

The Normal Review.

Vol. II. No. I.

California, Pa., September, 1886.

50c a Year.

Entered as second-class matter.

OPENING day, Monday, Sept. 6.

MADAM dropped her card case. Newsboy picked it up. "Thanks" said she. "Welks," said he.

MR. S. E. WINGETT, '86, will teach the Simpson's school, in East Finley township, this county.

CHICAGO is spoken of as the place of holding the next meeting of the National Educational Association.

MR. L. B. WILSON and Miss Lucy S. Hertzog, both of '86, have been elected assistants in the Model school.

MISS MAUD MOORE, '86, will teach the Cross Roads school, Rosetrance township, Westmoreland county.

MR. O. S. JOHNSTON, '83, is in Bismarck, Dakota. He has applied for a principalship near there, and we hope will be elected.

SPECIAL junior examination Wednesday, Sept. 8. Examiners—Superintendents Spindler and Ritehour and Principal Noss.

MR. J. A. BERKLEY, '84, has been reelected principal of the schools of Somerset, Pa. The right man in the right place.

"TEACHERS, poets and saints are not born—they are made by training and perseverance in right-doing."—*N. Y. School Journal*.

THE Claysville *Independent* says that several townships in Washington county have increased teachers' salaries and extended the school term.

J. ADD McILVANE, Esq., republican candidate for judge in Washington county, was formerly a student at California. Also county superintendent Geo. A. Spindler.

MR. O. S. CHALFANT, '86, will be principal of the Granville school; Mr. Harry Chalfant, '86, will teach near his home; Miss Luna Chalfant, '86, will teach at Woods' Run.

PROF. J. C. GILCHRIST, the first principal of this school, and widely known as an educator, has resigned his position as principal of the State Normal school, of Cedar Rapids, Iowa.

THE Washington County Teachers' Institute will be held this year in Thanksgiving week. The date is well chosen. The institutes of this county, we believe, are among the best in the state.

THE coming school year promises to be one of unusual prosperity at the Normal. *We predict a total enrollment of 600.* Careful, thorough work has multiplied the friends of the school.

PROF. J. B. SMITH, Vice Principal, was a delegate to the prohibition convention at Harrisburg. He thinks rum-sellers have lorded it over the people long enough. Mr. P. W. Morgan, of the class '79, was also a delegate.

PROF. SAMUEL HAMILTON, for the last four years principal of the Braddock public schools, has been appointed superintendent of Allegheny county in place of J. S. Johnston, resigned. His institute will meet Oct. 25.

"EVERY child should be provided with a slate and pencil on its first entrance in school. Besides their use in writing and drawing, they are a safety valve through which may harmlessly escape much restlessness and mischief."

A WORD of advice to young Normal teachers: Be careful to begin well your term's teaching. All beginnings are difficult and important. Plan your work. Have it go smoothly from the start. Make sure of the good will of every scholar. It is a gross blunder to make an enemy, if you can possibly help it. Aim to secure the favor and co-operation of your patrons. Compel them to believe that

you are in great earnest; that you are a hard worker; that you know how to teach and manage a school; that you have a high purpose in life.

THIS number of the REVIEW will be sent to some former students who have as yet neglected to subscribe, but who, we are sure, want the paper. By a little effort among your fellow-teachers you can raise a club. Let us hear from you.

"THE hard work done at these—Pennsylvania State Normal—Schools by teachers and students, the intense spirit of earnestness and study that pervades the great mass of their students, is well nigh proverbial."—*Principal G. M. Phillips*.

SAYS the New England *Journal of Education*: "Mrs. Eva D. Kellogg, of the Pennsylvania State Normal School, at California, Pa., whose name has been one of the most familiar to the readers of the *Journal*, * * * * will remain in her present field of labor, notwithstanding several most tempting offers."

PROF. JOSEPH JENNINGS, who was formerly a student at the Normal, and recently a member of the faculty, is deservedly popular as principal of the Monongahela City schools. Visit his school when you will, you may expect to see order, industry, earnestness in every room. His salary has been advanced to \$1,100.

THE marking down of courses of study and the calculation of percentages have given the public the idea that education is synonymous with the acquirement of an amount of information. The fixing of a course of study has done an infinite amount of harm. Subjects should be studied, and even these may be so pursued as to render the advantage a mere verbal one.—*N. Y. School Journal*.

Useful Rules for Mathematicians.

The surface of a sphere equals the square of the circumference multiplied by 0.3183.

The diameter of a sphere equals the square root of its surface multiplied by 0.56419.

The side of an inscribed cube equals the radius multiplied by 1.1547.

The diameter of a circle equals the square root of the area multiplied by 1.12838.

The diameter of a sphere equals the cube root of its solidity multiplied by 1.2407.

The circumference of a circle equals the diameter multiplied by 3.1416, which is the ratio of the circumference to the diameter.

The area of a triangle equals the base multiplied by one-half of its height.

The diameter of a circle equals the circumference multiplied by 0.31831.

The side of an inscribed equilateral triangle equals the diameter of the circle multiplied by 0.86.

The surface equals the product of the diameter and circumference.

The radius of a circle equals the circumference multiplied by 0.159155.

The circumference of a circle multiplied by 0.282 equals one side of a square of the same area.

The area of a circle equals the square of the radius multiplied by 3.1416.

The square root of the surface of a sphere multiplied by 1.772454 equals the circumference.

The area of a circle equals one-quarter of the diameter multiplied by the circumference.

The area of an ellipse equals the product of both diameters and .7854.

The radius of a circle equals the square root of the area multiplied by 0.56419.

The circumference of a sphere equals the cube root of its solidity multiplied by 3.8978.

The side of a square equals the diameter of a circle of the same area multiplied by 0.8862.

Success in the Schoolroom.

Fellow teachers, I shall present "Know Your Subject" as the third element of power in schoolroom work.

I have heard a great educator say, "So soon as a teacher becomes so well versed in a branch that he need not prepare each lesson previous to coming before his class, that soon he is good enough to stop teaching."

It is a truth—other things being equal

—that the teacher who can present the facts of a lesson in a clear, logical order, so that the minds of his pupils can grasp them, will best interest and best instruct his classes.

The teacher who thinks he can go in the school-room, take it easy and succeed by following some high spun theory he may have gotten from a class in didactics in some college, or from some book on teaching, will have his mind mis-abused when he learns by experience, what it takes to do true teaching. He will learn by experience that teaching must be done on a very practical, common-sense and hard-work basis. Napoleon was very well versed in military tactics, but Napoleon would have met his Waterloo long before he did had he not studied the plan of each battle from a practical, hard sense standpoint, had he not taken all the details into consideration. The supplanting of ignorance by knowledge in the preparation of each lesson will be to the mind of the pupil a hard-fought battle. The teacher is the commander. His generalship must direct the child's mind forces on to victory. If he has given the plan of battle but little thought, how can he hope to lead those forces forward to conquest?

Each lesson should be as carefully prepared by the teacher as the pupil. A short study of the lesson will arrange a good plan of presentation, will bring up new illustrations, examples, figures; will bring up the difficulties that presented themselves to the teacher's mind when he was student, and thereby assist him in directing the minds of his pupils.

A well-prepared lesson will beget a confidence on the part of the pupils in the teacher—a thing they must have if they succeed well. A well-prepared lesson will stimulate both teacher and pupil to better work.

A Man Who Could Keep School.

Here is the way a slim teacher managed a school at Cranberry Gulch. It is not new, but as we have not recently seen it in print we give it as *one way* of conquering a bad school:

"Mister, no doubt you have all the learnin' that's required in a school teacher, but it wants more than learnin' to make a man able to teach school in Cranberry Gulch. You'll soon find that out if you try. W've had three who tried it on. One lays there in the graveyard, another lost his eye; the last one opened school and left before noon-

time for the benefit of his health. He has'n't been back since. Now you're a slender build, and all your learnin' will only make it worse, for all our young folks are roughs and don't stand no nonsense."

This is what one of the district trustees said to my friend Harry Flotoe, when he made application for the vacant position of teacher.

"Let me try. I know I am slender, but I am tough and I have a strong will," said Harry."

"Just as you like. There's the school house, and I'll have notice given if you want it done," said the trustee.

"I do," said Harry, "and I'll open next Monday at 9 a. m."

The notice was given, and there was a good deal of excitement in the Gulch and along the Yuba flats. More than fifty young people of both sexes made an excuse to drop into the tavern to get a sight of the fellow who thought he could keep school in that district, and many a contemptuous glance fell on the slender form and youthful face of the would-be teacher.

Eight o'clock on Monday morning came, and Harry Flotoe went down to the school-house with a key in one hand and a valise in the other.

"Ready to slope if he finds we're too much for him," said a cross-eyed, broad-shouldered fellow of 18.

The school-house was unlocked and the new teacher went to his desk. Some of the young folks went to see what he was going to do, though school was not called.

Harry opened his valise and took out a large belt. Then, after buckling it around his waist, he put three Colt's navy revolver's there, each six barrels, and a bowie knife eighteen inches in the blade.

"Thunder! he means business!" muttered the cross-eyed chap.

The new teacher now took out a square card about four inches each way, walked to the other end of the school-house and tacked it up against the wall. Returning to his desk he took a revolver from his belt, and quick as thought sent ball after ball into the card till there were six balls in a spot not much larger than a silver dollar.

By this time the school-house was half full of large boys and girls. The little ones were afraid to come in.

Then the teacher walked half way down the room with a bowie knife in his hand, and threw it with so true a hand that it stuck quivering in the center of the card.

He left it there and quietly put two more of the same kind in his belt and reloaded his yet smoking pistol.

"Ring the bell; I am about to open school."

He spoke to the cross-eyed boy, the bully of the crowd, and the boy rang the bell without a word.

"The scholars will take their seats; I open school with a prayer," he said sternly, five minutes later.

The scholars sat down silently, almost breathless. After the prayer the teacher cocked a revolver and walked down on the floor.

"We will arrange the classes," he said, "all who can read, write, and spell will rise. Of them we will form the first class."

Only six got up. He escorted them to upper seats, and then he began to examine the rest. A whisper was heard behind him. In a second he wheeled, revolver in hand—

"No whispering allowed here!" he thundered, and for an instant his revolver lay on a level with the cross-eyed boy's head.

"I'll not do it anymore," gasped the bully.

"See you do not. I never give a second warning," said the teacher, and the revolver fell.

It took two hours to organize the classes, but when done they were all organized.

Then came recess. The teacher went out too, for the room was crowded and hot. A hawk was circling over head, high in the air. The teacher drew his revolver, and the next second the hawk came tumbling down among the wondering scholars.

From that day on Harry kept school for two years in Cranberry Gulch, his salary doubled after the first quarter, and his pupils learned to love as well as to respect him, and the revolvers were out of sight within a month.

They had found a man at last who could keep school. This is a fact.

SOME paper says:

"A boy will eat and a boy will drink,
And a boy will play all day;
But a boy won't work and a boy won't think,
Because he's not built that way."

This is the commonly received theory. A boy *won't*; he ought to, he must be made to. This is the philosophy: What a boy wants is just the thing he must not have, and what he don't want, is just the thing he must be made to take. On this theory all the past education of boys is based, and it was wrong. A boy will work, and willingly too, if he

is only approached by right motives. Motives rule boys. We have seen a boy work harder at his play than he ever could be made to do, digging potatoes. Boys *do* think. They sometimes think too much, or at least not according to right principles. Plenty of work, and plenty of thinking, of the right kind, can be gotten out of boys, if they are taken on their right side. The study most needed just now is boy study. It has been sadly neglected in the past by those who have had most to do with their education.

IS LIFE worth living? Yea,
Then let us live to-day
A deep and earnest life,
With holy motives rife,
Fraught with that pure desire
That truth and love inspire.

Pasteur's Latest Experiments.

In view of the great interest recently manifested in regard to hydrophobia, a brief statement may be desirable as to Pasteur's latest work in this connection; namely, inoculation against hydrophobia. In a paper read before the French Academy of Sciences, October 26th, 1885, he referred to his previous work in attempting to make the twenty dogs upon which he operated proof against rabies. Of these, he was positive that success attended but fifteen or sixteen cases out of the twenty. It was found necessary to keep the dogs three or four months to be sure of the refractory condition. The method was not, therefore, prompt enough to be of general applicability.

He states now that after almost innumerable experiments he has developed a prompt and practical method applicable to all animals including man. These are the essential points: A rabbit is inoculated by removing a portion of the wall of the skull and applying the virus, or marrow, from a mad dog, under the membrane lining the brain. Rabies are developed after about fifteen days. Virus from this animal is passed in the same manner to a second, then from the second to the third, and so on. After twenty to twenty-five such passages the period of incubation is shortened to seven days. Experiments of this character, begun by Pasteur in November, 1882, and continued for three years, show that this period is not further reducible. A pure virus, always identical, then, is obtained, and is constantly and conveniently available. The marrows of these rabbits are infected their whole length. If portions be detached and suspended in dry air, the virulence of the rabies will slowly

and gradually disappear. The method, then, of making a dog in a short time proof against rabies is as follows: The dog is inoculated under the skin with the sterilized broth in which one of the dessicated pieces of marrow has been cooked. The piece of marrow used has been dried several days, so as not to be full strength. The following days the dog is similarly operated upon, but with more recent marrow, till finally a piece is used that has been suspended in dry air for only one or two days. The dog is then found to be proof against rabies.

Pasteur had by this method succeeded in making, without a single failure, about fifty dogs proof against rabies, when, on the 6th of July, 1885, some persons who had been bitten by a mad dog presented themselves at his laboratory for treatment. The one severely bitten was a boy nine years old. Pasteur also examined the dog after its death, and was fully satisfied that the dog was at the time really mad. The boy had been picked up from under the dog, and was covered with froth and blood. He had been thrown down by the dog and bore numerous marks of bites on his hands and legs, there being in all fourteen wounds. Physicians who were consulted were of the opinion that the boy would certainly have hydrophobia. Sixty hours after the time that the biting occurred the boy was inoculated in the manner first described. The virus used was from the marrow of a rabbit that had died of rabies fifteen days previous. The next day the process was repeated both morning and evening with virus fourteen and twelve days old, respectively. This plan of procedure, in the main, was followed till the 10th day, when virus but one day old, or of full strength, was used. In this time thirteen inoculations were made. The virulence was in each case tested on rabbits, and the marrows used the first four days of the experiment proved to be not virulent; that is, the rabbits were not made mad. But on all days subsequently the marrows were virulent, for the rabbits upon which the tests were made all developed rabies. This boy, then, had been finally inoculated with virulent virus, the same which caused the development of rabies in rabbits in seven days, and dogs in eight or ten days. The boy not only escaped the rabies, which his bites would have developed, but also that with which he was inoculated by Pasteur, which was more virulent than that from the mad-dog. After several months, the boy's health leaves nothing to be desired. Other persons have likewise been subsequently treated with success by Pasteur.—Prof. Kellerman.

How to Vary a Geography Lesson.

Many things are good only for occasional use and still are very good for that. Some may be used as Friday afternoon recreation that would not do at all for everyday work. "Unity of plans and diversity of means" is a good motto for a geography teacher. Let me suggest a few ways of varying the recitation, that I have seen used with profit:

I. Geography Quiz — Let two children come before the class and cross-question each other until one fails. Then let another take his place. This teaches questions as well as answers, and makes pupils think quickly.

II. Geography Match—(1) Let them choose sides as in a spelling match. Question rapidly from side to side and let them take their seats when they fail. (2) Let them choose sides as before. If one fails, the one who answers has the privilege of choosing one from the other side. If two fail, the one who answers may choose two, etc. If the question comes back to the side with which it began, nothing is gained by either. No. 2 is better than No. 1 in that it keeps them all on the floor, but both are good for Friday reviews.

III. Geographical Outline—Put an outline on the board and let the recitation be from that. Assign one topic to each child at the beginning of the recitation, or number the topics and pass numbered slips, letting them draw. Arrange the outline to suit the advancement of the class and the subject in hand.

- | | | |
|--------|---|-------------------|
| Texas. | } | Boundary. |
| | | Capital. |
| | | Important cities. |
| | | Rivers. |
| | | Climate. |
| | | Production. |
| | | Industries. |

IV. Geographical Sketching — Let them draw an outline map on the board without using the book. Require quick work, and do not permit much erasing. The chief object of this exercise is not to test the pupil's skill in map-drawing, but his knowledge of location. When the outline is drawn, let

them put in mountains, rivers, cities, etc., as you call for them. They may prepare the lesson by doing the same work on their slates.

V. Geographical Story — In teaching productions of different countries tell a story of travels, pointing out places on the map as you go. Stop when you come to the name of a country, river, city or production, and call on some child in the class to supply it. This exercise, to be effective, must be lively on the part of teacher and pupils.

VI. Geographical Game — Let one child give the name of a town or river; the next one, beginning with the last letter of the name previously given, etc. Example: Kalamazoo, Oswego, Oregon, Nashville, Erie, etc. It may be given first with any geographical names and then narrowed down to names in a particular country, or to a particular class of names. It may be extended by requiring the pupil to give location as well as name.

VII. Geographical Puzzle—Put something like the following on the board as a lesson to be studied. The children may write it, or learn it to recite orally: "I have a bunch of flowers given me by two little friends (two capes on the eastern coast of the United States.) Here is a (mountains in Australia) one, here is a (river in Arkansas) one, and this one is as (mountains in New Hampshire), as (mountains in Cape Colony.) The leaf is (river in Kentucky), that is (mountain in British America), and this one is nearly (river in South Africa.) They were picked up on the edge of a (mountains in Oregon), by the side of a large (river in Montana.)" Put names that may be used this way on the board, and encourage the children to make such puzzles to be given to the class.—*Mrs. C. H. Stanley, in the Moderator.*

OUR methods of education through the almost constant use of books, it seems, is having an injurious effect on the powers of observation in youth. To remedy it, parents and teachers are urged to make the culture of the observing

faculties more prominent. Instead of studying geography from a map, let it be studied out of doors; instead of studying geology and mineralogy from a book, let it be studied from specimens and in the field, and so on. Then, too, in composition, instead of allowing pupils to create from their own brain things not true to nature, let them write accurate descriptions of things and scenes.—[*Herald of Health.*]

Memory Gems.

Such as give ear to slanderers are but one degree better themselves.

There is nothing so strong or safe in an emergency of life as the simple truth.

The most completely lost of all days is the one of which we have not thought.

Charity obliges us not to distrust a man; patience not to trust him before we know him.

We judge ourselves by what we feel capable of doing, while others judge us by what we have already done.

There is no passion that steals into the heart more imperceptibly and covers itself with more disguises than pride.

Language Exercises.

Complete the lines by selecting the proper phrase from the list at the right:

BUSY CHILDREN.

Planting the	scatter the seed,
Helping to	hens and the chickens,
Feeding the	corn and potatoes,
Freeing the	garden from weeds,
Driving the	work for us all,
Feeding the	cows to the pasture,
We little children are busy,	
Sure there is	horse in the stall,
Sweeping and	washing the dishes,
Bringing the	make up the bed;
Ironing, and	sewing and knitting,
Helping to	wood from the shed,
Taking good	lest she should fall,
Watching her	care of the baby,
We little children are busy;	
Yes, there is work for us all.	

WILL not great thoughts all the time become easier and more accessible to those who form the *habit* of acting nobly?

About School Discipline.

SUPT. JOHN W. DOWD, TOLEDO, OHIO.

It is difficult to say in what the art of governing a school consists. It certainly is impossible to tell any beginner just how to do it. And the teacher who tries to be just like somebody else is likely to fail. Teachers cannot be copies. When they try to be they become caricatures. "You can't make a silk purse out of a sow's ear," is just as true when applied to teaching as to anything else. And the great trouble is that, though no silk purse is made, the sow's ear is forever spoiled.

The look of a real teacher is of more worth to control and to inspire than all that the poor teacher can think and say. Indecision, lassitude and feebleness of manner invite opposition. Boys like to upset whatever totters. Energy, earnestness and determination check insubordination in its beginning.

Some teachers strive for a quiet school. A policeman with a club can keep a school quiet. But quietness, of itself, is not desirable; it may mean death.

Happiness is about the best thing I have ever seen or experienced. Children will be happy if they have half a chance; and there is no excuse for unhappiness in the school-room. Happiness helps digestion and discipline. The happy dyspeptic is a *rara avis*; there may be some in heaven; if so, that's where they belong, and I am glad of it. I mean I am glad of their happiness there.

When everybody is happy in his school work, whoever breaks in upon it is made to feel by the united sentiment of the school that he is a nuisance that ought to be abated; and the school will help to abate him.

The best work is done when fear is absent from the mind. Fear renders it impossible to do work which, without it, could and would be well done. Fear used to be considered the chief ingredient of school discipline. In the old days, with "apt alliteration's artful aid," it was said that "lickin' and learnin' go together;" "no lickin' no learnin'." "Spare the rod and spoil

the child" was a favorite maxim. It is only in these latter days that the rights of children to considerate and sympathetic treatment have been acknowledged. A sort of chemical reaction has taken place in the old adage, and it now reads in perfect consonance with the feelings of an enlightened humanity: "Spoil the rod and spare the child."

I do not say that there are no cases in which corporal punishment should be used; but I do say that it is oftener used to gratify the temper and disposition of the teacher than it is to benefit the child. For one, I do not believe that children are born into this world little, in order that they may be flogged by parents and teachers. The rather do children come into this world weak and helpless, in order that they may be so surrounded and held up by love and sympathy, that when they come to years of maturity they may be able of themselves to stand up and quit themselves as men and women.

All discipline which is the mere exercise of superior physical power is absolutely worthless; yea, positively harmful, in the formation of character. It is not so much that a boy shall not do wrong now, as that he shall not choose to do wrong when he is free from the restraints of school. Discipline that does not reach forward in its effects beyond school days is not of the sort that is useful in building up character.

There are those who sneer at moral suasion; brisk, brusque, forceful, forcible men and women who believe in the wholesomeness of the switch. Locke characterizes whipping as a lazy method of punishment. It is so easy to give a blow. The whip, the muscle, the disposition is all that is needed; and the whip, the muscle, the disposition are easy to get; but the power of the whip is of a different order from that of moral suasion and coercion.

There is no argument in a club, and that is why it is so easy to wield it. To exercise moral coercion requires judgment, reflection, reasoning, and that is why it is so difficult. Government of force and by force is the easiest.

Locke says that the use of whipping is in vain when the pain of having done wrong is not greater than the pain caused by the blow. To this assertion of Locke I say "Amen," and pause for a response.

Teach Respect for Law.

The Sea Captain, who issued the order to scour the anchor, when his men became mutinous, because unemployed, well understood the secret of governing. The employed are seldom hard to govern, whether adults or children. The idle ones, the *laboring men* who never work, were the ones who did most to encourage the recent strikes and resorted to greatest violence. Idleness promotes discontent, and discontent leads to crime. Hence, the teacher has a double reason for enforcing industry. First, the government of the school demands it, and, second, the habit formed by the embryo citizen while in school, will influence his after life and make him contented and law-abiding. Respect for law and order should be impressed upon the child at school, and he should learn that liberty does not mean license.

Time-Table Problems.

Hang up a railroad time-table in the room, and send pupils to it to fill blanks in problems like the following, or such as are adapted to the ability of the class. Each pupil having worked his own problem may report upon it, or he may give the problem to the class for verification:

1. An express train goes from _____ to _____ in _____ hours.

How many miles an hour?

2. The distance between this town and _____ is _____ miles.

A train leaves here at _____ and reaches there at _____. How fast does it run?

3. If a train running twenty-eight miles an hour leaves here at 4:15, when will it reach _____, which is _____ miles from here?

4. How many hours and minutes would it take to walk from here to _____, which is _____ miles from here, at the rate of four miles an hour?

On School Boards.

Didn't this "boy" in writing this essay on boards get some help from his sister? It reads as if he did. It may not be applicable at all outside of —, Nebraska, but legitimate attempts at composition writing embracing facts ought to be encouraged. This is what the "boy" said in his essay on boards:

"There are several kinds of boards, sign-boards, base-boards, dash-boards, clap-boards, side-boards, paste-boards and school boards.

I think I will write about school-boards, because my sister is a teacher, and I can remember a good many things she has said about them, and that will help me some.

I don't know whether school-boards are always made of green lumber or not. I heard my sister say once the board wasn't half baked. Guess she meant it wasn't kiln-dried. May be it warped, and turned over on the wrong side, or may be it shrunk badly, when exposed to the dry question of wages.

School-boards are of different shapes, some are square and polished on both sides; some are longer than they are broad, and so thin they bend under slight pressure.

I asked my sister what kind of a board ours was, and she said it was a good-looking board, but when put to any use it was full of slivers. There was a young lady staying with my sister the evening I was writing this, and she said she thought some of the board would make good hitching-posts. I asked her if it was because they were such big sticks. She said that wasn't it. Then they both laughed; they thought I didn't know what they meant, but I did, because I saw Mr. Jones take her to church, and he is a member of the board, and she acted as if she thought he would be good to tie to.

The school-board is used for the purpose of getting the cheapest teachers they can find, whether they know anything or not, and to vote down women's wages, and to leave men's as they are. This kind of board is elected by the people, mostly men.

They most always get the closest

grained they can find; then when the teachers say they don't get pay enough, the people say it is the board. The teachers say the people had no right to get such hard wood for their board, and the board say, "what are you going to do about it?"

Sometimes there is a weak place in the board, and when thrown against some hard question, it splits and goes all to pieces, then they either get a new one, or stick the old pieces together again with taffy.

My sister says there is too much slang in this, but father says slang is mighty and shall prevail. He knows because he is a man. Men know everything, because they can vote.

Sometime I will write about other kinds of boards, if you have not been too badly bored with this. — *J. B.*

A CORRESPONDENT asks: "What is the highest test of a teacher's success?" All marks of success are to be looked for in the teacher's influence on the character of his or her pupils. One hundred per cent. in every study can not in the slightest degree compensate for a little germ of inculcated selfishness; an enhanced love for others stands first always and always; power to do others good, second. Choosing and giving the best to others is the highest in man, and the highest aim of education. I am called upon every day to estimate the value of teachers—to do so, I watch the pupils.

Do they love to work?

Do they work economically?

Do they work for show, ("to be seen by men?")

Are they very careful not to annoy others by any slight disorder?

Order for one's self is to concentrate upon the work in hand. Order for others is to give them the best conditions for the best work.

If I could watch pupils in their homes I could judge of a teacher's value in the best possible way. A girl who allows her mother to scrub floors while she thrums the piano has been badly taught *somewhere*. I know you will say, "How! Do you expect the teacher to overcome the defects of home and street training?" I expect the teacher's sole

motive will be the formation of habits which make up the character—conformable to God's design in the creation of the child; I expect the teacher to meet every defect, physical, mental, or moral, with that training and teaching best adapted to the overcoming of bad habits, whether they had their origin in heredity, home, state, or the street. "The *whole* child goes to school," some one has said, and the whole child must be educated.

The best immediate test of teaching is to be found in the home; found in the desire to help parents by work. Next to home, look at the pupils in society—see the girls walking and talking with young men; see the young men with the girls. Coarseness, simpering, silliness, means bad education. "Make us responsible for all these things!"

No, but you should so live and teach that your pupils will shrink from all forms of meanness; and if you do so live and teach, your influence must be felt as a power which develops a direct, steady, and continuous growth toward better thoughts and better acts.—*T. W. Parker.*

THE power which technical training gives a teacher can hardly be overvalued. Take the matter of chirography alone. Mark the grasp of the subject, which the well-trained teacher has, and observe what she can accomplish by its means. Where an untrained instructor would need time for the examination of the slates, and then find the work requiring care and pains, the expert detects what is wrong at a glance; sees in an instant the difficulty, and knows just how to set about correcting it. Nor is this all. Possessing not only the knowledge in her mind, and the practiced eye, but the skillful hand as well, it follows that her pupils must of necessity become good writers, because they will never have any but correct forms set before them.

THE reading which molds character is usually done in early life. At this plastic period, vile books and papers scathe and scorch the soul as fire does the body, and such scars are seldom effaced.

Object Lessons.

BY ELVIRA CARVER.

State Normal School, Westfield, Mass.

In giving your lesson let your aim be three-fold: To train the children to observe and think; to lead them to express their thoughts well, both orally and in writing, and to give them knowledge, to be used later in the study of the sciences.

With these ends in view, the following plan for an elementary geography lesson was made out, and has been successfully used with children eight years of age. In previous lessons the children had been taught the differences and the resemblances in plants and animals, and had also been taught that both these forms of life are useful to man for food, shelter, and clothing.

COW.

1. Lead the children to give a description of a cow.
2. Tell them about two or three of the most valuable kinds.
3. Lead them to discover the following parts: Hide, hair, flesh, bones, horns, hoofs, and milk.
4. Study each part for its uses to man.
 - (a) Hide, changed to leather—boots, shoes, harness, etc.
 - (b) Hair—plaster.
 - (c) Flesh—eaten. Tallow, butter, candles, soap, etc.
 - (d) Bones—fertilizer.
 - (e) Horns—combs, buttons, knife-handles, hoops, glue, gelatine.
 - (f) Milk—butter, cheese.
5. Children select the parts good for food, shelter, clothing.

Hints upon the Lesson.

Specimens needed for the lesson—a bit of skin with the hair on it; a small piece of leather, plaster, beef, tallow, oleomargarine, candle, bone, butter, cheese, a horn, a comb, a button, a knife, and a little milk.

Don't help the children too much. For instance, after the parts and their uses are taught, oblige each child, for busy work, to make out, on paper, his own classification, something as follows:

- Food—flesh, tallow, milk, hoofs.
- Shelter—hair.
- Clothing—hide.

Suppose some boy, in classifying, writes 'tallow' under both food and clothing, because tallow is made into soap, and soap is used in washing clothes. Oblige him to prove his classification to be correct, or convince him

that it is wrong; that is, aim to make the children think as well as observe.

For the purpose of training them to become keen observers, and also for the purpose of encouraging in them independent research, set the children, a few days before the lesson is to be given, to studying, outside the school room, several animals—as the cow, the horse, the deer, the goat, the sheep—which are alike in some particulars and unlike in others. Take four or five minutes each day to test their work, by allowing one child to describe, without naming, some animal he has in mind, and requiring the other children to name from the description. A boy, who has in mind a cow, may say, "I am thinking of an animal which has horns and gives milk. One child will suppose him to mean a goat; another, a deer. In this way the boy will find out that something more must be discovered by him before he can properly describe what he had in mind. To make the lesson still more profitable, the teacher may suggest that nothing shall be said about either the size or the color of the animal. When a child reveals to you, by his description, that he has found out that a cow is cloven-footed, and a horse is not; that a deer has branching horns, and a cow has not—he shows you that his powers of observation are being rapidly and properly developed.

If the children are a little younger than those to whom this lesson was given, the same plan may be used, but less information imparted. If, on the other hand, they are older, the lesson may be extended. They may be taught something of the great western plains, and their adaptability to grazing; something of how the cattle upon these plains are reared; and of how this great industry cheapens food, not only for poor people in our country, but also for those in Europe.—*Journal of Education*.

THE time has come when ancestry without character or education counts for little. A tide is sweeping over this country and England, that will carry away with it all fictitious barriers built in former generations, that have kept the people apart. In 1832, there were added half a million to the number of English voters, in 1867 a full million more was added, while the last year has increased the number by two millions more. The invidious distinction between "upper classes" and "lower classes" will soon be

historical, and we shall have sensible and reasonable separations founded on education and natural ability. The man who does the best *is the best*, not he who was born the best. There will always be vast distances between the classes of men, but these gaps will not be made as nations make their canals. A man will be a man if he proves himself having manhood, and not because his father was a lord. The only salvation for the race is in so educating the youth that they will be able to turn to the best account the natural abilities they have given them by a common Father.—*Teachers' Institute*.

DO NOT be troubled because your work is not up to the standard of educational writers, association orators, and institute lecturers. These critics, who, if they get a chance single-handed, will lecture an audience with voice or pen as though they alone had the philosophy which succeeds, will criticise each other a hundred-fold more severely than they will the unlearned, the unschooled novice. Do your best. Learn from the best masters at your command. Do not, however, on any account, be disheartened because you do not reach any man's standard. There is no one way which is so superior to all others as to make the search for it the great aim of life. There are, however, many better ways. Seek some one of them, and do your best.

THE intellect is something more than a memorizing machine. It is the understanding, the thinking principle, the faculty of the mind, which originates, receives, and comprehends ideas. The understanding relates to things done as well as to things said. The thinking principle works, in minds that are constituted for such a purpose, much more actively in front of a machine or a mechanical problem than it does over a text-book. Ideas relate to material matters as well as to mental propositions.—*Boston Herald*.

INTELLIGENCE means, all, for the people, by the people. Illiteracy means night, darkness and premature decay.

For Reproduction.

(With the class all in order and attentive, read the description to them slowly and distinctly. Allow no interruption of any kind during your reading. Then allow, say 20 minutes, for the pupils to write it out and hand to you).

In summer when walking in the woods we often find pretty little snail shells. Some are empty, and some have a live snail within. The shell is the snail's house. It grows upon his back, and he carries it about as he walks. If we touch his house or his body he will draw himself up into the shell and remains until he thinks danger is past. When he comes out he first puts out his head. Then from his head will rise four soft horns, two long and two short ones; then, if you watch closely, you will see his eyes move up to the tips of his horns; then the body is pushed out of the shell. The body is long and flat. The side that rests on the ground is called the foot.

When the snail crawls he first puts his head forward, rests it upon the ground, and then the other parts follow. He moves very slowly. A lazy boy is sometimes said to be as slow as a snail.

The snail lives upon plants. He gets his food mostly at night. When winter comes he crawls under a log or stone, draws up into his shell, makes a kind of door to keep out the water and snow, and sleeps till warm weather.

Boys and girls sometimes make very pretty collections of the shells that have been left by the snails. They have a spiral twist, are varied in color and size, and are rather easily broken. The snail never leaves its shell, and when it dies the shell is its tomb, which soon shows no trace of its former occupant.—*Adapted.*

One morning in early spring two industrious robins agreed that it was high time they were building a house. They flew about from tree to tree in the neighborhood, but could find no place that suited them. At last they lighted on the branch of an apple tree that grew by the kitchen door of a large, old farm-house.

"Just the place," said Mr. Red-Breast, as he squinted one eye at Patsy, the kitchen girl, as she came to the door and fluttered the tablecloth, and sent the crumbs flying about on the ground. "Just the place to get an easy living. Don't you see, my dear, I can pick up enough crumbs under this very tree to keep you from morning till night? As for bugs and worms I could gather them by the score from yonder garden. Housekeeping here will be only fun."

"Ah! but look at that cat and think of our nestlings," said Mrs. Red-Breast, with a little flutter of motherly excitement.

"Ah, to be sure, the cat," repeated Mr. Red-Breast, as he craned his neck and peered down between the leaves at the hungry-looking tabby sunning herself on the kitchen door-step.

"Well, never mind the cat, Mrs. R.," said Mr. Red-Breast bravely, as he hopped about on a limb. "I shall always be so near that I can take care of you and keep an eye on the cat."

"Oh, yes! and the cat will keep an eye on you. I know the way of cats," retorted Madam Robin. But she said no more, for she knew it would be useless to argue.

Soon the nest was built. The days went by, and lo, and behold four little robins in the leafy home. Not a day passed, however, but the old cat sat with hungry eyes watching the old birds as they flew in and out, and up and down, in search of food for their hungry brood. Many were the times that either one or the other barely escaped her fierce claws.

At last the day came when one of the young robins spread his wings and flew out of the nest. He had scarcely touched the ground when the cat sprang upon him and devoured him without mercy. The next day another met the same fate, and so on, until the last poor robin was gone.

"O, if we had only built our nest farther away from danger, even if I did have to work harder for a living!" moaned the poor father robin.

Little folks, you can readily see the moral of this story. The pleas-

antest and easiest way of doing things is not always the safest and best.

Teaching Arithmetic.

To secure accuracy and rapidity: Require mental solution in all grades.

Secure analytical methods of solution.

Formulas should follow not precede analysis.

Make use of a great variety of supplementary problems.

Teach one thing at a time.

Give pupils but little personal help.—*M. A. Reed.*

The pupil must be careful not to rob the teacher of his inalienable right of discovery; not to do all the thinking for him, and he should remember that the quality of the work done, and the manner of doing it, are much more important than the number of pages passed over.—*C. E. F.*

Let the pupil construct every line of the multiplication table for himself, but remember that is not *learning* the table, it is *making* it. The clearest comprehension of the "why" does not pack that table away in the child's memory. The tug is all to come yet, and nothing have we ever found but the *repetition*, or skipping around, will ever make the table second nature to the child.—*Mrs. Eva D. Kellogg.*

Objects and illustrations are to form the basis of all instruction. The pupils must handle objects, and the teacher must be an expert in using apparatus, blackboard and crayon. This application to objects should be invariably followed by exercises in the rapid solution of problems, and a review of the numerical relations of the numbers just treated.—*D. C. Luenberg.*

The child may be taught the mechanical process of performing an arithmetical operation long before he is able to formulate the rule which governs the process. The proper plan is inductive, and if the pupil be properly taught he may in time be led to formulate the rule for himself, and thus make it a valuable part of his own knowledge, which he may have at command on all occasions. The *how* should precede the *why* in all pri-

mary instruction in number. This plan of instruction will serve to create thought, and thus tend to answer one of the chief ends of education.—*A. N. Raub.*

Language Study for Advanced Grades.

Study carefully the following proverbs, and write out your explanation of their meaning, or make plain their meanings by illustrations or short stories:

1. We do not have to rub down a pearl upon a polishing stone.—*Hindu.*
2. A man will not build a hut until he has been drenched, nor stoop until he has hit his head.—*Telugu.*
3. When we cross one mountain another appears.—*Arabic.*
4. Ill-gotten rice boils to nothing.—*Chinese.*
5. A small-minded man looks at the sky through a reed.—*Japanese.*
6. He is a bookcase, not a scholar.—*Talmud.*
7. Who stands still in mud, sticks in it.—*Chinese.*
8. Hunger is the best sauce, and fatigue the best pillow.—*Hindustanee.*
9. When once thy cart is overturned, every one will point out to thee the way.—*Persian.*
10. Be of good memory if you become a liar.—*Arabic.*

Composition Outline.

DESCRIPTION OF SOME TOWN.

- Location—Name of State, near what river, lake, mountain or other natural object, on what railroad, near what large city.
- Size of town—Length from one end to the other, number of inhabitants, growth or decrease within last few years.
- Streets and important buildings—Street improvements, as paving, shade trees; school buildings, churches, court-house, or other public buildings; parks—how made attractive, etc.
- Occupation of its citizens—Describe large manufactories, produce houses, or other commercial or industrial interests that afford the people a livelihood.
- NOTE.—If the town described is

a large one, the topics may better be divided among the pupils,—one describing the city in a general way, another its buildings, another its industries, or even one of the many interesting enterprises. Such work sets pupils to observing and to estimating the value or importance of the things described.

Word Selection.

Select from the list of words here given the proper one for insertion in the sentences following:

Entangle,	Bewilder,
Implicate,	Puzzle,
Involve,	Perplex,
Complicate,	Embarrass.

1. The crafty man is not infrequently _____ in a web of his own weaving.
2. Through being _____ in that dishonest affair, he is _____ in difficulties.
3. We may _____ ourselves with exercises too difficult for us, till our minds are wholly _____.
4. The bondsmen are in _____ circumstances, because the treasurer's accounts are at present _____ in mystery, and they fear they may have to make good some heavy losses.

Flock, bevy, fleet, pack, gang, host, shoal, troop, covey, galaxy, horde, heap, drove, mob, school, corps, swarm, band, public, crowd, community, throng, party.

A peaceful _____ had long been molested by a _____ of thieves. At last the general _____ took the matter in hand and a _____ of horsemen was sent out to scour the country in pursuit of this _____ of robbers, this _____ of ruffians. One of them was traced to a country town where a _____ had gathered to witness the demonstration of some political _____; but he escaped in the _____ which was as thick as a _____ of bees.

The teacher can prepare sentences to illustrate the uses of the remaining words, or she may call upon the class to suggest them.

The exercise will be a failure if it comes short of making the class see clearly the specific and correct application of each word.

ILLITERACY is barbarism decapitating and destroying civilization.

An Exercise in Modifiers.

For a drill in the use of modifying words, phrases, and clauses, put upon the board short sentences like,—The boy rode; George left school; Mary wrote; The house burned; The bird flew, etc. Then ask the pupils to add to each a word telling why? when? where? how? Then a phrase answering the same questions, and lastly, a clause.

It may not be possible to get all this done in every case, but it will give occasion for the exercise of ingenuity in seeking for causes, etc.

In a similar manner words, phrases, and clauses may be asked for to describe or limit the subject.

METHOD is the very hinge of business.—*Exchange.*

THE victory of defeating the *Blair Bill* would be a dishonor to any party.

TO GOVERN this new generation and be equal to the demands of this new life, new and larger men are needed.

DO NOT lean upon the text-book. It should be a help and not a hindrance to the progress of both teacher and pupil.

WHEN we know how to wish good for all, and practice it, then everything becomes transformed. Truth reveals itself, the beautiful beams forth, and great actions become resplendent.

THE best evidence that a teacher is trying to better himself in the work of teaching is the fact he reads educational works and learns what others are doing to improve themselves in their noble undertaking.—*Normal School Instructor.*

A TEACHER ought to know a very great deal more than the mere subject-matter which he teaches his class. Boys are great questioners; and it is a bad thing for the master if their questions are too much for his understanding.—*Educational Record.*

A GOOD teacher is not always made by experience. Some of the poorest teachers in the country have grown gray in the service. Unless there is a disposition to be benefited by the mistakes that are made, experience counts for but little.—*Normal Index.*

Five Suggestions.

These *five* distinct and specific suggestions on the "*Science of Teaching*," made by the State Board of Education of Indiana, will, we are sure, be of real value to our younger teachers everywhere.

1. The teacher may first question the class in regard to the subject matter of the lesson; next, as to the persons, places and objects mentioned; then as to the leading thoughts or incidents of the piece; lastly, as to pronunciation or meaning of any new words found in the piece. The reading may then begin. After a pupil reads a paragraph, call upon him, or some other members of the class, to give, as nearly as possible, what is stated in that paragraph. Criticising and questioning may then be in order.

2. The proper way to lead a pupil to form an idea of a mountain range, is to form a small model out of clay. It may be done by calling his attention to some ridge or high ground known to him, and impressing him with the idea of the immense size of the mountain range.

3. Aside from imparting a knowledge of the branches, a teacher should endeavor to inculcate habits of cleanliness, industry and honesty. He should inspire his pupils with a desire to be true, noble and honorable.

4. Perception, memory, imagination, reason.

5. Language lessons differ from lessons in grammar in bearing directly upon the needs of the pupil. The former deals directly with proper language; the latter deals with principles and single words before dealing with language.

THE long-looked for thing that doesn't happen, and the desired good that is a long time in coming, are the very things that will surely be, if we keep on in the path of success. The thing to do is to keep working *in the right way*, and we'll get what we need sometime, and no mistake about it. The difficulty with all unsuccessful people is, they don't travel in the road that leads to success, or if occasionally they do get in it, they get

out about as soon as they get in. They haven't the gift of continuance. They lead hop-skip-and-jump sort of lives, now here, now there, now you see them, now you don't. They are brilliant by fits and starts. They have steam enough, but its very uncertain what its going to do. The steady pulling ox plows more acres in a day than the frisky horse. It has always been said that a long pull and a strong pull will pull something before it gets through pulling. The thing is to keep on pulling at something *worth pulling*, and capable of being moved. Success in knocking away obstacles consists in knowing what ought to be moved, and what can be moved, and then finding out the weakest place, and *going at it*. The man of success is just as certain before he begins as when he hears the hurrahs at the end. This is what made Grant so calm. He knew success before it came. The same is and must be true of all successful men. They know what ought to be done, what can be done; they find out the vulnerable point, and then go at it with might and main, day in and day out, years in and out, if necessary, but they go at it, and keep going at it.

The Public School Should Make Good Writers.

Admitting the value to every young person of a good command of the pen in starting out in life—and public opinion is about unanimous on this point—why not let the work be done largely in the public schools, and thus do away with the necessity of sending a boy to the business college, except he desires to extend his knowledge and power with the pen, and develop into the skilled pen-artist? We can send him out a ready writer, and that is sufficient to carry him through all ordinary work in commercial life. Do the principals of our public schools desire to bring about this result? I am satisfied that they do, and are ready to weed out and cast away old and effete methods and take on something better, and this not to please any authors or publishers

who may have books to be considered, but for the good of the rising generation and the uplifting of the standard of writing. Let there be a long and strong pull by teachers in every grade, from the principal down to the lead-pencil classes, and good results will surely follow, which will be a sufficient reward for the labor bestowed.

The Duty of Teachers to Strike.

NOTE.—During a recent discussion in a private "club," the following remarks were made by a teacher. They contain some sentences well worth reading.

"Teachers are the meekest race living. They will take more abuse, advice and direction, than any other class of workers. They seem to be especially adapted to being examined. I know of an old woman teacher who has been examined twenty consecutive years. She teaches a district school in which only the common branches are taught, but the law requires that she must pass an examination in geography and geometry, arithmetic and algebra, botany and biology, history and orthography, in order to hold a first-class certificate: and the district will not have any teacher who is not strictly *first-class*.

"All this is nonsense that would not be tolerated in any other profession, and if teachers were not craven *they* would not tolerate it a year. By whom are teachers examined? Who are chosen to inspect their work? Doctors, lawyers, ministers, merchants, and (in one case at least) a *saloon-keeper*, are chosen inspectors of schools. Would other classes of professional workers stand such nonsense an hour? You know very well they would not!

"We *have* genuine teachers, thank God! They are the salt of the crowd. If it were not for them, I don't know what would become of our country. These *teachers* have self-respect enough to stay for fifteen and twenty years in one place. I know of one who has stayed forty years, and he is staying yet, and likely to stay for many years to come. He has staying qualities. The Board can't turn him out. They don't want to, but

if they did, I don't believe he would go. The people have come to believe in him, and look upon him as much a part of themselves as their houses and farms. He commenced by making calculations to stay, and the people soon began to think that his calculations were about right. The third year almost any other man would have gone, but he didn't. He made his calculations to stay, and *said so*. The majority agreed with him, and the *rub* was passed. He has had as little trouble as any professional man could have had.

"Teachers should demand the following:

1. One examination on entering the profession, and *one only*.
2. Pay graded to conform to the time of service, increasing each year by a small amount until a specified time of continuous work is reached, then a pension for the rest of life.
3. Supervision by teachers only. The law should prohibit the office of superintendent being held by any one who has not regularly entered the teachers' ranks.
4. Entrance into the teachers' ranks should depend upon something more than a college diploma or a State certificate.

"What would be thought of a minister who should base his right to preach on the fact that he was a college or university graduate, or that he had passed a State examination. We have medical colleges for making doctors, *managed by doctors*; theological seminaries for making ministers, *managed by ministers*; law schools for making lawyers, *managed by lawyers*, but no teachers' schools for teachers, *managed by teachers!*"

Here a member interposed, and said:

"Have we not normal schools

the school-room, no knowledge of the growth of the mind, and no familiarity with standard works on education. It requires nothing except what every intelligent citizen ought to know. We want professional teachers, as we have professional doctors, lawyers, and ministers. *For this I strike!* and I intend to keep on striking, until the vocation of teaching becomes as honorable and as lucrative as any other learned calling!"

It is Always So.

Ninety-nine times in a hundred, parents, school committees, and newspaper reporters, will take the word of a mischievous lad as law and gospel, regardless of the word of the teacher; but when an investigation is had, it is almost universally true that the boy's statement is false. There has recently been a case in point in Cambridge in the Shepard Grammar School,—Edward O. Grover, one of the ablest grammar masters in New England, principal. At a recent meeting of the school committee, a member of the board from another section of the city announced that this master had taken a pupil into his private office and flogged him, giving as his authority the statement of the child and his mother. The local and city papers made a sensation of it. An investigation was had, and these are the facts, as all agree: The boy told his mother that the master flogged him; he told his father, when he found that he must appear before the committee, that he was not flogged, but that the master, holding a ferule over him, seized him by the shoulder and shook him. He testified before the committee, first, that the master rose up, ferule in hand, and seized him; second,

did not at any time put his hand on the pupil, the committee came to the conclusion that the pupil's statement,—that he was seized by the shoulder and shaken,—was not to be considered worthy of belief; and in this conclusion the pupil's father concurred."

It is always so; and when will the public appreciate it? When will the press cease to annoy faithful men who have earned their reputation by a life-long devotion to the profession, with no other foundation for their slander but the word of a fractious pupil?

Intellectual Leadership.

The teacher must be the intellectual leader of the youth who come under his instruction. Whatever else he is he must be the master of intellectual military tactics. The mind has peculiar attachment for any line of thought in which it has been developed, and follows with enthusiastic and unswerving loyalty any master who has led in repeated victories. Soldiers care little for the personal characteristics of an officer from a military standpoint, provided he be a brilliant commander on the parade-ground, a heroic leader in battle. In the school-room the teacher, with all his genial qualities, must be a brilliant intellectual leader, must furnish the best of mental discipline in order to maintain the highest respect due the man with such professional opportunities and responsibilities. The mind will even swear hearty allegiance to a philosophy with which it has no natural affiliation, and to teachers with whom it has nothing in common, simply because the mental faculties delight in being marshalled in their philosophic evolutions under expert generalship. How much more

Where They Will Teach?

The following under-graduates will teach this winter, and, as we hope, will all return to the Normal in the spring: W. S. Heath, near Lock No. 3, Allegheny county; Alice Keyser, in Springhill township, Fayette county; Lizzie Davis and Oscar Anderson, in Dunbar township, Fayette county; F. J. Boyd, in Mount Pleasant township, Washington county; Annie Vance, in Smith township, Washington county; John Hathaway, in Morris township, Washington county; Ella M. Baer, in West Alexander; W. C. Farabee, in East Finley township, Washington county; Miss May B. Johnston, in Connellsville; Mame Fisher, Rockport, Beaver county; Emma Menks, Rostrance township, Westmoreland county; Miss Kate Davis, near Pennsville; Ellsworth Phillips, in Redstone township, Fayette county; Mr. Alva Chalfant, near Perryopolis; Miss Ida S. Dague, near Scenery Hill; Mr. B. Colley, near California, in Fayette county; Miss Jennie Ache and Mr. A. O. Gadd, in Luzerne township, Fayette county.

Many others are engaged to teach, but we are unable to state where. Will they kindly drop us a line of information?

The Aim of Education.

The constant aim of all American schooling should be to reach down into the lowest regions of society and wake up the mind and soul, that lie slumbering and dead, to a higher life. The man who can persuade one poor man to put forth his own energies and fill him with a great desire to rise above his low estate by his own effort, is a philanthropist indeed. And the great merit of our public school—a merit that, spite of all its faults, endears it to every true American—is this:

It is all the time leading up children and youth into a higher intelligence, character and productive power, than were possessed by their parents. There is no such missionary in a poverty-stricken, discouraged family as a bright child coming home from school every day, electric with some new inspiration of knowledge. Invariably that child stirs up some other member of that family. Father, mother, brother, sister—each is waked up till, ere we know it, another family is led up out of the great prison-house where the lower orders of men have groaned since the fall of man, into the life and joy and strength of a self-reliant American life.—*Rev. A. D. Mayo.*

Secure Attention—How?

In the first place, let him make up his mind that he will have it. This is half the battle. Let him settle it with himself, that until he does it, he is doing nothing; that without the attention of his pupils, he is no more a teacher than the chair he occupies. With this truthfully realized, he will come before his pupils, resolved to have a hearing; and this very resolution will have its effect upon the scholars. Children are quick to discern the mental attitude of a teacher. They know as by instinct, whether he is in earnest or not; and in all ordinary causes they yield without dispute to a claim resolutely put. This, then, is the first duty of the teacher. He must go to his class with the resolute determination of making every scholar feel his presence all the time. The moment a pupil shows that the consciousness of his teacher's presence is not on his mind as a restraining or attracting power, something is wrong. The first step toward producing that consciousness, as an abiding influence, is for the teacher to deter-

mine in his own mind how to bring it about; without being arrogant, without being dictatorial, without being or doing anything that is disagreeable or unbecoming, he must put forth a distinct power of self-assertion. He must determine to make them feel that he is there, that he is there all the time, that he is there to every one of them. In the next place, the teacher must not disappoint the attention which his manner has challenged. He must have something of value to communicate. He must be thoroughly prepared in the lesson, so that the pupils shall feel that they are learning from him. His lips must keep knowledge. The human heart thirsts for knowledge. This is one of its natural instincts; and nothing is more common than to see children hanging with fondness around one who has something to tell them.

Care for the Physical Nature.

Parents and teachers should alike be on guard that physical health of delicate children is not sacrificed to gain prize medals or marks of high standing in the class. These are poor compensations for wrecked bodies. While it is true that the great masses of children will not overtax either bodies or minds, there are yet many exceptional cases in schools. That hundreds of the brightest young minds are every year sacrificed, and their bodies consigned to the grave, is a truth every medical man knows. The habit of allowing delicate and nervous children to pore over difficult problems and, to them, abstruse books of science late at night means loss of healthful sleep, broken and diseased bodies, and lays the foundation for multitudinous ills during their years of miserable life. A child with a frail body will be more of a man or woman at twenty-five and know more if he or she study three hours per day and devote the rest of waking hours to building up a strong body, than if twelve hours are devoted to study.—*Register-Call.*