Afghanistan, are two lakes of solid salt, which Captain Yate has ridden over and described. One from which the Tekke-Turkomans of Mery get their supplies of salt, is in a valley about six miles square, which is surrounded by a steep, almost precipitous descent, impassible for baggage animals except by a single road. The bed of the lake, which is about 1,430 feet above the sea, is one solid mass of hard salt, perfectly level and covered by only an inch or two of water. To ride over it was like riding over ice or cement. The bottom was covered with a slight sediment, but when that was scraped away the pure white salt shone out below. No one has ever got to the bottom of the deposit. The second lake is the one from which the Saryks of Penjdeb take their salt and is about 800 feet above the sea. The salt in this lake is not so smooth as in the other one and does not look so pure. It is dug out in flakes or strata, generally of some four inches in thickness, and is loaded into bags and carried off for sale without further preparation.

Wise Sayings.

Mirth and cheerfulness are but the due reward of innocence of life.—Sir T. Moore.

There is no vice which mankind carries to such wild extremes as that of avarice.—Swift.

It is always safe to learn, even from our enemies—seldom safe to instruct, even our friends. Colton.

Deeds always overbalance, and downright practice speaks more plainly than the fairest profession. South.

Of all the things which man can do or make here below, by far the most momentous, wonderful, and worthy are the things we call books.—Carlyle.

Some will not venture to look beyond the received notions of the age, nor have so presumptuous a thought as to be wiser than their neighbors.—Locke.

Washington, the first president of the United States, never saw a steamboat; John Adams, the second president, never saw a railroad; Andrew Jackson never received a telegraphic dispatch, and Lincoln never heard a telephone. Ex.

Counting By Ones.

The numbering, combining, and separating of groups of objects by counting leads to the pernicious habits of adding and subtracting numbers by counting—a habit which must be overcome before a pupil can learn to add or subtract numbers as wholes. When a child can number a group of three objects at sight, he should be taught a group of four objects, as three and one, or one more than three, and not simply as four ones. It is not only necessary to number four objects by counting one, two, three, four, but this counting is likely to give the child the erroneous idea that the first object is one, the second two, the third, three, the fourth, four. The child must see the entire group as four objects, and when he has learned that four objects are three objects and one object, or two objects and two objects, he has a clear idea of the number four.

The same is true of combining and separating groups of objects. The child has not learned to add 3 balls and 4 balls, for example, until he sees 7 balls the instant 3 balls and 4 balls are presented to the mind. The easy and quick perception of the sum of any two groups of objects, present or imagined, each not exceeding ten, is the first step in the art of adding and subtracting numbers.—E. E. White.

The best boycott ever proclaimed is advocated by the chief of the Knights of Labor, who as a rule hates all boycotts. In a circular issued recently he advises every Knight of Labor to boycott intoxicating liquors for five years, and adds: "The firmest link in the chain of oppression is the one I forge when I drown manhood and reason in strong drink." In all of which we heartily concur.

The chains of habit are generally too small to be felt till they are too strong to be broken.—Johnson.

THE annual contest of the Clonian and Philomathean Societies took place on the evening of June 30. It was, as usual, full of excitement and interest. The judges were Hon. J. W. F. White, of Pittsburg, Rev. M. J. Sleppy, of Monongahela City, and Supt. M. L. Knight, of Beaver Falls. They decided to the general satisfaction of all, that Anna Buffington, in reading, Effie Johnson, in essay, A. Oscar Gadd in oration, Emma C. Menk, in recitation, and W. W. Hendron, in debate, were the successful contestants.

GRADUATES of the California Normal fill many of the most important positions in the schools of Western Pennsylvania. They are represented in two of the city principalships, and in many other positions in Allegheny, in the Faculty of the Pittsburg high school, in desirable positions in the schools of Pittsburg, Greensburg, Beaver, Newcastle, Uniontown, McKeesport, Connellsville, Brownsville, Monongahela City, Somerset, and in many other cities and boroughs; also, in two State Normal Faculties, and in the Faculty of Allegheny College.

THE new school catalogue has appeared in a neat, tasteful cover, and many improvements. The most marked of these is the carefully prepared program for the model school, based on the latest educational discoveries in the adaptation of mental science to school work, and representing the most advanced thought in school methods. The future classes in the Normal are to be congratulated on their rare opportunities to become skilled teachers in the working out of this improved plan, under careful supervision and kindly criticism.

PREPARATIONS will be made for a very large attendance in the fall. The authorities of the school have solved the problem of combining first-class advantages with very low rates. Our accommodations for students have been vastly improved and our salaries for teachers increased, and yet the expenses to students have been *reduced*. We do not permit the unwise and un-

safe practice of club boarding, which exposes students to many dangers and affords little culture; but our rates are made so low that the unusually good boarding and home-like comforts of the school cost but little more than club boarding. We have no compulsory incidental fees. We sell books to *our own students* for less than they can be bought anywhere else in the State; some books at *less than wholesale*. Well acquainted, as we are, with the many excellent Normal schools of Pennsylvania, we confidently claim that the California Normal is now without an equal in the State in the advantages it offers: first, for thorough training in the art of teaching; second, for quality of table board; comfort of students' rooms, and third, for economy. Inquiries from young people, and parents who are interested, will receive careful attention. Send for catalogue.

Don't.

Don't snub a boy because he wears shabby clothes. When Edison, the inventor of the telephone, first entered Boston, he wore a pair of yellow linen breeches in the depth of winter.

Don't snub a boy because his home is plain and unpretending. Abraham Lincoln's early home was a log cabin.

Don't snub a boy because of the ignorance of his parents. Shakespeare, the world's poet, was the son of a man who was unable to write his own name.

Don't snub a boy because he chooses a humble trade. The author of the Pilgrim's Progress was a tinker.

Don't snub a boy because he stutters. Demosthenes, the greatest orator of Greece, overcame a harsh and stammering voice.

Don't snub a boy because of physical disability. Milton was blind.

Don't snub a boy because of dullness in his lessons. Hogarth, the celebrated painter and engraver, was a stupid boy at his books.

Don't snub any one. Not alone because, some day, they may far outstrip you in the race of life, but because it is neither kind, nor

right, nor Christian — *Christian Advocate*.

Sam Jones.

Brethren, put your fodder on the ground, then everything can get it, from a goat to a giraffe. If you preach too high your old giraffe gets fat, but how about the little goats. Put your fodder on the ground.

Whether a man is large or small depends upon the standard of measurement. When the standard is of the earth the fellow seems immense, but when God measures him he shrinks into mighty littleness.

I used to think we were all in a swamp like, and everyone was looking to find the road to heaven. But, brother, we are all in the road to heaven, only some are going in the wrong direction. Brother, you are in the road to heaven; turn right around and move on and heaven is just before you.

The flimsiest church member is better than the men who constantly revile the church. We got him out of that same crowd, but then he was the best of a mighty poor lot.

EVERY man's work is marked by a quality of its own. A similar work, both in kind and degree, may perhaps be done by others more swiftly, more efficiently, more systematically than by the one to whom it is entrusted; yet that one person's work will have a subtle personal quality not to be exactly matched in the work of others. The question, then, is not whether another could do the work which you are doing more quickly and more thoroughly than you are doing it, but whether any one can do your work with just exactly the quality which your personality gives to it. There is room in the world for all kinds of works, done in all kinds of ways, by all kinds of people. You and your work may be only a special note in the great orchestra of earth and sky. Take care that that note be not lacking in the great harmony.