

The Normal Review.

Vol. II. No. 2.

California, Pa., October, 1886.

50c a Year.

Entered as Second-Class Matter.

ENROLLMENT first day, 325.

TOTAL enrollment to date, about 375.

THE date of the Washington County Institute has been changed from Thanksgiving week to the week following.

MISS ELLA REED, '82, is now Mrs. James Jenkins, and lives at Courtney, Pa. The happy pair have our best wishes.

MR. R. J. BAKER, a Normal student in 1882, and since graduated at Washington and Jefferson college, is principal of the schools of Bridgeport, Pa.

MR. O. S. JOHNSTON, '83, holds a five years' certificate as a teacher, in Dakota, and is now teaching in Bismarck.

MISS JOSIE WELCH, a junior of last year, is teaching in Jefferson township, Allegheny county.

MR. J. C. HOCKENBERRY, '86, is teaching in Virginia. Address is Strasburg, Va.

THE present address of Miss Emma M. Wilson, '84, is Youghieny, Pa.

MISS CARRIE MCGINNIS, '86, will teach in West Bethlehem township, Washington county, and Miss Avie Kinder in West Pike Run township, same county.

BEGIN your term well. Remember the Scotch proverb, "Well begun is half ended."

"To exercise the senses is not merely to make use of them; it is to learn rightly to judge by them"—to train them as guides.

HAVE a good reason for everything you do. Avoid caprice yourself and try to raise your pupils above it.

IN all your teaching aim, first of all, to excite a desire for knowledge.

Without curiosity good teaching is impossible.

AN eager desire to teach better is the chief mark of the "new education." Let this desire once exist, and the teacher will find new interest in his work and the pupils will receive greater profit.

PESTALOZZI says we would gladly do much for those about to die; why not for those about to *live*?

BURKE says "The method of teaching which approaches most nearly to the method of investigation is incomparably the best."

PUPILS have a liking for what they know. Proceed, therefore, from what they know, step by step, to what they do not know.

IMPEDIMENTS in teaching are chiefly in the teacher, not in the pupil. Happy results would follow if teachers always looked within themselves for the cause of poor recitations.

A HINT in teaching words: Hold up a picture of an object, say a chair; then write on the board the word chair, and say, "for people who *can read* this does as well as the picture."

SEND fifteen cents to C. W. Barden, Syracuse, N. Y., for Huntington's "Unconscious Tuition." Read it carefully and you will be a better teacher.

A COMMON error of teachers is speaking in a loud tone. A noisy teacher will have noisy pupils. Speak softly and observe the subduing effect upon the school.

AIM to teach everything so thoroughly that your scholars would be able at once to teach the same thing to other children. A severe test, but a good one.

IN teaching, study as much how your pupils are to *receive* instruction, as how you are to *present* it.

Don't teach without attention—not a minute. Have the pupils do something, or look at something. Tell a story—anything but talk to deaf ears, and strengthen habits of listlessness. Imagine yourself a restless child, and then sympathetically *help* help your pupils to give attention.

OLD lady's recipe for indigo: "Take a lump of it and put it in water. If it is good it will sink, or swim—I forget which."

TAKE pride in your school. Be original. Don't follow the beaten tracks. Do something that has not been done before. If possible, improve on everything that has been done.

TAKE five minutes once each half day (better twice) for pleasing, physical exercises of some kind. This will improve both the recitations and the behavior of pupils.

MRS. KELLOGG uses the following formula for the criticism of her practice teachers. We insert it for the benefit of others:

- I. Preparation and plan of work.
- II. Method.
 1. Material used.
 2. Manner and order of presentation.
- III. Skill in questioning.
 1. Did pupils answer in sentences?
 2. Did teacher question *all* the pupils, or only the brightest?
- IV. Language, voice and manner of teacher.
- V. Quality and amount of black-board work.
- VI. Control of class.
 1. Was the undivided attention held?
 2. Was the teaching interesting enough to hold it?
- VII. Results.
 1. Did the class gain in knowledge and *power*?
 2. Was their self-activity called into play?

Outline of American History.

ESPECIALLY ADAPTED FOR TEACHING.

BY PROF. J. L. WHITTY.

In my introduction I pleaded for history as a study to which great attention ought to be paid for many reasons; but especially as it requires habit of thought. But besides, it can be used to help other studies greatly. The vocabulary can be enlarged with useful words; custom, internal revenue, tariff, compromise, reciprocity, mutual and numberless others are of constant occurrence. Every teacher knows the difficulty of getting pupils to attempt English composition. There is no easier way to overcome this than to require written answers to history questions. At first let them be short, then longer, till the pupils can be induced to write an account of a battle, then of a war or of an eminent character. Finally, by giving them sketches of wars or periods as models they can be led to try to produce others like them. The sketches of which I shall now give the heads are intended as such models. They contain only a *leading outline*, as they are not meant for full accounts—they are outlines into which the student should incorporate whatever other matter he may think appropriate. My main object is to get my readers to look upon history as one connected subject, not as a lot of unconnected facts. To promote this farther, I shall give a few sketches of parts of European history, showing the influence that events that happened there had on the settlement and history of America.

HEADINGS OF OUTLINES.

1. Give a list (not less than 15 nor more than 20) of the most important of the early discoveries and explorers, giving date, nationality and region explored, and *assigning reasons for selecting each one in preference to those omitted.*

2. Early history of the various settlements, noting the nationality, cause of the emigration—especially when religions—how the foreign ones became English, form and changes of government, (whether charter, proprietary or royal,) and

how and when the boundaries of the thirteen original states were formed.

3. Sketches of the Intercolonial wars. Showing the causes both here and in Europe why the French and English went to war, and the results of the wars.

4. Revolutionary war. Its causes. Reason why a people so few and scattered as the colonists could successfully oppose so great a nation as England; how it was connected with the French and Indian war; consideration of the nature of the fighting, especially of the kind of warfare in which the colonists were successful, and that in which they were unsuccessful.

5. The difficulties of forming a government after the peace. The political questions that occupied the public mind from the peace till Monroe's administration.

6. The political question from J. Q. Adams to Polk, which resulted in the establishment of the treasury and subtreasury, and the annexation of Texas.

7. The war of 1812. Its causes; why the right of search at sea affected America differently from other countries; different character of the fighting from that in the revolutionary war.

8. Mexican war and the subsequent settlement of the boundary between Mexico and the United States; how this new territory affected the slavery question, and why Texas, which is so much larger than any of the other states, was admitted to the union as a single state.

9. The slavery question from the beginning down to the civil war; the reference to it in the constitution; the connection between it and the tariff question; the Missouri compromise; the omnibus bill; the Dred Scott decision.

10. The great civil war divided as follows: In Virginia; in the border states; Missouri and West Virginia; On the coast; In Kentucky and Tennessee; On the Mississippi; Sherman's march; Miscellaneous.

11. The various Indian wars. The longer of these will require each a separate article. Some of

the shorter ones can be put together.

Suppose some teachers should try to go ahead of me and teach from this outline as it is, they could then compare what they have done with my articles as they appear, and when they find important points that I may omit, or do something they may think better than mine, if they will write to me on the subject they shall have my hearty thanks, and I shall feel that I am doing some good.

A Grammar Without Hard Words.

TO BE USED WITH SECOND READER CLASS AS LANGUAGE LESSONS.

BY PROF. J. L. WHITTY.

Lesson 1.—Speaking or speech has different parts with different uses, just as a house has different parts, such as walls, roof, doors and windows. Just as walls serve one purpose in houses and roofs another, so in a speech, or sentence, as it is usually called, there are different kinds of words which have different uses. These different kinds of words are called *Parts of Speech*, just as walls and roofs might be called parts of houses. These parts of speech are eight in number; that is, there are eight different kinds of words, each of which has a different use in the making up of a sentence, just as in the house, walls cannot be used for doors, nor floors for windows. To continue the comparison still farther, we find that a house cannot be a house at all without walls and roof, while the doors and windows, though highly useful, are not actually necessary. So in a sentence there are always to be found two parts of speech without which it could not have any meaning, or, in fact, be a sentence at all. The other parts of speech may or may not be found in it. These two necessary parts, the wall and the roof, so to speak, of a sentence are called nouns or names and verbs. Before proceeding to the others let us, therefore, fully understand these.

Lesson 2.—Of nouns and verbs.

Learn accurately and understand clearly the following definitions:

A speech or sentence is any set

of words that have meaning. To have a meaning it must name something and must tell what that something does.

Words that tell the names of things are called nouns.

Words that tell what things do are called verbs.

Easy tests for nouns and verbs:

Any word that can stand alone after "a" or "the" is a noun.

Any word that can stand alone after "I" or "he" is a verb.

Examples of nouns: Horse, road, thought—each of these tells the name of a thing. Applying the easy test you can say, a horse, a road, a thought. What is that? A horse. What made you laugh? A thought.

Examples of verbs: Run, sleeps, traveled. Each of these tells what things do. Trains run daily, the boy sleeps, the horse traveled. Easy test: You can say, I run, he sleeps, I traveled, or he traveled. Therefore, these words are verbs.

The above should be sufficient for a beginning class for a month. In every reading lesson the pupils should be required to name all the nouns and verbs until they become perfectly familiar with them before proceeding farther.

Avoid fixed, arbitrary rules. Even at the risk of being unjustly called partial, you must not treat all alike even for the same offense. Some are not benefited by physical punishment; others are. Children should be governed according to their nature and temperament. Some can be subdued one way, some another. This matter of school discipline requires not only innate power and inborn adaptation for the work, but patient and persevering study.

Business Writing.

For business, or counting-room writing, in its strictest sense, there can no more be a standard, than for the stature and physiognomy of those who write it.

Even those who have learned to write, by practicing from the same copies, and under the instruction of the same teacher, and who, as schoolboys, have written essentially the same hands, will ultimately

write styles differing as widely as will their environments and varied grades of standing in business and life; this will be true, although in each of the several styles, there may remain the same relative degree of excellence, as business hands, that was manifest in their schoolboy hands.

Although as we affirm, there can be no fixed and recognized standard for "Business Writing," there are certain qualities, which must be present in all good writing. *First*, it must be legible; *Second*, it must be written with facility; *Third*, it must be graceful and harmonious in its appearance.

To be legible, letters must have clear and distinctive forms. To be rapid, there must be, *First*, economy and simplicity of form; by economy we mean the entire absence of superfluous lines, and a minimum in the size or scope of the writing.

By facility, we mean that free, tireless and rapid movement which is imparted to the pen by the combined action of the muscles of the forearm and fingers.

Speaking of pens and shade, the less shade used in business writing, the better, both as regards its appearance, ease and rapidity of execution; shaded lines can only be produced by a special contraction of the muscles, to cause the heavier and constantly varying pressure to suit the various strength of shades; motion is thus retarded, and the muscular force exhausted, while in unshaded writing, there is a uniform, easy, flowing motion of the pen. In order that there should be the requisite strength of line, for clear, strong, legible writing, a pen of more than medium coarseness should be used. A person thus writing, need have no fear of the writers' cramp; no instance has ever been known of a writer ever having the cramp, who made use of the combined forearm and finger movement, to execute unshaded writing. In several instances, which have come under my observation, where parties had become afflicted with the cramp from that cause, an entire change to the forearm movement, and unshaded small writing, has wrought a

speedy cure. To present a pleasing appearance to the eye, *i. e.*, to be graceful writing it must have uniformity in form, size, shape, slant, line, and flow of motion; writing thus constructed, will, as a mass present a pleasing pictorial effect, and cause the beholder, at a glance, to pronounce it elegant.

One of the most fruitful sources of bad writing is carelessness; persons possessed of the requisite skill for really good writers, frequently render their writing illegible, or doubtful, by the use of forms of doubtful significance.

Nine Ways to Commit Suicide.

1. Wear narrow, thin shoes.
2. Wear a "snug" corset.
3. Sit up in hot, unventilated rooms till midnight.
4. Sleep on feathers in a small, close room.
5. Eat rich food rapidly and at irregular times.
6. Use coffee, tea, spirits, and tobacco.
7. Stuff yourself with cake, confectionery, and sweetmeats, and swallow a few patent medicines to get rid of them.
8. Marry a fashionable wife and live beyond your income.
9. Employ a fashionable and needy doctor to attend you in every slight ailment.—*Dio Lewis' "Nuggets."*

ACTIVITY is the law of human development. Mental activity is the law of mental growth. Mental drudgery is not activity, but is the destroyer of the germs of intellectual growth. Learning things by rote withers the individuality, stupefies the intellect and starves the heart. Pupils must be trained to think and to feel; they must be taught to look and see for themselves. Seeing, thinking and feeling are activities which develop human life and unfold its possibilities.—*Iowa Normal Monthly.*

"The world is governed by three things—wisdom, authority and appearances. Wisdom for the thoughtful people, authority for rough people, and appearances for the great mass of superficial people who can look only at the outside."

Examination Questions.

GEOGRAPHY.

1. If the earth were inclined 30 degrees to the plane of its orbit, what would be the width of each zone?
2. Describe the Gulf stream; state the causes that produce it and the effect it has on the United States and Europe.
3. Bound the Northwest territory and name the states created from it.
4. Give three proofs of the earth's roundness.
5. Why are 15 degrees of longitude equal to one hour of time?
6. Trace the 40th parallel of north latitude around the earth, by naming the leading divisions of land and water over which it passes; name the leading cities on or near this line.
7. (a) What are the principal articles of export in the United States?
(b) What do you understand by balance of trade?
8. What is climate? Name four conditions on which climate depends.
9. Classify Ohio in comparison with other states as to rank in population, wealth, commerce, manufactures, geographic position and political relations.
10. What is the position of the sun at 9 a. m. to-day to a citizen of San Francisco?

READING.

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

ORTHOGRAPHY.

1. With regard to the organs chiefly used in articulating these sounds, how are consonants divided?
2. Make and name the diacritic marks in common use.
3. Define subvocals and aspirates and give four examples of each.
4. What do you regard as the best method for teaching spelling? Why?
5. Give derivation of the following: Fortify, decalogue, autopsy, microscope, telegraph.
6. Indicate by diacritic and accent marks the pronunciation of the following words: Area, bouquet, docile, sacrifice, horizon.

ENGLISH GRAMMAR.

1. Illustrate the different constructions of the infinitive,

2. Illustrate the different uses of *as*.
3. Illustrate the difference between personal and relative pronouns.
4. What are idiomatic expressions? Give three examples.
5. Define and illustrate the different classes of figures.
6. Analyze:—

Let me not think on't;
Fragility thy name is woman;
A little month; or ere those shoes were old,
With which she followed my poor father's body,
Like Niobe, all tears; while she, even she,
O God! A beast that wants discourse of reason
Would have mourned longer; married mine uncle.

ARITHMETIC.

1. Define the following: Annual interest, 5 20's, compound proportion, and cylinder.
2. Write a foreign bill of exchange.
3. I bought 100 dozen stay bindings at 40, 10 and 7½ per cent. off; the sum of the discounts was \$30.03. What was the list price per dozen?
4. A note of \$400, dated January 1, 1884, and due in 6 months with interest at 6 per cent., was discounted at bank March 1, 1884, at 8 per cent. What was the discount.
5. A boy sold two knives at the same price; on one he gained 20 per cent., and on the other he lost 20 per cent.; his loss was 2 cents. What was the cost of each?
6. What must be the asking price of cloth costing \$3.29 per yard, that I may deduct 12½ per cent. from it, and still gain 12½ per cent. on the cost?
7. Bonds at 20 per cent. premium, brokerage ¾ per cent., cost \$300.87½ more than the face. What was the face?
8. C. owes \$1,200, due November 6; he pays part August 1, and the rest January 15. What are the payments?
9. Sold an article at 20 per cent. gain; had it cost \$300 more I would have lost 20 per cent. What was the cost?

Oral Botany for Primary Classes.

BY ADDIE A. KNIGHT.

VII.—What Seeds Are For.

T.—In spring men walk back and forth in the fields, scattering from their hands little dry flakes upon the wind. What do you suppose the flakes are? Why do they scatter seeds? (Children tell.)

T.—I do not see any plants,—only the brown earth and the men walking. How do you know? (Class decides that every year plants come from seeds.)

Write on the board: "A seed is a plant and food enough to support it till it is large enough to take care

of itself. It is packed with salt, starch and gluten."

Write underneath this the word *bean*, and lead the class to tell all that comes from a bean,—as the *vine, leaves, flowers, pods, beans*. A kernel of corn and an acorn should be introduced in a similar way.

T.—When you press a seed into the earth how does it begin to grow? It swells, because the dampness of the earth gets to it. The covering of the seed breaks, and the root appears. Which way does the root grow?

I will write another name of *root*. (Write *radicle* on the board, and drill upon spelling and pronunciation.)

T.—What sprouts next? This stalk is called the *plumule*. (Write on the board *plumule*, and drill as before.)

T.—Which way grows the plumule? What is the radicle? What is the plumule? Repeat until you are certain that all understand.

T.—Does a stalk ever grow down? Does a root ever push up through the earth?

(Erase all on the board.)

T.—What sprouts come from the seed? (Write the proper names on paper or on the board.) Tell what each means. What is the common name of the radicle? Of the plumule?

Give an example of a very hard seed-cover. Tell how coconuts sprout. Why do you suppose they possess their hay-like wrappings? How does the peach stone open?

(Write names of three hard seeds.)

Teacher writes upon the black-board,—

Apple-seed, Jericho rose.
Mustard seed.

T.—What may come from the tough little apple-seed? (Show picture of mustard-plant.)

T.—Apple trees last a life-time, so there is as much life in the little seed as in your larger bodies. Where is this life now?

Lead the children to decide that it is asleep.

T.—How long do the corn and beans sleep at home? (Class decide that they sleep six months.)

If you can possibly, get a Jericho

rose; it will pay for the trouble. When put in water it develops its shrunken self in an impressive manner.

From these and similar examples, lead the class to see and state that there is life in the dry seed; that it wakes up in moisture; that this sleep sometimes lasts for years.

Lead the class to consider whether all the seeds of this year will live. Teach that only now and then a seed lives.

T.—If all the acorns got into the ground, what would happen? (Children decide that there would be too many oaks. And so of other trees and plants.)—*National Journal of Education.*

Don't Whip.

If you do you will be pretty sure not only to hear of it, but to be sorry for it. Here is a case in point. Dr. Oliver Wendell Holmes was invited to make an address at Andover—and here you will find some of the good things he said:

“One single incident connected with the relations of myself and one of the teachers I think may interest you. I had the unfortunate babbling tendency in every school I ever attended, and one of my first experiences was in a school at Cambridgeport which I attended just before going to Andover, when I had the felicity of seeing Gunther's scale fly into three pieces upon this unfortunate palm of mine. I had a similar experience at Andover. I was subjected to the severest castigation known, I believe, in the annals of punishment in the institution, such as made a sensation among all the delicate females of the vicinity and caused young men to utter violent threats, and was, in fact, almost the occasion of a riot. It was an unfortunate display of temper on the part of one of the instructors. Forty years afterwards I heard a knock at my study door, and an old bending man came in and looked me in the eyes, and I in his. I knew what he came for. [Laughter.] He knew, too well, what he came for. [Renewed laughter.] But we made the usual meteorological remarks [great laughter], and we sat down—I with cold and calm hospitality, he evi-

dently laboring under some inward embarrassment. Presently it came out, the confession and the pardon came out, and after that we were, though separated—and he is now dead or I would not mention it—we were good friends so far as friendship could base itself upon such a foundation. [Great laughter.] And I sent him the long poem in which I made a very vague and not unkind allusion to that event. I thought it time to tell that. I believe that kind of regime has passed out of existence. I think no boy receives the bastinado on his hands at this time, certainly not on the scale on which I received it, for the branch of learning that I remember best was a branch that grew on a birch tree.”—[Great laughter and applause.]

The Fundamental Design.

The child lives in and for the passing hour—laughing or crying, playing or resting, talking or silent—according to its fleeting impulses and many moods; whereas the octogenarian, like Victor Hugo, lives to execute works, the plans of which may have included and required the continuous and harmonious labors of many years. Somewhere between these far-remote extremes, live the millions, much nearer the child than the sage. Now is it too much to say that the sure result, and even the fundamental design of all sound education, is to lead from instinct to intellect and conscience; from wayward or fitful impulses to methodical and deliberate operations, guided by reason and propelled by the will so as to overcome all obstacles and to achieve satisfactory results.

Day laborers are paid only day's wages. Salaries are paid usually by the month or the quarter year. Dividends are paid to stockholders usually by the year; sometimes semi-annually, and more rarely by the quarter. It is constitutional with a few children (say twenty-five per cent. at most) to look forward hopefully and plan for a few days in advance; and it becomes habitual with all those (and those only) who ultimately get ahead or accumulate, be it a property, or a

fund of knowledge, or a stock of valuable skill, available to fellow citizens.

Is it not well to employ all proper means to secure a twofold result? First negative—the avoidance by the child of all tastes and habits that will dwarf and enfeeble his manhood; and, secondly, the positive result of cultivating and strengthening, every day and every week, the spirit and methods of a noble manhood. Make manhood a mirror in which the child may see full-grown the image and likeness of his future self—the faults magnified to full growth, or the good traits in the symmetry and power of manhood. Bloomfield, when only a boy, meant to be bishop. Victor Hugo was a vigorous writer at fifteen.

If a few children have system and symmetry by natural endowment, so much the greater need to form the chaotic impulses to those invaluable habits which are second nature, and to form them with whatever effort it costs as wholly uncongenial, or, as a carpenter would say, “against the grain.” Train them to live by the year or the decade, if it can be done, in plan and effort. L. W. HART.

THERE is a decided improvement evidently going on in the study and teaching of geography and history, especially in the higher grades. There is more frequent recourse to the crayon and the pencil, more consideration of persons and places as real things, more putting by the trivial and accidental for the important and the permanent, a closer union between the history and the geography. Much of geography is important only in its historical relations, and much of history is unmeaning without the geography. There is a better interpretation of words and sentences used, and less learning of words that mean nothing to the pupil. Teachers make a larger and better, because less servile, use of the text-book. It is becoming a helper, not a master.—*George Howland, Chicago.*

In 1746 Condillac taught that pedagogy was nothing if it was not a deduction from psychology.

Friday Afternoon Exercises.

While it is best that a school shall work regularly and steadily by a well arranged programme, it is well to introduce some kind of general exercises occasionally. In the hands of a skillful teacher the "general exercise" may form one of the daily items of school work. There is danger, however, that such exercises may degenerate in point of interest if too frequently given. The portion of Friday between the afternoon recess and the evening closing seems to be a time well suited for miscellaneous subjects of interest. The work of the week is about finished, and Monday's recitations are too far removed in the future to be of absorbing interest to the pupils. For these reasons and others that need not be mentioned, the teacher may very properly arrange to close the week by introducing something less customary than the usual day's doings. Nevertheless, if these are not more interesting to the school than their regular lessons might be, it would be better to conform to the usual programme than to attempt any change. Of these matters the teacher must be the judge. Let the teacher remember that his own interest in any affair is the chief element that determines the interest that his pupils will feel therein.

How to make these Friday afternoon exercises interesting, and at the same time profitable, is the question, for if they fail in either, they are unworthy of a place in the school exercises. Several different kinds of exercises are enumerated below, from which variety any teacher may select something fitted to his school.

Spelling exercises rarely ever fail to be of interest. Collect fifty words of ordinary use, but difficult to spell, and place them on the blackboard in the morning, from which words select twenty-five for test at evening. Continue these tests from week to week, and rank the pupils according to their standing in the matter. Twenty such lessons will cover one thousand words. If there is not sufficient interest in ordinary words, select

one hundred names of persons, the names of the States of the United States, and fifty large cities. Other classes of words will suggest themselves to the teacher as he proceeds in such work.

Pronouncing exercises are of special interest and importance by reason of their calling into requisition the use of the dictionary and a knowledge of diacritical marks. In this case, as in spelling, the greater interest is maintained by the use of common words that present difficulties to be mastered.

Historical facts, dates and personages may be used with excellent results. Twenty or more interesting points may be embodied in short questions, and placed before the school a day or more before the time for test. Even young children, who have not studied history, may learn many important items of national interest in this way. The naming of the Presidents of the United States, the reigning kings and queens of foreign countries, the Governor of the State in which the pupils live, the present Representatives and Senators from the State, and like matters, are always interesting.

Select readings by members of the school, in which cases the pupils make the selections by the advice and consent of the teacher, will serve to give practice to the best readers, and to incite the more timid to greater efforts. In such readings the selections should invariably be brief. Many different selections, in which several pupils appear, are always preferable to one or two long pieces. It is rare, indeed, that children are interested to the close of a selection that exceeds three or four minutes in being read. There is a serious fault in many schools that leads pupils to suppose that a selection must present some humorous points in order that it shall be the best thing to read. Many listeners, too, are pleased only when they have something at which to laugh. A little humor is a good element in any entertainment, but it needs to be sparingly employed, else it depraves rather than elevates.

Exercises in correcting false syntax are always in place, both in

the point of mutual interest and in the profit that ensues. The supply of suitable material of this kind is ever ready, and is almost inexhaustible. The chief elements of interest in such exercises are in the selection of the matter and the manner of conducting the lesson. Tests in grammatical analysis are most excellent with pupils who are sufficiently advanced. Such tests must not trespass too much on the time and interest of the lower classes.

Tests in rapid and accurate addition and multiplication never fail to arouse interest. The repetition of denominate tables and mental reductions will reach almost every member of the school.

The writing of imaginary letters usually enlists every pupil. After the writing, some of the letters may be read. How to begin, how to close, how to fold, and how to direct letters, are all points of real interest to a school. The teacher may place a model letter on the blackboard before the children try to write.

Ordinary compositions may be written and read with the very greatest of interest. The chief difficulty in such cases is to remove from the minds of the children the notion that to write a composition is a hard task. If the teacher has a good degree of tact in his management of the matter, he will have his school writing compositions with real interest to themselves, without saying anything about "composition writing." Exercises in simple narration and description are of interest to all the pupils. By taking such subjects as the following the pupils will doubtless have something to say, and hence have something to write. Let them understand that writing is simply telling or talking, in which the words and thoughts are written. The following themes, and scores of others that may suggest themselves to the teacher, are suitable to use because the pupil will not think of copying from a book what he wishes to say, and because the pupil's imagination is called into full play. Tell what happened, either real or fictitious, in the following:

A nutting party.

A day's doings.

The building of a home.

Wheat, from seed time to harvest.

A grain of corn, from its planting to the mush pot.

Cotton, from seed time to the loom.

Sugar, from planting to the coffee cup.

Oranges, from the bud to the Christmas stocking.

Iron, from the mine to the knife blade.

Silver, from the mine to the dollar.

By water from Pittsburg to New Orleans.

A fox hunt with hounds.

A cup of tea.

Overland from Cincinnati to the Gulf.

The pupils are to write these articles at the same time—say during the first half hour after recess. Then spend the remainder of the evening in listening to the reading of them. Do not give more than two subjects to the school at a time. Require the pupils to write something about one or the other as they may choose, and to read what they write without change or correction. In formal exercises in composition, of course, corrections would be in order, but in the exercises here suggested, the matter needs to be extemporaneous.

To add further interest to the Friday afternoon exercises, invite the parents to visit the school on that day. Even one visitor is a magical power for interest in a school. Encourage the pupils to "fix up" for the occasion. Rough boys will be benefited if they give their boots an unusual blacking, and display a necktie and collar. The girls will be none the worse for their brighter colors, and the practice of the more delicate of the decorative arts so well known to the gentler sex.

Nothing has been said above about songs, dialogues and recitations. All of these are of interest, and will give excellent effect if interspersed with other exercises. Commend freely everything that is well done, and find fault very sparingly with anything that a pupil may try to do. Encourage

pupils to try different kinds of exercises, by which means both the pupils and teacher will ascertain the individual aptitude of the various children. Every one will be likely to find something that he can do well. Do not fail to have at least a few visitors, and to have the school room put into clean conditions and tasteful order.—*Eh T. Brum.*

Language Lessons.

BY DR. E. E. WHITE.

SERIES I.

I. Oral.

1. Conversations on familiar objects, actions, events, duties, etc.

2. Stories and incidents.

3. Recitation topics in the readers.

4. General intelligence.

II. Written.

1. Writing words.

2. Copying sentences, maxims, stories of poetry.

3. Writing sentences dictated by the teacher.

4. Writing sentences containing given words.

5. Writing sentences expressing facts observed.

6. Describing actions and events.

SERIES II.

1. Description of pictures.

2. Writing the substance of the reading lesson.

3. Changing poetry to prose.

4. Incidents or stories related or read by the teacher.

5. Description of objects by answering questions.

6. Narrative by analysis.

7. Business papers.

SERIES III.

1. Writing letters.

2. Description of real objects.

3. Narratives, journeys, &c.

4. Biographical sketches.

5. Discussion of themes.

The true teacher does not drive his pupils, but leads them. One task accomplished by a pupil because he likes it and is interested in his work is worth a hundred done because he is compelled to do them. There is a power stronger than mere physical force, and the teacher who does not find it and use it will fail. Eight hundred years ago in

England there lived a noble, pure-hearted teacher who discovered this principle and applied it. It was Anselm of Aosta, director of the Abbey of Bec, afterward made Archbishop of Canterbury by William the Conqueror. Under his management the Abbey of Bec became the first seat of learning in Europe. Green, the historian, attributes to him the following language, which every teacher would do well to commit to memory:

"Force your scholars to improve!" he burst out to another teacher who relied on blows and compulsion. "Did you ever see a craftsman fashion a fair image out of a golden plate by blows alone? Does he not gently press it and strike it with his tools, now with wise art yet more gently raise and shape it? What do your scholars turn into under this ceaseless beating?" "They turn only brutal," was the reply. "You have bad luck," was the keen answer, "in a training that turns men into beasts." These were the sentiments of a man centuries in advance of the age in which he lived, and yet, strange to say, there are those to-day who seem to cling to the antiquated idea that education can be forced into a child whether he is willing to receive it or not. Alas for such education. It is not education at all, but the spiritless performance of meaningless tasks. True mind awakening and development must proceed from a very different source. Happy the teacher who can catch the full meaning and inspiration of the words of Anselm of Aosta.—*Ex.*

THERE is too much teachers' talk and too little pupils' work, too much teaching and too little training, a condition of things which, we affirm, is mainly the result and outgrowth of putting too much stress upon written examinations. Teachers feel that their pupils must make the grade required, and "pumping" is the result; but the pupils are not educated. Such education is a deception, a fraud. Horace Greeley would call it a lie. There is too much of this so-called education, and any system that fosters it should be abolished or undergo a radical change.

PHILOMATHEAN GALAXY.

H. L. KIEHL, Editor.

MOTTO—NON PALMA SINE PULVERE.

MR. M. E. DUNN, '84, now resides and teaches at Walton, Kansas.

DR. CLAYTON PARKHILL, '79, is a member of the Faculty of Medicine in the University of Denver.

SCORES of students of last term have secured good positions as teachers this fall. Many of them had not had previous experience in teaching, but we have no doubt they will succeed. Most of them will return in the spring, bringing new students with them.

"OLD Philo" prospers under the skillful and efficient management of its President, Mr. Semans.

EVERY teacher should take an educational journal. Why not subscribe for the *Normal Review*. It is surely the best for the money.

HAVE the courage to speak your mind when it is necessary to do so, and to hold your tongue when it is prudent you should do so.

No man or woman of the humblest sort can really be strong, gentle, pure and good without the world being the better for it, without somebody being helped and comforted by the very existence of that goodness.

"PHILO" has always one or more excellent "Original Orations" included in her program. Those who have distinguished themselves in this line, so far, are Messrs. Mayhugh, Cunningham and Rader.

THE schools of the State are beginning somewhat earlier this season than usual, as there is a strong tendency toward longer terms. There should be at least nine months school during the year.

PHILO's roll of members continues to increase, fourteen new students having given in their names during the first two weeks of school.

To our long list of honorary members we were pleased to add the names of Prof. and Mrs. Wood and Miss MacPherson.

MR. SEMANS delivered an inaugural, when taking the chair, worthy of one much older than he.

MRS. KELLOGG continues her exercise of having "News Items" given in chapel, and to know that it is a grand success is just to be present in chapel and hear the responses to her call every Friday evening.

CRITICISMS are freely made in Philo, but not unless just, and all receive them as useful hints, which they turn to good account.

Who is wise? He that is teachable.
Who is mighty? He that conquers himself.
Who is rich? He that is contented.
Who is honored? He that honors others.

OUR model school children have some amusing original ideas. An eight-year-old girl, in giving causes of rain, said: "There is snow in the sky, and when it melts we call it rain." A small boy told why Esquimaux were small. "They wrap themselves so tight in furs they can't grow."

ONE of our new members, when about to go out of Philo hall after adjournment the second evening, said: "I feel more at home in this room than any other place in the Normal. The members are all so friendly, and the work done by them is, indeed, excellent. I am glad I cast my lot with you at the first opportunity given me."

ALWAYS be happy. There is nothing to be gained by melancholy or fretfulness. Then, why is it that some people fall into moody trains of thoughts as a duckling takes to the water? These people never see the gold and silver linings of any cloud, or the whole celestial concave as she is filled with the inflowing tides of morning light. It would be well for such people to take heed to the advice given by Sydney Smith to a young lady of this unhappy disposition: "Always keep a box of sugar plums near at hand, and remember all the charming things that people have said of you."

PROF. WOOD, teacher of natural philosophy, requires his pupils to make their own apparatus, and the work done is, indeed, creditable.

"THE talent of success is nothing more than doing what you can do well, and doing well whatever you do, without a thought of fame."—*Long fellow.*

THE announcement of a law code at the opening of school is, to say the least, an unfortunate occurrence. It stimulates law breaking. Wait until some event in the school calls for the statement of a rule; then state it plainly, so that there can be no doubt as to your meaning and no need of repetition. Let all your rules be given when the pupils see the need of them, and the justice, too; then the majority will render willing obedience.

Fables of the Times.

I. A Hickory nut was once floating down a stream with some apples, when it suddenly exclaimed, with arrogant enthusiasm: "How we apples do swim?" Scarcely were the words uttered, when a passer-by seized the Hickory nut, carried it home and ground it to atoms in a cider mill. Moral: This fable teaches that false pretense is often its own reward; and that a liar may experience discomfiture from the brilliancy of his own lying.

THE ASS ON THE ROOF.

II. An Ass one day climbed upon the roof of a house, and after playing about for awhile fell through into the room below. "The roof of a house is no proper play-ground for an Ass," remarked the owner of the house to the unceremonious intruder. "There's where you make a mistake," responded the Ass, "for nothing but an Ass would play on such a place." Moral: This fable teaches us that an event, or circumstance, seemingly out of harmony with its environment, may bear some obscure correlation with the eternal fitness of things.

CLIONIAN REVIEW.

MOTTO—PEDETENTIM ET GRADATIM.

JAS. B. HALLAM, Editor

TWELVE new members have been enrolled thus far this term.

DURING the past year over 150 were enrolled as members of Clio.

MR. JOHN D. BERRYMAN is the honored President of the Society at present.

OF the twenty-four members in the Senior Class eleven are members of Clio.

MISS LOLA GRIFFITH of the First Junior and Mr. Brown Colley of Second Junior paid the Normal a brief visit the 24th inst.

MESSRS. GRANT DANLEY and Geo. Parker, old students, paid the Normal a visit the first week of the term. They both teach in West Finley Township, Washington County.

THREE students—Misses Marshall and Sheeran, of Allegheny City, and Mr. Flanigan, of Confluence, Pa., have passed the special Junior examination this fall, and entered the Senior Class.

DR. E. E. SCOTT, '82, was married Sept. 8 to Miss Dora L. Miller, of Connellsville, Pa. The Doctor is a very successful physician in Toledo, Ohio. The REVIEW congratulates the happy couple.

THE reunion of the Clionian Society, which will take place Friday afternoon and evening, Oct. 15, is looked forward to with much interest. Come one and all and see us as we are now located, as near the top of the building as possible, without going out on the roof.

AMONG the countless declarations which fall from human lips, there is none so common and yet so powerful as these little simple words, "I will." "I will," said Martin Luther. "I will," said Christopher Columbus, and the great New World in which we live was discovered. "I will," said Napoleon Bonaparte, and step by step he advanced to the throne of France.

THE reunion of the Clionian Society will be held on the afternoon and evening of Oct. 15. A good time is expected.

HAVE the courage to speak your mind when it is necessary you should do so, and to hold your tongue when it is prudent to do so.

"IF one stick of wood bends a boy's back one inch out of plumb, how many additional sticks would it take to make his chin touch his knees."

TO BE sole possessor of a secret is frequently a source of unhappiness. For instance: A man knows he is a great man; no one else knows it, and he is miserable in consequence.

HISTORY is the great looking-glass through which we may behold with ancestral eyes, not only the various deeds of past ages and odd accidents that attend time, but also discern the different humors of men.—*Howell's*.

TEACHERS who are ambitious to succeed in teaching numbers should write to Mrs. Kellogg, principal of the Model School, for suggestions as to what helps to procure.

FOR language lessons use pictures of all kinds, cut from papers or railroad guides, etc. First aim to secure oral expression, and then written work, on slates or blackboards.

THE language work for the first two years should consist of learning new words, in connection with the ideas to which they belong, object lessons for the cultivation of expression and the construction of short sentences.

HAVE children write a great deal on slates and board—the more the better. Take a card two or three inches long and at least one inch wide. Slope one end at an angle of 52 degrees, and let each pupil use this to test the slant of his letters. The teacher should use a very large one for blackboard work.

THE Pittsburg Teachers' Institute was addressed by Mrs. Eva D. Kellogg of the Normal faculty in September. State Superintendent M. A. Newell, of Maryland, has been engaged for the October meeting, and Dr. E. E. White, of Cincinnati, for November.

THE music department is better patronized than ever before. The use of still another piano has been required, and steps have been taken to procure one. Miss Ewing is deservedly popular as piano instructor.

THE authorities of the school are gratified with the increase in the attendance this fall, and the prospects of a much larger increase in the winter and spring. Quite a number have already ordered rooms for the winter and spring terms.

Avoid quarrels with scholars or parents. You are not likely to have any occasion to quarrel with scholars or parents of the best families; and to get into ugly snarls with the ignorant is simply stupid. *Con-trive* to manage hard cases skillfully. Govern yourself well. *Never show that you are angry or worried.* If you do you are half defeated already.

A YOUNG teacher is apt to be too suspicious. Do not indulge a foolish habit of suspecting that scholars are plotting against you. Show yourself sincere, kind and competent in all you do, and your scholars will be your friends. One can rely upon the respect of his scholars when he proves himself respectable.

CORPORAL punishment is like the tobacco habit. Those who have been addicted to it seldom have the force of character to dispense with it; but there is no excuse for *beginning* the practice. Teachers should govern by their brains. Whipping does not educate; it debases. Better lie awake all night inventing some way to out-general a bad boy than to strike him.

Grammar.

BY J. E. MCARTNEY, PRIN. OF BOLIVAR UNION SCHOOL, N. Y.

One of the worst and truest things that has been said of our work in this branch is that it is not practical. However, more practical work is being done in the school-room now than many of our would-be wise men are willing to acknowledge. By practical work I mean the power acquired in saying and doing what is necessary to a clear understanding of the subject taught. The boys and girls of to-day are being taught to think for themselves. They are not working in well-worn ruts, but stand upon the footing their own efforts have gained. They are taught not only grammar, but arithmetic, reading, penmanship, geography, history, &c., in a sensible way. They are led to observe and develop principles for themselves. They acquire the power to think, speak, and act independently. In a word, they are not propped up by teachers and text books. Drilling on long rules and innumerable definitions for days and weeks for the purpose of surprising visitors by the rapidity and accuracy of their answers, has become a thing of the past. The thought with most teachers now is, how can I lead my pupils to *think*, to *memorize*, to *observe*, not to sit and, parrot-like, mumble over a few words some one else has said; to *study*, not to *skim* over the subject. It is this thought which is working such wonders—changing bad schools into good ones, idle boys and girls into industrious pupils. It is this that is doing more thorough work in the school room than any previous age has ever witnessed. *The pupils must understand and form opinions of their own.*

To illustrate what I mean I quote an extract from a piece I chanced to read some time ago. The subject was the classes of verbs. It went on to show that there were only two *kinds* of verbs, viz.: transitive and intransitive; that the former required an object, while the latter did not, or, more philosophically, the action of the intransitive is contained within itself, that of the transitive is not.

"The transitive verb, dealing as it does with two entities, the action passing over from one to another, we are at liberty to look at the action from the point of view of either of them, to view the action from its starting limit or from its respective limit, and hence we may have two expressions for the same fact.

We have for transitive verbs an active and passive voice. From the very nature of the intransitive verb, it can have no distinction of voice, as it makes not the slightest difference from which end we regard the action that has its end within itself. This is all, two classes of verbs, and to one of them two forms or voices."

In contrast to the above, let us turn to the grammar and see what was done when the teacher said, "Now, John, you learn all about verbs to-morrow, the next three pages of your book." And this is what John learns:

"Verbs may be divided into *four* classes: active, passive, neuter and deponent."

We might as well begin a treatise on ethnography with the somewhat startling sentence:

"Men may be divided into four classes: tall, short, hungry and rich."

But our author, for I am quoting word for word from an author in very common use, and a L.L.D. at that, goes on:

"Active verbs express *action*, and are divided into transitive and intransitive."

To carry on the simile we might also go on:

"Tall men are those above the medium height, and are divided into *good* and *bad*."

To return to our L.L.D.: "Passive verbs express *passion*." Now to a child's mind what idea is given by the word "passion" except anger?

When a word has entirely lost its original meaning, we submit that an attempt should be given over to try and force that original meaning upon it. *

* * But the author goes on to explain the term in a parenthesis. "Passion (that is the receiving or suffering of an action), as *laudor*, I am praised."

Now, when a boy of ten years is told that the *suffering of an action* is illustrated by the expression, "I am praised," what idea, in the name of common sense, can he be expected to derive from it? If he be a sensible boy he will shut his book in disgust.

But let us go on: "Neuter verbs express *neither* action nor passion, but simply being or a state of being, as *dormio*, I sleep." A remark immediately below says that "neuter verbs are few in number, and are often classed under intransitives."

That is if we should say, "Hungry men are few in number, and are often classed under tall men."

We go on: "Deponent verbs have the passive form, but an active meaning." That is in our ethnography, "Rich men are those that look as if they were tall, but are really short," &c.

I know that men are not verbs, but I submit that the confusion in the case of the ethnographical lesson would be no greater than would exist in the pupil's mind after really endeavoring to master the above classification of verbs.

The above is a fair sample of the way in which grammar was formerly taught in our schools. Is it any wonder that pupils disliked grammar, and declared they could see no sense in it? No; it needs to be made *practical*. And to make a grammar class practical workers is to make that class lively and interesting; and surely this latter is what every teacher desires.

The only thing that will cause a person to use good English is *to use it*. That is, he must constantly try to use correct language instead of spending all his time in learning *how* to correct it. Let me illustrate again. If an apprentice should spend all his time in learning the names of tools, and in being told how to use them, he would use them very awkwardly when he has "learned his trade." So when a pupil spends all his time learning *technicalities* in language and listening to the lectures of the teacher, he uses language awkwardly when he has "finished his education." The following plan has met with success: Let each pupil be furnished with a pencil and blank tablet, and when he hears what he knows or thinks to be incorrect language make a note of it and bring it into class for correction and discussion. This every-day drill from the tablets brought in as supplemental to the work given by the teacher will prove to be a great benefit.

A good way is to let each pupil keep a record of the mistakes he has made and see who can go a week (or at first perhaps a day) without using an incorrect expression.

By this means pupils will watch one another and themselves, and the progress they will make is truly astonishing. In reviewing different subjects, I have tried the following with success: Have two of the pupils in the class choose sides until all the pupils are chosen. The teacher then asks a question of one, and if he fails to answer correctly, the one on the opposite side answers it and the leader of that side is entitled to a choice from the side on which the question was missed. Again,

if the class is pretty evenly divided, place the boys on one side and the girls on the other.

Another way is to choose some one from the class and require him to ask questions, until he has asked one that some one cannot answer. Then by answering it himself he can take that one's place, and the one who could not answer must ask questions until he can find some one that cannot answer.

Some Neglected Duties.

Said a parent to me the other day: "Miss A. is a pretty good teacher, I suppose, but she'll know more when she is older." "What do you mean by that?" said I. "Why," he replied, "my wife visited her school the other day, and when the children sang they folded their arms tightly in front of them. My wife spoke to Miss A. about it, and asked if she didn't know that position cramped their lungs so they couldn't sing well." "Why, no, I never thought of it," was the answer. How many other teachers like the one mentioned "never thought of it?" A lady in Massachusetts once said to me: "Sarah was very straight till her teacher made her sit with folded arms, and that position has made her very round-shouldered."

But how shall children sit during recitation? It seems to me almost any position is preferable to folding the arms in front. Some teachers prefer the pupils to rest the clasped hands on the edge of the desk; others have pupils fold their hands behind them, and this position has the advantage of keeping the spine straight and the shoulders back. Another good position, close to the sides. One thing is certain—children should not be obliged to take such a position as will naturally make them deformed. I was once very crooked; one shoulder was much higher than the other, and projected very noticeably. I afterward went to a school where I was made to straighten myself up, and was told to walk with a book on my head, holding my chin slightly in. The result was that I became at least as straight as most people.

I have many times wished that when I was learning to write I had been obliged to hold my pen properly. After a bad habit of holding the pen has been formed, it is almost impossible to change it. Many children hold the book too near the eyes, and in that way become near-sighted. A little care will prevent this in many cases. Some children de-

light in letting the sun shine directly on the book they are reading. The glare is exceedingly trying to the eyes, and they ought not to be allowed to sit in such a light.

One of the first things I tell my pupils, that if they at any time feel a draft from an open window, or if the light shines across their desk, they are at liberty to close window or blind without asking at the time if they may leave their seats to do so. The first term I taught school I learned a lesson in ventilation. I went into the room next to mine, and the stench was so overpowering I was glad to leave. There were fifty or sixty children in that room, and no window open, and I believe there was no other means of ventilating the room. Does some one say those children would have been in a draft with the windows open? If windows are open wide there probably will be a draft; but even in winter most school-rooms can have all the windows lowered an inch at the top without there being a draft. And the air in different parts of the room will be kept much purer by having six windows open one inch each than by opening one window six inches. Then at noon and night, and perhaps oftener, throw open every window wide for a short time and let the pure air blow through every part of the room. Some teachers forget to ventilate. I once knew a teacher who, for one week, at least, did not have a window open, and every ventilator except one a foot square was closed for that time. Is it any wonder that that teacher was nervous, headachy and cross? A mother once asked if Miss Y. (not the teacher above referred to) ever ventilated her school-room. "For," said she, "my daughter's clothes smell so of bad air when she comes home from school that I have to hang them outdoors to air."

Children are not machines that should grind out so many per cents., in a given time, as a grist-mill may grind out so many bushels of corn in a day; but they are immortal beings that should be trained mentally, morally and physically, and it is the teacher's duty to think on these things. No teacher willfully makes children near-sighted or round-shouldered, but very many, by thoughtlessness, allow habits to be formed which lay the seeds of future deformity or ill-health. A teacher by watchfulness and tact may benefit her pupils physically as much as in other ways.

Some girls whose teeth were disgustingly black were so impressed by their teacher's talk to the school about keeping the teeth clean that they went to a dentist and had them cleaned, and since then have used their toothbrushes to such good advantage that it is no longer sickening to see them open their mouths.

More than a dozen years ago, when a school-girl, I attended the meeting of the Massachusetts State Teachers' Association in Boston. The address that most impressed me was on "Morals, Manners and Habits," by a veteran Boston school-master. The idea that teachers had to do with anything but the book lessons of their pupils had never before occurred to me, and to this day I am thankful that I heard that address. A teacher's duties are manifold, but the moral and physical well-being of those under her care is not less important than the mental training they shall receive.—*Ex.*

A BODY of water into which no stream is flowing, not only becomes stagnant, but soon dries up. So knowledge in a mind that is not accumulating soon becomes stagnant, and gradually evaporates, until nothing is left. This condition is bad enough in anyone, but in the teacher it is absolutely intolerable. Just think of pupils coming to this stagnant, muddy pool to drink in knowledge. Is it any wonder that they should become mentally sick and disgusted?

LIFE is kindled only by life, and the highest form of living can only be called into existence in a child by example.—*Ex.*

A GOOD many teachers seem to forget that schools are for the children, and that they ought to be adapted to their wants and necessities even if beautiful systems or perfect organizations are destroyed. System is a good thing, but like other good things, it may be carried so far that it becomes a curse. A great teacher once said: "I am the system." It is degrading to any teacher when he loses his individuality and becomes only part of a system, no matter how grand that system may be, or whose glory it proclaims. Let every teacher in the land assert himself and break the shackles that hamper and prevent good work.

Address to the Moon.

BY LYDIA HOUSTON BUELL.

Thou sleepless empress of the night,
Where find'st thy peaceful rays?
So calmly wielding out thy might,
What pleasure thee repays?

Hast mem'ry thou of days gone by?
Thy glory past know'st well?
Doth rock or cave or dingle shade
Of youthful follies tell?

With thee wast joy or grief e'er known,
Black strife, or clash of steel?
Did Bacchus e'er himself enthroned
And tyrant's power reveal?

If so, who first, who last, with thee?
Their records, good or ill?
What bowed they to! what toiled they for?
What hopes their fears did still?

They say thou art alone, alone!
With thee no warmth, no glow,—
No dancing rill or gurgling stream
Through all thy wastes doth flow,—

That craters dark and caverns deep
Now scar thy visage o'er,
Where gnomes and ghoules mayhap, do sleep,
And gods their nectar pour,—

That in thy youth long since gone by,
Like liquid hell in madness bent,
Raged central fires, with fury high,
To seek thy self-destroying bent.

It's in thy past; we question not,
Forgetting all with stain or blot,—
For bowed and chastened in thy seemings,
Doomed with borrowed light to shine,
Thou art giving in thy beamings
Rays so pure they seem divine.

Some Street Teachers.

BY REV. F. E. CLARK.

We are hugging a fond delusion if we think that all the teachers of our youth are graduates of a normal school, or are represented at the teachers' institutes, year by year. We are careful, and very properly so, that the morals and education of the teachers within the school-room should be of the highest character; but how about the morals of the street teacher?

The young mind is just as receptive after the school-room door swings open to let the boy out as it was before; and the street teacher has just as good a chance to make a deep impression as the normal graduate. These street teachers do not stand upon their dignity, or let any false sense of their importance, as great factors in the education of the young, stand in the way of their instruction. If the boy carelessly passes them by to-day, they wait on the door-step for him to-morrow, just as patiently. If the boy wipes his feet on them, they do not resent it; but should he chance to pick the teacher up afterward, the instruction given is just as good as ever. If the girl

uses her teacher to do up her curls at night, when she takes them down in the morning, though torn and mutilated, the patient, long suffering instructor is still ready to do his work.

If he cannot get to the eye of the boy or girl in any other way, he employs a convenient gust of wind to furnish him wings; and, like an angel (from the pit), he flies along the street to find his pupils. I have one of these teachers before me. Its name is *Family Story Paper*; and it claims the largest circulation of any family paper in the world, which means, I suppose, that there are anywhere from a hundred thousand to a million duplicate teachers, just like itself, in different parts of the country, with probably four times as many pupils.

Though long-suffering and patient, this teacher is not modest; for it claims to be "lively, interesting, and instructive." Without a shadow of falsehood, it may certainly claim the first characteristic. This teacher follows the wise fashion of the day of appealing to the intellect through the eye, and upon his broad breast bears several pictures. One represents an absurd little girl, standing at night, with a policeman, in front of a tomb, which we learn from our teacher is the tomb of General Grant. Another picture represents this same little girl clasped fiercely by two rough men, while she cries, "Help, help!" Still another picture shows us a woman, in tragic attitude, knocking a man over backward by hissing out at him, "You are my husband's murderer!" These delectable pictures, as we can easily see, would lead our boy and girl at once to take up with this teacher and place themselves under his instruction.

The first lesson this instructor inculcates is the valuable one about "Little Lily Lee,—The child-guard at General Grant's tomb;" and then he begins his lesson: "Halt! who goes there? It rings out sharp and sudden through the drowsy stillness. There is a quick step, the metallic 'kick-click' of a musket being cocked, and the moonlight glancing down between the rifts of

a cloudy sky strikes on the bearded face of a soldier standing sharply out against the spectral background, where a starlit river glimmers through clumps of distant trees, and a few scattered lights twinkle and flicker, faint and far, like stars astray in the darkness."

Thus our amiable teacher begins his lesson. You can imagine that our boys and girls will be quite as much interested in him as in the normal-school graduates who insist on such dry and juiceless matters as the multiplication table and the rules of English grammar.

Thus this instructor-of-the-street talks for an hour or more to his absorbed pupils, until, in the most exciting part of the lesson, just as one of the characters wildly exclaims, "Merciful heavens! is there time for George to save me? Or is it too late already?" The teacher brings the lesson abruptly to a close, and tells the eager pupil, whom now he has wholly won over to himself, that the lessons will be continued by such and such a teacher, whose name and address he gives. As the tuition is very cheap,—not more than five cents a week, and often, as in this case, entirely gratuitous,—the lessons are resumed, from time to time, until the scholar graduates, often with the highest dishonors, as a bar-room loafer or a state-prison convict.

"What are you going to do about it?" The old question of the Tweed regime confronts us very often as we think of these wretched instructors of our youth. With tremendous odds against them, our children are beginning the battle of life;—one good teacher in the school-room; a hundred miserable instructors lying in wait for them, on the sidewalk, on the door-step, often within the home-circle itself. From our school-books to be sure, everything is expurgated that might seem to lower the moral tone. From a popular reading-book I have recently noticed that the comparatively innocent expletive, "Confound it!" was dropped from a dialogue of Mrs. Stowe.

But of what avail is such care when these stories of the laser sort, full of oaths and slang and

murder and seduction, fly about everywhere on the wings of the wind? What can be done about it? Public opinion must be aroused against these abominable street teachers; law must be strengthened and enforced, until these instructors, more pernicious in their teachings than any heretics who ever lived, are all burned at the stake, as they richly deserve, and "Lily Lee" and her companions, instead of *parading* outside the tomb, are forever consigned to some well-deserved grave of oblivion.—*National Journal of Education.*

A Word of Warning.

Senator Patterson said, in his great speech at Newport:
"It cannot be doubted that the unprecedented skill, the singular aptitude, the irrepressible enterprise and the marvelous prosperity of our people, have their springs in the educated intelligence of the masses. We are many-sided, because the appeals made upon our faculties are many-sided. The *auri sacra fames*, fed by the inexhaustible resources of the country, has imparted to our people a recklessness and force of energy in the pursuit of wealth which has no historic parallel. The discipline of the schools has ministered to the facility and power in this direction, and it is a national honor that they have done so.

"But is there not a danger lest in our unrivalled achievements in material enterprise we may under-rate other and higher departments in which we are equally calculated to succeed, and in the neglect of which we must suffer?"

"We have harnessed the forces of nature to the car of business, and are driving with furious speed. Shall we forget the fate of Phaeton? May it not yet be seen that the teachers have failed in not lifting the minds of their students to these

to cipher, but few to discriminate as to the rights of property. We read and discourse learnedly of modern fictions—but to most, Milton and Burke are "lost arts." The immortal privileges of Phidias might be studied with profit by modern architects, and the eloquent wisdom of Cicero might possibly transform a modern politician into a statesman."

HUMAN nature generally is inclined to work as little, and to enjoy as much, as possible; that most people, when they have the choice between the plough and the working-bench on the one hand, and an easy-chair on the other, will prefer the easy-chair; and that especially in a free country, poor people,—principally the young,—if they cannot in all things live like the rich, want at least as much as possible to look like them. But it is also true that our popular school education fails to counteract that tendency; for it does not stimulate the ambition and cultivate the faculties for manual work by appropriate impulse; and, further, that apprenticeship, in the ordinary sense, has lost its best educational features.—*Hon. Carl Schurz.*

To study or listen to lectures two or three hours daily for five days in the week, for five out of ten or more weeks of the vacation, is not likely to injure teachers in average health. The work is no more than may serve to make the rest and recreation more enjoyable and more profitable. Besides, this slight sacrifice—if it be a sacrifice—of a portion of the vacation may be a means of lightening the labor of all the coming year, and thus making good the apparent loss ten times over.—*Popular Science Monthly.*

MORAL education has been advocated by reformers, philanthropists and cranks; for all three classes have a tendency towards special legisla-

therefore, the difficulties with which any such teaching must be surrounded.—*Kate Gannett Wells.*

By hard work we may seek good luck, falsely so called.

THE senses and the memory are to be specially utilized before the age of ten.

"CHARMS strike the sight, but merit wins the soul."—*Alexander Pope.*

Not the temporary, but the eternal, determines the worth of a man and his work.

Is there no loving of knowledge, of art, and of our design for itself alone? Can we not please ourselves with performing our work, or gaining truth or power without being praised for it?

SEVERAL "advanced" grammarians are busy tearing to pieces such sentences as "That, that that that boy parsed is not that that that that other boy parsed; that is plain." The sooner such nonsense is banished from civilization, the better it will be for our schools.—*New York School Journal.*

I SHOULD like to see an English grammar which, among other things, discards the potential mood; gives a full and proper treatment of the infinitive and its uses; insists upon a dative and a vocative case; calls "articles" and "possessive pronouns" by their right name, "adjectives;" and through it all urges the student to use his common sense as much as his memory.—*H. C. Fenn, in The Nation.*

THE value of fresh reading matter, in exciting and keeping up the interest of pupils in their reading exercises, is not generally appreciated by the patrons of our schools. A change of text-books is commonly regarded as merely an additional

SUPPLEMENTARY READING.

Primary Grades.

MAUD'S HAT.

Oh, my! oh, my! Jim! Jim! come here quick.

What is it, Maud?

Look at my hat.

Where is it? I do not see it.

It is out on the pond.

Sure as could be, there was the hat. How did it get there, Maud?

I put my head down to get a good look at that black swan. Then my hat fell off, and the wind BLEW it into the pond.

Now, said Jim, the wind was too bad to play such a TRICK on you.

How will I get it? I can not swim. Let us get a long stick and see if we can hook it in with that.

Jim got the stick and put a hook in the END and TRIED to get the hat. But the stick would not do.

Then he took a long, WIDE PLANK; and pushed it out on the pond.

The pond was not deep so near the BANK, he soon got to a part of the pond near the hat. He took his long stick and hooked in the hat.

When he got back to Maud, he said: See the mud on your hat. What will you do with it?

I shall wash my hat off, Jim. Then I will get AUNT to trim it in blue, and it will be like a new hat.

Maud took her hat from Jim. She held it off from her frock, for fear of the mud that was on it.

Thank you, Jim, she said. It was so good in you to get it for me.

Now, Maud, do not go so near

the pond next time. You could fall in, and if you did I could not get you out as I did your hat.

No, I do not think you could hook me out. I am too big for that. I am glad that I did not fall into the pond.

I saw a boy fall into the pond one day, Maud.

Why, Jim, that was too bad. Who took him out?

A man, near by with a cart, saw him fall. He gave a jump from his cart and ran to help the boy. He went into the pond and got him out.

Could he swim?

No, he did not have to swim. The pond is not too deep for men.

What did he do when he came out?

He went inside a house and STAYED by the fire till dry. When he got dry, the mud came off. He then got back into the cart and went home.

That boy does not go near the pond now.

I think I shall keep away from the pond too, Jim.

Yes, Maud, that will be best; for then no harm can befall you.—

School and Home.

Intermediate Department.

OUR PLAY GROUND.

Aunt, won't you tell us something about your school days? You said if we were good children you would tell us what you did when you were a little girl. Ann has made the house look so nice and clean, and I have fed the chickens and carried water from the well for mamma. Mamma says she does not want us to work now, so if you will talk to us, we will be glad to listen.

I told Lucy and Ann to come

out on the lawn under the big apple tree, and I would tell them all they wanted to know.

When we each had a nice seat in the shade, I began to talk to them.

"When I was a little girl, my father and mother lived on a large farm about two miles from the school-house.

"Two miles was not too far to walk when the days were fine: but when the snow was on the ground, or the rain was falling fast, it was very hard to walk even two miles. So when the days were nice, my brother John would take me to school on a big sled, or we would go horseback. The name of John's horse was Prince; my horse we called Frank.

"One day when the snow was very deep on the ground, we got on our horses to go home from school; just as we were about half way home, Frank made a big jump, and into a bank of snow I went, head first. I was not hurt one bit, but the snow got into my eyes, nose and ears.

"And what do you think Frank did, when he found that I was off his back? You will never guess, so I will tell you. Stood and looked at me for a second or two, and then with a bound was off for home. John called to him to stop, and I tried to get him to come back, too, but Frank never looked to the right or left, but went home as fast as he could trot. What were we to do? Prince would not let a girl get on him, and I could not walk a mile in that deep snow.

"At last John said, 'I tell you what we will have to do, little sister. You see that big rock over there, well, I will tuck you away under it, out of the way of the snow; then I will get on Prince and go home as fast as I can, and in a little while I will come back for you.'

"When I was safe under the rock, John left me, but not for long; he soon came back, and father with him, on that same old Frank who had upset me in the snow-bank. Father took me in his arms, and we were soon with mother; mother looked like she was ready to cry, but she didn't.

"Well, children, I am telling

you more about my ride than I am about our play-ground. In the first place, our play-ground was three or four times as large as they are nowadays. Then such swings as we had—five or six of them; all could have a turn if they wanted to. Whenever the boys would play ball, they would ask the girls to play too; then was the time we would have the most fun.

“When it came the girls turn to throw or catch the ball, then the boys would all begin laughing at us; said girls could never learn how to throw. But we girls had just as nice a time, even if the boys did tease us. Sometimes the girls would bring their dolls to school; when playtime came, the boys would play ‘keep house,’ and ‘go to see,’ with us; then the laughing would be on the other side. It was very funny to see the boys try to hold the dolls in their arms, in the right way, I mean. Oh, the days in that old play-ground were very happy ones to us all. I often wish I could go back and have them over again. Come, children, there is the dinner-bell, and we must stop now; some other time I will tell you of some of the boys and girls who went to our school, but not now. I am too hungry.”

—*School and Home.*

Advanced Grades.

UNCLE ISAAC.

BY PHILLYS.

“Why do we think so much of Uncle Isaac?” Why, we’ve always thought a great deal of him, he’s been working for father ever since we were little children, and then you know, since he saved Ted’s life of course we think ever so much more of him. You did not know he saved Ted’s life? Why, I thought everybody knew that. Well, I’ll tell you how it was, though it does not make me feel nice to tell it. You’ll see why when I get through, but, anyhow it always does me good, that is, it makes me feel that—that—oh, well!—that I am not nearly so good and trust-worthy a fellow as people think I am. You see father and mother were going away, and such a thing had never happened to us before; father had been away from home, but when it came to mother’s going, oh my! and then she was going to leave us *all* behind, I and

Ted and the four little girls, and Charley and Jack, who were little chaps then; Jack was only two years old and Charlie a year older.

They were only going to take Daisy, who was a little tiny baby. They were going to be gone two months, and I thought mother would never get through telling me all the things she wanted us to do and not to do. You see I was the oldest, so mother told it all to me, and the very last thing she said to me before she got on the train, I remember just as well, was:

“Frank, you and Ted must promise me not to go in bathing in the pond while your mother is away; you, especially, Frank, must help Ted to keep his promise, you are the oldest.”

Well, we both promised, and after mother was gone we all tried real hard to do just as mother would have liked us to do if she had been at home, in fact we did a great deal better than if she had been there, for I used to stay and play two hours every afternoon with the children, and I never thought of doing that when mother was there. I kept that up for about six weeks, and then it got so bright and warm—it was in April, and there was all sorts of flowers and birds’ nests and things in the woods, and just as soon as school was out and we had gotten our dinner, a crowd of us boys would go away into the woods and stay until dark. I knew it wasn’t just right, that I ought to stay at home sometimes, but I kept on going.

Well, one warm afternoon the boys came for Ted and me to go with them—Aunt Mary (she stayed with us while mother was away) wanted me to stay and play with Charley and little Jack, because Dicie, their nurse, was going out; but I just couldn’t bear to give up going, and I was real ugly about it. So I said I didn’t see why Minnie couldn’t play with the babies; and Minnie, she’s a real good little thing when she chooses to be, said she would. But just as I got to the gate, Flora called after me.

“I’m going to tell mother just as soon as she comes home, how hateful you are, and that you never do anything Aunt Mary tells you to do. You leave it all to Minnie and me.”

I told Flora to hush up, and go back to the house, and though I knew I had not left everything to her and Minnie, still I had neglected all my home duties for the last week or two; and I thought once I would go back, and if I had gone all the trouble would not have come; but you see I didn’t, I just kept right on,—but I didn’t have a very good time you may be sure!

After awhile we got to the pond, and one of the boys proposed that we should take a swim; well, I never remembered my promise once, until we had been in some time, when Jim Carroll said:

“Oh Frank! don’t you recollect what a nice time we had last summer, when your father let us swim way out in the deep places? I hope he’ll let again this summer.”

Then I remembered, and scrambled right out, and called to Ted; but Ted was having a fine time, and wouldn’t come. If I had had moral courage enough to remind him of his promise to mother, he would have come right away, I know; but you see, I could not bear that all the boys should know that I had broken my promise, so I kept calling to Ted, and it vexed him, so at last he hollered at me: “Do, Frank, let me alone; I was so warm when I came in, I am going to take a long swim, then maybe I’ll come out.”

“Don’t go too far out Ted,” said one of the boys.

Ted turned round, I thought, to answer him; but he just threw up both hands, gave one loud scream, and went down to the bottom like a shot. I had gotten on my clothes by that time, and before I could get them off, he had risen and sunk again. The other boys were so frightened that they ran out of the pond screaming and wringing their hands, and doing nothing to help Ted. When I got to him he was just coming up the third time, and he was too far gone to do anything but grab me round the neck, and I had just time to think of mother and ask God to help us, when we both went down together; but the last thing I saw was Uncle Isaac running along the side of the pond, tearing off his clothes as he ran, and I knew he would save us. I don’t remember anything more until I was lying on the grass, and heard the boys crying, and one of them saying that Ted was dead; and when I opened my eyes, I thought so too, he lay so white and still, with such a strange look on his face, and the first thing I thought of, was, that I would have to tell mother that Ted was drowned, and all my fault; but Uncle Isaac tore up Ted’s flannel shirt and rubbed, and rubbed, and sent one of the boys for the doctor, and another to the nearest house for brandy, and stayed and helped rub him. It was a long, long time, and I thought he never would open his eyes again; even now I can’t bear to think of it—but Ted goes well, of course you know that—but shall never forget how I felt, and that it all came about first by my neglecting my duties, and then breaking my promise.

How did I tell mother? Oh! the girls did that for me—you know how girls are; but you see now, how much reason we have to love Uncle Isaac. You come from the North, George, you don’t know how much we Southern boys think of the colored people round here. Did father scold me? No, I just put his hand on my head, and said:

“My boy, you have learned a lesson don’t think you will ever forget;” and never will, you may be sure of that.

—*Churchman.*

ONE of the Juniors in methods class says: "Never teach a child to read a sentence by imitation, unless you come to a *total sticker*."

MRS. KELLOGG says that Grant's "Arithmetic for Beginners," published by Lee & Shepard, Boston, at 35 cents, is "a God-send in the hands of teachers."

TO GIVE pupils in language classes practice in concise speaking and writing, have them write telegrams, direct strangers to places in the vicinity, etc.

KEEP YOUR blackboards clean. Don't allow the work of one recitation to dovetail into that of another. Train the eye to be annoyed by meaningless scrawls on the board.

"A TEACHER should accept a specially difficult case as a valuable test of his progress in professional skill." In this sense the bad cases are the best cases for doctors, lawyers and teachers.

APPEAL to both the eyes and ears of pupils and you will double your chances of success. Use objects, use the blackboard, get pictures, etc. We all like to *see* objects described, persons who speak, and so on. With children this curiosity to see is intensified.

SEND to Geo. B. Buffington, 43 Milk street, Boston, Mass., for a twenty-five-cent globe. It is light, easily handled, and will help to make the study of geography interesting. Why not make a specialty of this subject this winter? Teach out-door geography, rather than a text-book.

SOME of our practice teachers in the Model School, in teaching physiology to beginners, use illustrations of trees on the blackboard, to show the relation of the trunk and limbs of the body. Also the frame work of a house, to represent the bones. All such devices are helpful.

THE authorities of the Normal 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 re-

duced. We do not permit the unwise and unsafe 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.

"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 postoffice address written plainly. Address NORMAL REVIEW, California, Pa.

Earnestness.

The amount of work done or good accomplished by an individual is not measured by the number of days, months or years he may have lived. Some men accomplish much in a short time. There is point and power in all they say and do.

They may not have lived many years; they may have passed away quickly from the earth, but they have finished their work. They have left foot-prints on the sands of time. Their bodies sleep in peace, but their names live forever. They have lived long because they have accomplished the true end of life by living wisely and well. The essential element of success in every great undertaking is expressed by a single word, and that is *earnestness*. In every occupa-

tion of life requiring intellectual or even physical exertion, earnestness is the essential element of success.

Results of Cultivation.

True politeness and graceful action are not entirely hereditary, but are, to a great extent, the result of culture and honest endeavor. However awkward one may seem in his actions, he may overcome this awkwardness by care and cultivation.

One thing that will disguise the awkward appearance of an individual, or will keep us from noticing it, is true, manly actions.

This is immediately the result of culture, though it may be remotely assisted by hereditary disposition.

The young man who calls young ladies by their given name, the young lady who acts boisterously in her room, the person who is crabbed and uses slang at home, will each find it a difficult matter to act and speak in a becoming manner when they desire to do so.

The first principle for cultivation of etiquette is exercise, not in presence of guest and host only, but always.

If we were not to do an improper thing, how easy it is to refrain from improper actions. If we would attempt to lift ourselves from the sluggish wheel-ruts of thought and travel on the silvery paths of sparkling knowledge, we would soon reach the golden gems of truth that adorn the very existence of literature and literary men.

Moments.

Every life is made up of moments; a kingdom could not purchase one of them. Men say that time is money. That is a wretched burlesque. It would be as truthful to say that light is money, that air is money, or that sleep is money.

Time is thought, knowledge, character, power; time is the threshold of eternity. Life is not a day too long, no man ever has a day to lose.

As every thread of gold is valuable, so is every minute of time. Let us, then, improve every moment of time given us.