

The Normal Review.

Vol. II. No. 3.

California, Pa., November, 1886.

50c a Year.

Entered as Second-class Matter.

THE total enrollment to date is about 380.

THE Ohio re-union was a success.

THE reading-room is more generally used by students than ever before.

THE *Valley Messenger*, hitherto published in Coal Center, has removed its office to the Hotel Arlington building, California.

SEE Nehemiah, eighth chapter, eighth verse, for the only sensible way to teach reading.

TEACH spelling—written spelling—in every recitation. Use the words of the lesson and many other words.

MR. A. F. COOPER, '82, has gone to the Ann Arbor Law School. He will keep posted on Normal affairs by taking the REVIEW.

FIVE California Normal graduates are employed in the schools at Homestead, Pa.—J. C. Kendall, '80; May L. Phillips and Lou M. Hertig, '81; and Minnie Jones and Mattie Cleaver, '83.

FOUR beautiful hanging lamps add greatly to the appearance of the dining hall. Mrs. Stockdale, the matron, has done much to adorn both the dining room and public parlor.

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

WE already begin to hear good words from the scores of students of last year, who are now teaching. Kindly and earnestly we would say to all, make your success complete. Keep before you a high ideal of the teacher's life, study the best methods of teaching and governing. Be earnest, painstaking, hopeful, industrious.

James G. Blaine at the Normal.

The 21st of October will be memorable in the history of the California Normal on account of the visit of James G. Blaine. A special train left Pittsburgh in the morning, stopping at various places in the Monongahela Valley. The party consisted of Mr. Blaine, James G. Blaine, Jr., Emmons Blaine, Samuel Walker, of Elizabeth, John Hampton, Esq., Hon. Stephen B. Elkins, Judge Stowe, Gen. J. B. Sweitzer, Prof. J. C. White, Jacob H. Miller, Esq., C. A. Robb, Esq., Arthur Kennedy, Rev. Dr. James Allison, editor of the *Presbyterian Banner*, Mr. C. D. Brigham, of the *Times*, Mr. N. P. Reed, of the *Gazette*, Hon. G. V. Lawrence, Col. C. W. Hazzard, Dr. J. E. Shaffer, editor R. T. Wiley, Dr. J. S. Van Voorhis and others. Concerning the visit to the Normal, we clip the following from the Monongahela daily *Republican*:

"Arrangements had been made for the party to stop at the Normal College. From the station they walked to the Normal. The chapel was packed; every student and every school child was seated, and the aisles were crowded with citizens. As soon as Mr. Blaine entered there arose a cheer. No warmer greeting met Mr. Blaine anywhere. Without any formal address President Noss introduced the visitor, who advancing to the front of the platform, said: 'Aside from my general interest in education I must confess to a particular interest in this educational institution as it is so near the place of my birth. Forty-five years ago no such place as this was dreamed of. You ought to be glad you were born in an age of such wonderful progress and in no respect more wonderful than in the progress of

educational facilities. I need not remind you of the golden opportunities you now enjoy. Your teachers, I dare say, remind you of that every day. I can only wish you many thanks of this token of esteem; I am glad to congratulate you on this fine institution, but glad above all to congratulate you who have so great advantage."

Senator Lawrence: "I know you are all glad to see the man who was born only a few miles from here and who now wanders back to the scenes of his boyhood and recalls the days when he like you was going to school. He went to school in a log cabin, as I did, but you go to school in a palace with all the conveniences and appliances of modern school life."

John H. Hampton responded as follows: "I have only this to say. When you see all Pennsylvania rise to do honor to one man, as is being done to this man whom you have come to see to-day, you may know what education, perseverance and integrity of character will do. Take his example as a bright light to your path, and a living example of the power of education."

When the party boarded the special, which had been run up to the foot of the campus the most curious evidences of love for the great statesman were shown by the school children when the train was about to move away. Girls laid hair-pins and boys laid pennies and nickles on the railroad track to be pressed into precious souvenirs by the train that carried the honored guest.

Through the courtesy of Mr. Hampton, who had charge of the special train, Principal Noss accompanied the party to Brownsville, where Mr. Blaine and his sons and Mr. Elkins left the party, the rest returning after witnessing the enthusiastic reception tendered Mr. Blaine at his native place.

Hints on Teaching.

BY ADDA FOOTS.

Many pupils who study well, and recite their lessons promptly, fail to make permanent progress. The cause, I think, for their not retaining the knowledge gained, is the manner in which the class-work is done. There is an impression in the school that a good recitation is the end and object of study. The lesson is learned to be recited; and this done, it is dismissed from the mind.

This evil is largely owing to wrong methods used by the teacher. He or she may so conduct the recitation of to-day as to almost wholly obliterate yesterday's work.

The best method to overcome this evil is a constant *review* and *DRILL*. Review to-day what was the lesson for yesterday; also, look over the lesson to-day which will be the lesson for to-morrow. The lessons of Friday should embody the work of the week. It is not the amount of knowledge which passes through our minds that benefits, but the amount that remains there. The great object of all teaching is to fit man for life. The things we learn are learned for use, and not simply to be recited to a teacher and then forgotten.

With small pupils, the method of repetition and review should be used extensively; and with larger ones, care should be taken to show the relation between different parts of the subject, and to link each lesson with the knowledge already gained. If we teachers find our classes on a line of thought leading back over lessons of the past, we should have them follow it, though it leads to the first lesson in the book.

"Not how much they know, but how long they know it," should be our watchword in all our work of instruction.

A thorough understanding of the lesson to be taught is the foundation of freedom in teaching. One cannot give a clear description of that which he does not understand. Whatever the subject may be, this thorough understanding can be obtained only by patient study. No matter how long we have been teaching a particular subject, when we come to carry a new class through it, we need to refresh our own minds before presenting it to the class.

In teaching, we must be careful in the use of the text-book, that its pages are not followed from the first to the last, and the main parts either committed to memory, word for word, or else the set questions under the text are used.

To insure success, however, we must be able, if need be, to instruct without any assistance from the book. Our knowledge of the subject, our special home preparation for each lesson, our private reading all must enliven the matter found in the text-book. We should, and must, to produce interest, be able to furnish additional information.

Do we teach our pupils to think for themselves, or do we do their thinking for them? teaching them to rely upon us, instead of upon themselves, and deprive them of that confidence in themselves which is so essential to success in life.

Do we require them to explain the different parts of the subject over which they pass? or do we make the explanation, and simply require them to answer "yes," or "no," as they understand.

Do we compel them to be thorough in what they pass over, or do we content ourselves with *believing* they understand it, without taking the necessary pains to ascertain whether they do or not?

Do we give questions in regular

order, and suited to the grade of the pupils, or do we puzzle them with difficult questions, or trifle with those belonging to lower grades, which we know they can answer readily?

Do we study our pupils as well as our books, and adapt our rules and methods to the peculiar disposition of each one.

Is our teaching systematic, and are we sure that our pupils have a classified knowledge of the studies they are pursuing? or do we simply burden them with a lot of isolated facts, without any regard of their relation to one another.

In our general conduct, both in school and out, do we set our pupils an example worthy of imitation? or are we guilty of doing or saying things for which we would punish them. Do we appear neat, orderly, polite, and indicate to them the way that they should go by, going in that direction ourselves?

Are our methods of instruction, our rules and regulations, our precepts and examples, such as tend to the normal development of the faculties of our pupils, and to prepare them for the business of life and the duties of good citizens, and good men and women?

The Colon or the Comma--Which?

BY PRINCIPAL W. T. EDDINGTON.

Mr. Editor: I clip the following from a late issue of a prominent educational magazine:

"I am aware that some persons who have given the subject no higher investigation than a *dime letter-writer*, object to the use of the colon after the salutation."

Now I propose to show my friend that he is very much mistaken, and that he has not pursued the subject so far as is necessary in order to establish the claims of the colon to the exclusion of the comma.

Remember, it is not the object

of this article to deny that the colon is used by good authors at the close of the salutation, but to affirm that the comma is used and recommended by as good authorities as can be cited in favor of the colon.

Prof. Westlake, in his admirable work on letter-writing, not only uses the comma, but lays down the following rule for its use after the salutation, viz.:

"The salutation, being in the nominative case independent, should in general be followed by a comma; or, if the letter begins on the same line, the comma and the dash."

Messrs. Reed and Kellogg, professors of English Grammar, Language, and Literature, in the Brooklyn Collegiate and Polytechnic Institute, and authors of one of the best works on English grammar the writer has ever examined, on page 308, "Higher Lessons in English," give the following:

Rule: "Every important word in the salutation should begin with a capital letter, and the whole should be followed by a comma, or by a comma and a dash."

Prof. Parsons also says in his "Hand-book of Business and Social Forms":

"As there is a close connection between the address and what follows, the comma seems to be all that is required, grammatically."

Rule 10, page 30, "Hart's Rhetoric," applies much more directly to the case in hand than any rule given by the author for the use of the colon.

From example 3, page 225, "Day's Praxis," it is evident that that the same rule is recognized.

Rule III., page 233, "Harvey's Grammar," reads as follows:

"Nouns and pronouns in the absolute case by pleonasm, or *direct* address, should be separated from the rest of the address by commas."

On page 168, "Quackenbos' Grammar," under "Vocative Expression," I find the following ex-

ample, which is the same in its construction as the salutation of a letter, viz.:

"Gentlemen of the jury, I will detain you no longer."

Surely no one will claim that such expressions as "Dear Sir," "My Dear Friend," "Gentlemen," etc., when used as salutations, are not vocative, or that the nouns are not in the absolute case by direct address.

This point being settled, there is no doubt in my mind as to the propriety of using the comma, even in *preference* to the colon.

Moreover, many of my best educated and painstaking correspondents use the comma at the close of the salutation in both business and friendship letters.

Idaho Springs, Colorado.

Spelling Reform.

BY GEO. M. WHICHER.

[Communications on any phase of this question are desired by the editor. All articles, whether pro or con, will be welcome; and, if suitable, will be printed.]

One would think that of all persons who use the English language, teachers would be the most ready to investigate and understand the changes that have been proposed in its orthography.

Possibly they are; but the prevailing sentiment among them seems at times to be a feeling of weariness and utter indifference concerning the whole matter. Yet if the reform is needed, we should be the first to lend it our assistance. If it is a foolish cause, it is our business to find out the weakness of its advocates and put them to silence.

In the first place, teachers ought, by virtue of their profession, to be leaders and guides in any matter that so greatly affects our intellectual life. Others may plead lack of time, or want of interest; but no such plea will avail for this profession.

In the next place, the changes proposed will not merely influence the spelling of words. If the claims of the reformers are true, the triumph of their cause means a thorough re-formation of the present system of primary and intermediate instruction. When from one-fourth to one-half of the time now spent in teaching a child to read can be saved for other purposes, it is obvious that important changes must be made along its whole course in school. The present building cannot stand if we agree to reconstruct the foundation according to other plans.

It is hoped that teachers will avail themselves of the opportunity given by the management of the TEACHER to inform themselves fully in regard to the reform movement. The past work and present plans of the S. R. A. may be discussed and explained. The arguments of the reformers can be repeated whenever desired, and refuted whenever possible. The full scope of this work, and its bearing upon educational questions may, and ought to, become perfectly familiar to every teacher, regardless of his final decision for or against the reform.

The editor of this department is thoroughly convinced of the advisability of a reform in English spelling. And as a safe and sure way of assisting in the work he is willing to sail his orthographical ship under the direction of the Spelling Reform Association. But light from any source is welcome. Advice, inquiries, news items and leading articles are all requested from friends, enemies, or those who are halting between two opinions.

VICE is an offence against taste as well as against morality; whatever is morally wrong is in bad taste.—H. Winslow.

Questions.

(Only Geographical answers to be given.)

BY WM. M. GIFFIN, N. J.

I. ODD.

What has a mouth but cannot bite?

What has an arm but cannot write?

What has a foot but cannot walk?

What a head but cannot talk?

What has a bank with no money in?

What has a top that cannot spin?

What has a neck but has no head?

What never sleeps but has a bed?

What hook will never catch a fish?

What has a basin but not a dish?

Where are the locks keys do not turn?

Where are the capes that are not worn?

What has a branch but has no leaves?

What has no locks but has some keys?

What always falls but gets no scratches?

What is the ball that no one catches?

What is quite long but is not tall?

What has a base but plays no ball?

What are the poles that nobody climbs?

Where are the boys to answer these rhymes?

II. PRACTICAL.

What is a cypress tree? In what State are extensive forests of these found? Of what use are they?

What kind of mines found in Nevada are found in another State?

Bound California on the north, east and west.

Which is the longest river of this section belonging wholly to this section?

Of what territory does it form the western boundary?

Into what gulf does it flow?

How does this gulf compare with the Gulf of Mexico in shape and size.

Name three principal capes off the coast.

Into what body of water do they project?

On which side of the Old World is this ocean?

Point to Washington Territory. Maine. Arizona Territory. Lake Ontario. Gulf of Mexico.

Of whom did the United States purchase this country?

Where and what are the canons?

Where is the National Park?

How does it compare in size with the State of Rhode Island? (It is more than twice as large).

What is the name given to the spouting springs of this park?

What capital city has the same name as an important city of Massachusetts?

What and where is Prescott? Carson City? Sacramento? Boise City? Virginia City? Cheyenne? Santa Fe? Salt Lake City?

Where does the Legislature of California meet?

Where are the laws of Colorado made? Nebraska? Kansas? Of what is Austin the capital?

Suggestions for Teaching Reading in Primary Grades.

BY A. J.

Select all the new words in the lesson; if there are too many, divide the lesson, using only a few of the words at a time. Place one word upon the blackboard; if none of the children know it, tell the name, also the meaning, if necessary. Then place it in several sentences, or let the children suggest the appropriate sentences.

Take a new word and place it in a sentence, using words with which they are familiar. Have them point out the new word, tell them the name, as before, then have the whole sentence read.

Take the new words and weave them into a short, simple story. Ask questions which suggest the new words, and try to get them from the children. When an object can be used always show it before giving the word.

If the words are difficult, have them written in several different sentences. Let the children read them from the board, point out the new words, copy the sentences on their slates, and the new words separately as many times as time and space will admit before the regular reading lesson.

Then let them find the new words in their books. To help the children gain the ideas in their lesson, have them read silently, then call upon them to give the sense of what they have read. For expression in reading, ask questions which may be answered by short sentences. Have them answer from the book, but as if they were speaking. Then let them read, or rather, speak from the book the whole paragraph.—*School Journal.*

Directions for Study and Class-Work.

PREPARATION OF LESSONS.

Lessons should be given in topics, arranged in natural and logical order. Study each lesson with reference to teaching.

I. Study the *outline* of topics to get the *scope* of the lesson.

II. Study the topics in the order given.

1. To get *distinct and complete ideas* of the object of thought.

2. To *arrange the ideas* in the order of their dependence.

3. To *get the right mode of communicating* the ideas.

(a) Get *illustrations* of the ideas, pertinent, plain, a sufficient number.

(b) Get an *expression of the ideas*, simple, correct, precise.

(c) *Rehearse the lesson*; in *outline*, to fix order of topics; *each topic* just as you would teach or present it.

CLASS-WORK.

TEACHING. (1) Illustrate; one thing at a time; in the order of dependence; according to its importance; economize time; keep the attention of every pupil. (2) Ask definite questions; no leading question; question before naming pupil; complete answers; no repetition of answer of pupil; no telling pupil what he already knows. (3) Indicate neatly the points, as made on the blackboard; distinctly impress each point. (4) Recapitulate; require a complete, connected statement of points taught.

PRESENTING. (1) Illustrate. (2) Present points distinctly; in order; according to their importance; be prompt; look at the class, and keep the attention of all. (3) Indicate

the points neatly on the board. (4) Recapitulate.

EXAMINING THE CLASS. (1) By pupils teaching the topics, with criticisms, by class, by teacher. (2) By pupils presenting the topics, with additions, by pupils, by teacher; criticism by class, by teacher. (3) By teacher questioning class, to test their knowledge of lesson; questions definite, searching, to contain no part of the answer, on all important points of lesson; answers correct, complete; test every pupil.

CRITICISM. By class, by teacher. Of good qualities and defects in preparation and class-work; a kind spirit in all criticism; its object is improvement; teacher point out the cause of defects.

ASSIGNING LESSON. By topics; teach topics which require it; class note carefully the topics and method of teaching; distinctly indicate how to prepare the lesson.

THE RIGHT SPIRIT. Resolve to do always what ought to be done. Work for others.

MANNER. Qualities of a good manner are cheerfulness, animation, self-possession, enthusiasm, decision. *Note position and bearing*, as affecting the control of the class.

USE OF THE VOICE. Secure cheerful, conversational tones, purity, distinctness, right pitch, force, modulations and fluency.

USE OF LANGUAGE. Use simple words and sentences. Be precise. Make accurate and complete statements. Be correct, in pronunciation, grammatical construction and choice of words. A. G. BOYDEN, Principal State Normal School, Bridgewater, Mass.

A Lesson to Test Teaching Ability.

NOTE—Tell nothing. Ask no questions that can be answered by yes or no. Accept nothing but correctly worded sentences when the lesson is summed up. Fragmentary answers can be received during the process of questioning. The test of ability will be measured by the number of proper questions asked before the proper answer is obtained. Each correct statement should, at some time, be written in full. Adapt the work to

the grade able to receive it. Suggest no word after the lesson has commenced, as joint, socket, knuckle, etc. If pupils do not know them, tell them before you commence to question.

LESSON—The following statements are to be obtained from the pupils by questioning:

1. The ball of the foot is on the sole of the foot, behind the great toe.

2. The shoulder joint is called a ball-and-socket joint, because at the shoulder the arm may move in any direction.

3. The elbow joint, the wrist joint, the thumb joint, and the finger joints, are hinge joints.

4. My arm has two parts; my upper arm and my forearm; and three joints—my shoulder joint, my elbow joint, and my wrist joint.

5. An eye shaped like a cube would not look well, and could not be rolled about.

6. The ball-shape is the best for the eye, because it looks best, and may be rolled in every direction.

7. The color of the iris is sometimes blue, sometimes brown, and sometimes gray.

8. The pupil is largest when we are in the dark, and smallest when we are in the light.

9. My eyebrows are for beauty, and to keep perspiration from rolling (or running) into my eyes.

10. My nose is to smell and breathe with; it is in the middle of my face.

Live Questions.

1. Under what circumstances did General T. J. Jackson receive the name of "Stonewall Jackson?"

2. What diatetic objections are there to the use of fine flour?

3. What is meant by the center of population? Where is it now, and in what direction is it traveling?

4. Does the United States produce all the sugar it consumes?

5. Why can you not make a lather of hard water and soap?

6. What caused the difference in the number of shillings required for a dollar in the different States?

7. Where is the south pole of the earth's magnetic attraction?

8. What paper has the largest circulation of any in the world?

Vicious Reading.

HOW THE ELMIRA, N. Y., SCHOOLS MEET THE PROBLEM.

Teachers in one of the grammar schools in Elmira, have been greatly exercised over the problem on the vicious reading constantly found in the hands of the pupils. It was finally resolved to try to counteract it. The following plan was adopted:

With about \$50 "desk money," which we had on hand we bought books (75 volumes) adapted to pupils in 5, 6 and 7-year classes. These were placed in the four rooms in which the pupils recite, and the children allowed to help themselves. Any one is allowed to leave his seat, in a large study-hall holding 265, get a book, take it to his desk and enjoy it to his heart's content, solely on condition that he first get his lesson. Now, after six weeks, I am able to say something as to the result.

Teachers all agree that the effect has been most salutary. The bad reading has disappeared from the pockets of the boys. Lessons are, as a rule, better. The order has improved; there is less inclination to play. A few troublesome boys have become so changed we hardly know them. In only a very few instances has the privilege been abused.

Pupils are not allowed to take books home with them, but have 20 minutes before each session of school, when they may enter the school-room and read.

The books purchased consist of stories (the best), travels, biographies, etc.

The board of education are so well pleased with the result, that they have raised the money to buy books for all the schools. These books, too, will be used as "class libraries" only. Reproduction work becomes easy now for pupils are not backward in telling what they have read.

The chief virtue of the plan is that as pupils are promoted they come into possession of a new library.

WEAKNESS.—The weak may be joked out of anything but their weakness.—*Zimmerman.*

Lesson in Geography.

"A lesson in Geography,
With all the States to bound!"
My boys grew sober in a trice,
And shook their heads and frowned,
And this was in the nursery,
Where only smiles are found.

Then suddenly up jumped Boy Blue,
Youngest of all is he,
And stood erect beside my chair.
"Mamma," he said, "bound me!"
And all the other lads looked up
With faces full of glee.

I gravely touched his curly head:
"North, by a little pate
That's 'mixed' in 'mental' arithmetic,
And 'can't get fractions straight,'
That never knows what time it is,
Nor where are books or slate.

"South, by two feet—two restless feet
That never tire of play,
But never fail to gladly run
(Even on a holiday)
On others' errands willingly,
In most obliging way.

"East, by a pocket stuffed and crammed,
With, oh, so many things!
With tops and toys and bits of wood,
And pennies, knives, and strings;
And by a little flat that lacks
The glow that water brings.

"West, by the same; and well explored
The pocket by the fist.
The capital, two rosy lips
All ready to be kissed.
And, darling, now I've bounded you,
The class may be dismissed."
—St. Nicholas.

The Reasons for It.

I. THEORETICAL.

No language ever had a perfect alphabet. It is hardly to be expected that any language ever will have one. Yet it is worth while to try to approach more nearly an ideal condition of things than obtains in English. A perfect alphabet will have one symbol for every sound in the language. It will not leave any sound unrepresented by some peculiar sign; it will not combine two signs and let them stand for a sound that has nothing to do with either one of them. Least of all will it permit one sound to be represented by more than one symbol.

Accustomed as we are to the milder absurdities of our English orthography, few of us realize how egregiously it sins in every one of these three particulars: There are twenty-six letters in our alphabet, and about forty elementary sounds in the spoken language. Under the best state of the case about thirty-five per cent. of the sounds

would be left unprovided for. But some of the letters are mere duplicates of others. C, for example, is sometimes a K and sometimes an S, but has no peculiar sound of its own. So with Q and X. Thus the proportion of sounds unprovided for is even larger than that given above. Like many persons who fail in their regular duties, our alphabet makes confusion worse confounded in attempts to atone for its deficiencies. By means of our twenty-six letters we have managed to make about four hundred combinations to represent our forty sounds—on an average just about nine times too many. When a child meets with a new syllable, there is theoretically just one chance in ten that he will pronounce it correctly. Of course it is not so bad in practice, since many of the combinations are unusual.

As a final touch of obscurity, many of our letters have acquired the habit of remaining "silent," as we call it. About fifteen, or more than half, have this interesting, but perplexing custom. In fact, there are only about eight of our twenty-six letters that always tell the same tale to both eye and ear. Such a state of things would not be tolerated for an hour in our numerical notation. We demand that 3 shall always and everywhere be 3; no more, no less. Why is it any more reasonable to endure unreason in language than in mathematics? Why should not a printed word be as unmistakable as a written number?

To spell English correctly is the most difficult of human attainments. Out of every one thousand adults, promiscuously selected, twenty-five can properly be called good spellers; five can spell almost every word; but the number of those who can spell every word, without limitations, is zero.—A. J. Ellis.

Primary Work.

BY C. F. CHAMBERLAIN.

PART II.

Fond parents love to see precious children going *on*, *ON*, *ON*, and still faster *on*, without regard to consequences; and easy teachers yield.

Teachers, if you can't do as you would, do as you must, but let us protest with emphasis, to put "*down brakes*" on such a practice.

If you find this state of affairs in your school, and you can't get a pupil who is drowning in the deep waters of the fifth reader back into the second where he belongs, then lead him into the shallower depths of the third or fourth where he can the more readily and easily learn to swim.

Let us have more oral instruction with the little ones and less book work.

More chalk and blackboard, slate and pencil, more object lessons and free conversational style of work, for by those means you may use a great deal more good common sense, in getting down to the capacity of the child. Christ commanded Peter to feed the lambs first, and then the sheep; but some teachers put the school-room feed so high that neither sheep nor lambs can get it.

In lessons of obedience, let it first be understood what you want, and then see to it that your requirements are obeyed. Never threaten, and promise only after careful consideration, and then, by all means, perform your promises with fidelity.

It is by a non-observance of these principles with the brute creation, that there are more balky drivers than balky horses.

Habits earliest formed are the most lasting, and one of the worst habits of life, is the habit of tardiness, and this habit is generally

formed, when formed at all, during the early school days. It is a habit when once confirmed follows us through life.

It is this which makes us persistently late at church, makes us miss our train and the "golden opportunities" of success in life. Oh! that parents could look into the future, and see the failures of their children, caused either directly or indirectly by tardiness and irregularity at school.

Could they see as we the teachers of their children have seen in the lives of other children now grown, our registers would score nearer one hundred per cent. of attendance than they now do.

But, teachers, you have a powerful lever within your grasp to remedy this evil; if you interest the children as you may, you cannot but help interest the parents, and they in turn will *see to it* that children are regular in their attendance, and on time. Make yourself, your manners and your surroundings as attractive as possible, and half the battle is won.

It is related in Grecian mythology, that when Ulysses went in search of the Golden Fleece he had to sail by the island of the Sirens, who made such sweet music as to entice sailors on shore. One navigator put wax into the ears of his men, but the wax melted, and he lost his crew; another lashed his sailors to the masts, but they cut the cords with their keen-edged knives, and they too deserted their ship; but Ulysses took a far wiser course. He got up so much better music on board, that his men had no desire to leave the ship, and he and his crew passed by in safety.

May not the teacher get up better attractions in his school-room than existing outside allurements, and thus prevent and break up much unnecessary absence, tardiness and truancy?

Teaching History.

I. *Aims in Teaching History.*

1. To show the nature and value of historical knowledge.
2. To guide pupils in finding its treasures.

II. *Methods of Teaching History.*

1. Topical better than chronological.
2. Classify events in connection with the great departments of national life, instead of associating them merely with the reigns of monarchs.
3. Topics: Dr. Arnold suggests, "race, language, institutions and religion." The history of most countries may be subdivided into (a) wars, civil and foreign; (b) the constitution; (c) the church; (d) progress of the people, commercially, socially, educationally; (e) literature; (f) notable people.

III. *Plan of Teaching History.*

1. In one lesson give a general sketch of the whole history to be taught, and divide it into its great development periods, fixing the date of the commencement of each period.
2. Teach the history of each period, beginning with the first.
3. Teach independently the events connected with each topic.
4. Sketch the history connected with each topic successively through all the periods, after having taught each period independently.
5. Show the advantages of this plan (a) in giving connected ideas regarding the progress made in each department of national life; (b) in facilitating the remembrance of historical facts in their relation to their effects; and (c) in affording natural and incidental reviews of the history already taught.

IV. *Training Pupils to Study History.*

1. This is the most important of the teacher's duties in dealing with this subject. History should be learned chiefly after school life has ended.
2. Assigning lessons wisely is the means of training to study.
3. Do not assign *answers* (notes) to be committed to memory.
4. Assign *questions*, and let pupils prepare answers by reading their histories.

5. All questions should not relate merely to isolated facts or dates.

6. They should compel a comparison of facts and exercise the pupil's judgment.

7. A good outline or plan of the lesson is better than questions for advanced classes.

V. *General Suggestions.*

1. Chronology is not history.
2. Epoch men and women should receive a large share of attention.
3. Striking scenes and great events should be vividly pictured to awaken interest.
4. Pupils should write historical abstracts and biographical sketches for compositions.—*From Instructions issued by the State Educational Department, Canada.*

True Primary Education.

"Primary education consists in the development of the power of attention; therefore the objects of thought and attention are matters of the highest importance. The things presented must be pure, good, and beautiful, for that to which we attend comes into the heart, and forms the basis of all our thinking and imagination. "Out of the heart the mouth speaketh." Where shall we look for the highest source of the good, the true, and the beautiful? To the thoughts of God in nature. The study of nature is the best and highest foundation for morality, and a preparation for the revealed truth that comes to the child later in life. Compare the drill upon hieroglyphics, empty words, and meaningless forms, with the observation of trees, flowers, animals, and the forms of earth. The one stimulates thought, and fills the mind with ideas of beauty; the other crowds the mind with useless, ugly forms that cannot, from their very nature, stimulate it to renewed action. A child's mind, filled with that which is pure and good, has no room for wickedness and sin. The study of the natural sciences is one of the best means of bringing about this result."

WATER rises to heaven to seek blessings and bring them down again to earth.—*Tsze-Sze.*

PHILOMATEAN GALAXY.

MAGGIE SCOTT, Editor.

MOTTO—NON PALMA SINE PULVERE.

LORD BACON never wore a standing collar.

WHAT is broken by even naming it? Silence.

SHERIDAN said Porcupine when he saw a little pig cry.

QUITE a number of former Philos attended the Clio re-union.

WHO undertakes many things at once, seldom does anything well.

A FOOL can get knowledge, but it takes a wise man to use it aright.

SHOW the REVIEW to your fellow teachers, and invite them to subscribe.

THE glass-works, near the Normal, are running at full blast with a large force of men.

WILL our readers kindly show the REVIEW to their friends, and advise them to subscribe.

IT is always safe to learn, even from our enemies; seldom safe to instruct, even our friends.

Two hanging lamps, suspended over the stage in Philo Hall, are both ornamental and useful.

WHAT one knows thoroughly, he can usually express clearly, since ideas will supply words; but words will not always supply ideas.

THE gentlemen of the Philo Society presented to the society two handsome hanging lamps, and the ladies poles for the curtains.

DR. E. E. WHITE's new work, "The Elements of Pedagogy," is the most scientific treatment of the subject that has yet appeared.

ONE of the Senior practice teachers, after teaching cubes, gives each member of the class a cube caramel, and they go home happy.

REV. WILLIAM WOOD, of Mount Pleasant, preached in the chapel Sunday evening, Oct. 10, and addressed the students in a very felicitous manner, on Thursday evening of the same week.

DON'T despise the smallest talents. They are sometimes needful as well as the great ones. A candle is sometimes as needful as the sun.

I HAD rather train the most uncultured rowdies from the lowest hovel, than the over-indulged children from the richest mansion.—*Dr. Noss.*

"JOHNNY, how far is it to Boston?" "How did you know my name was Johnny?" "I guessed at it." "If you are so good at guessing, just guess how far it is."

THE Normal is aiming to secure, within the year, several lectures by the most eminent educators in the United States. The lecture by Rev. A. E. Winship, Nov. 13, will be the first of the series.

EVER on the lookout for anything advantageous to her students, the Normal has effected an arrangement by which Webster's Unabridged Dictionary, latest edition, can be purchased by members of the school for eight dollars!

A LADY attending one of the leading Normal schools of the United States, writes to a friend here concerning our students' rooms: "Your rooms are a very Garden of Eden compared with ours." The excellent quality of the boarding and rooms is proverbial.

ONE of the best entertainments ever given at the Normal was that of the Noss Family, Oct. 19. The audience numbered nearly five hundred, and every one was pleased. Principal Noss, of the Normal, was so much delighted with this musical family of the same name, that he tried to trace a relationship, but in vain.

MR. J. R. McCOLLEUM, '83, now Principal of schools at Goldfield, Iowa, sends the names of three subscribers to the REVIEW and writes: "We are getting along nicely in the Hawkeye State, and have fallen in love with our prairie home.

kindest wishes for the success of the Normal. In our schools two literary societies have been organized, and have chosen the name Philo and Clio. Of course I dare not be an 'offensive partisan,' yet my sympathies naturally are with the Philos."

It is our painful duty to record the death of still another graduate of the school, Miss Lou Stoody, of the class of 1879. Her death occurred at her home, near Bentleyville, October 4, 1886. Miss Stoody, besides teaching successfully several years after graduating, completed a course of study in the National School of Elocution and Oratory last spring. Of the eight deceased alumni of the Normal, four have died within the past six months.

Claims of the Model School Boys.

1. A reduction of the hours of study.
2. An increase in the periods of recess.
3. Noon to begin at 11 a. m. and extend to 1:30 or 2 p. m., according to the weather.
4. School shall let out any afternoon when there is a base ball match or a circus within fifteen miles.
5. A boy who tells on another boy shall be boycotted.
6. No boy shall be kept in after school except at his own request, or when a bigger boy is lying in wait to lick him.
7. Sitting with the pretty girls shall be the superlative form of punishment.

WE were pleased to see Hon. G. V. Lawrence and Col. C. W. Hazard, both trustees of the Normal, with the Blaine party.

RELIGION is not, as many say that it is, either dead or dying. I want no other proof of this than the pains which so many people are taking to kill it.—*Naville.*

CLIONIAN * REVIEW.

MOTTO—PEDETENTIM ET GRADATIM.

ELLADORE STOCKDALE, Editor.

AFFECTION is the broadest basis of a good life.

MR. JOHN C. ROBINSON, '82, is now reading law in Greensburg.

ONE pound of learning requires two pounds of common sense to apply it.

MRS. J. B. MILLER, (nec Josephine Shepler), class of '81, was among the re-union visitors.

CHARACTER is higher than intellect. A great soul will be strong to live as well as strong to think.

MRS. MARY A. LIVERMORE had taught two years and saved \$600 of her salary before she was twenty.

THAT was a good letter sent by Prof. Hemphill, '75, to the committee in charge of the Clio re-union.

THE stonework on the new building is completed and the brick laying begun. It will be filled with students in the spring.

THE board of education in Springfield, O., voted, July 23, against admitting colored children into other public schools than those established exclusively for the blacks.

COL. C. W. HAZZARD printed a full report of the Clio Re-union in the *Daily Republican*, and presented 50 copies of the paper to the society. The Colonel never does anything by halves.

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

MR. J. C. LONGDON, '84, writes: "The REVIEW is my best friend and adviser. I could not do without it." We are in receipt of many such pleasing and welcome sentiments as the above. They encourage us and do us good.

Letter from Bob Burdette.

BRYN MAWR, PA., Oct. 12.—*Beloved Clionians*.—I regret that a variety of causes, the bad walking, the high rates of railway fare, previous engagements, great pressure of business, a barrel full of unanswered letters, a stack of unfinished manuscript, and a carbuncle as big as a broken heart, that roosts upon my swan-like neck, conspire to prevent my attendance on this occasion of our re-union. But I will feel included in Mr. Hallam's address of welcome, and say "amen" to Mr. Jackson's reply, and will endeavor to conduct myself on the afternoon and evening of the 15th as becomes a loyal Clionian. Thanking you for keeping me in mind I am
Fraternally yours,
ROBERT J. BURDETTE.

Letter from Col. Hazzard.

CLIONIANS ALL:—I send you 50 copies of *Daily Republican* containing Mrs. Kellogg's graceful and flattering report of your late jamboree. Not so much for that, either, as in the hope that some student may read Talmage's sermon, [published in same paper], and thus with quickened conscience be enabled to choose Philo instead of Clio.

I am glad you had a good time. Enjoy its memory now, for when we [Philos] come to have our re-union you will want to forget this one. Very cordially yours,
CHILL W. HAZZARD.

OUR Society held its first Re-union on the afternoon and evening of the 15th of October, and, as was expected, it was a grand success. Early in the day old members of the society began to come in and by evening our spacious chapel was filled.

The Chapel was handsomely decorated with flowers and autumn leaves; while the pillars were entwined with blue, which is emblematic of our society.

The exercises were opened with

a song, followed with prayer by Prof. Noss.

Mr. H. I. Keys, president of the society, introduced Mr. J. B. Hallam, of the class of '87, who delivered the address of welcome.

Prof. W. S. Jackman was expected to reply, but not being present impromptu remarks were made by old members.

Geo. Jeffries, Esq., of the class of '82, Mr. West of '86, and others responded in a few words of congratulations for present progress and a bright and glorious future.

Mr. J. S. Eberman gave the history of the society in '75 and '80; Miss Marie Hall that of '79 and '80, while Mr. N. E. Rhoades spoke of his experience in '80 and '81.

The evening session was opened with a song by Mrs. Prof. Smith, followed by an address by H. T. Bailey on the early days of the society.

Mr. A. M. Claybaugh, of Uniontown, gave a talk on what constituted a loyal Clionian.

Prof. D. C. Murphy, of Lock Haven, then spoke at some length of class and society reminiscences of '78.

Mr. McConnegly then read some letters of regret in response to invitations to the Re-union.

A Re-union ode, written by Miss Ella Hart, of '83, was read. The first stanza is here given:

After swift fleeting years,
Each with its joys and tears,
We meet again.
Here we'll no sadness bring,
To the winds sorrow fling,
And in sweet notes all sing
A glad refrain.

Thus closed our first re-union.

It is a well-known fact that the physician performs the most cures in whom the patients place the greatest reliance. The mind holds a most intimate connection with the body. The teacher is a physician of the mind, and it is of the utmost consequence that he should hold the fullest trust of his pupils. On this he bases his success. Confidence, more than knowledge, is the parent of sympathy.

Lesson in Practical Writing.

HINTS TO TEACHERS OF WRITING AND TO SELF-LEARNERS.

BY DANIEL T. AMES.

It is often alleged, and not wholly without cause, that writing is more neglected, or unskillfully taught, in our common schools than is any other branch.

This is largely due to the fact that a great proportion of the teachers are themselves not only unskilled writers, but are not qualified respecting the best methods of instruction.

While we concede that the acquisition of a good handwriting costs, as a rule, more effort than does proficiency in most, if not any, other of the common school branches, from the obvious fact that the labor of its attainment is two-fold—its form and construction being a study, while its execution requires manual dexterity—each of which being a separate attainment; yet we affirm that there is no good reason why every teacher in, and graduate from, our public schools should not write with facility a good, legible hand. The teaching of writing is very naturally an irksome duty to the unskilled teacher, and even more irksome to his badly taught pupils. Is it, then, any cause for wonder that, between such a teacher and pupil, there should be a mutual willingness to get over the allotted time for writing as gently as possible? The teacher, perhaps, consoling himself with the belief that writing really is a gift, and that himself and his pupils were in some way overlooked when the gift was dispensed, and unfortunately this idea of "gift" business is not confined to the lazy and incompetent teacher, but apparently affords consolation to a host of writers who vex their readers with well-nigh unintelligible hieroglyphic scrawls.

There are few persons who have the requisite intelligence for becoming good teachers, who might not, with even a few weeks devoted to the special study and practice of writing, acquire sufficient skill to write a fair copy, and a knowledge of form, movement, and analysis of writing to enable them, certainly with the aid of good copy books, to properly direct and criticise the efforts of their pupils; and this school officers should require as a necessary requisite for the granting of a certificate or license to teach.

HOW TO TEACH.

First. Explain and illustrate fully the proper position of body, arm, hand and pen; these are so fully explained in all the copy-books that we will not here occupy space for repetition.

Second. Too much pains cannot be taken to explain and give examples of the various movements, setting forth the advantages and disadvantages of each, except in the low and primary grades, where little should be said respecting movement. Form and position is quite sufficient for the infantile mind to grapple with; in the advanced grades, having pupils of 12 or more years, and especially in grammar and high school grades, no movement but that of the combined forearm and finger should be permitted. It is the only movement that affords the requisite ease, rapidity and endurance for a really excellent and acceptable hand for business purposes. Frequent drills upon good movement exercises should be required, strict oversight should be exercised that all practice, whether upon copies or movement exercises, be thoughtful and painstaking, otherwise practice may degenerate into mere scribbling, and this tends more to retard than advance the pupil.

Third. Do not fail to place before the pupil good and uniform copies, either written or engraved, the more accurate; the better. Accurate copies furnish a stable criterion for study and imitation hence every thought and stroke of practice is for the achievement of a definite and well understood object. With imperfect and hence vacillating copies there can be no definite idea of form, while effort is wasted in the endeavor to imitate the constantly varying examples for letters and their manner of combination.

Fourth. See that the copy is studied as well as practiced; and, as an aid to study, make a free use of the black-board, giving the analysis of the letters contained in the copy, and explaining their combination.

In practice the teacher and self-learner will find that far better results will be attained by using a short rather than a long copy, from the very obvious reason that short copies are quickly and often repeated, thus presenting immediate and frequent opportunities for the correction of any fault pointed out by the teacher or noted by the self-learner. After an exercise has been written it should undergo a careful study and comparison with the copy, and the differences noted, that an in-

telligent effort may be made for improvement in the next. This method pursued will rarely fail to result in a good, rapid and easy handwriting with a few weeks practice.

METHODS VS. RESULTS.

Teachers and learners are often perplexed with the very natural and yet absurd criticism that "men in business do not write like the copies in copy-books," and are asked "why not teach such writing as is practiced in business?" Such critics should be informed that there are several millions of styles of "business writing" practiced in the United States alone, and then asked whether all these should be followed as a standard; or, if not, how shall we choose? If he does not perceive the absurdity, brand him as a mere babler whose pratings are unworthy of notice. Wherever good business writing is found, it is the result of careful study and practice, originally from good standard forms, which may have been more or less modified by subsequent practice.

The teacher, learner and the public should remember that what may be termed "business writing" is a *result*, while good, systematic copies and teaching are the methods by which it is attained.

Examination Questions.

SCIENCE OF TEACHING.

[These questions are based on the Reading Circle work of last season.]

1. Explain what is meant by acquired perception.
2. What is the function of oral spelling?
3. What is the main purpose in early language work?
4. How should the structure of the earth's surface be studied?
5. Why should the attendance of the pupil be prompt and regular?

PHYSIOLOGY.

Describe in detail the heart, the arteries, veins and capillaries. Describe the blood and the changes it undergoes in its course through the body. Describe, in detail, with diagram the course of the blood through the heart, lungs and blood-vessels.

Answer must not exceed three pages.

HISTORY.

Give a full account of the connection which the invention of the cotton gin had with the civil war, in all its phases, political, commercial and social.

Answer not to exceed three pages. To be marked on character of work, rather than on specific points.

PENMANSHIP.

1. Draw a scale to mark the relative height of letters, and write on it the word *Mirth*.
2. Describe the proper position of the pupil at the desk in writing.
3. In what order would you endeavor to secure the following characteristics of writing: Rapidity, beauty, legibility. Why?
4. Describe the proper rest for the hand and arm in writing.
5. Give some exercises that you think suitable for practice to promote ease and rapidity in movement.

NOTE.—Your writing in answering these questions will be taken as a specimen of your penmanship, and be marked from one to fifty, according to merit.

ORTHOGRAPHY.

1. What is the difference between a letter and an elementary sound?
2. Define accent. When is it called primary? When secondary? Give an example of each.
3. What sound has *ch*? Write words illustrating each sound.
4. What sounds are called dentals? Labials? Why are they so called?
5. What is the distinction between a diphthong and a digraph? Illustrate.
6. Spell, accent, and mark diacritically ten words dictated by the Superintendent.

GEOGRAPHY.

1. Name five of the best harbors of the United States coast. Explain the relation which a good harbor bears to the prosperity of a city.
2. Compare and contrast Louisiana and Minnesota in all important respects in which you can discover resemblances and differences.
3. Trace the path of a vessel from San Francisco to St. Petersburg.
4. Name all the oceans, important seas, gulfs and bays that touch Asia.
5. Name all the countries of South America that touch the Pacific ocean, and bound one of them.
6. Name all the states or countries of Africa that touch the Mediterranean Sea. How do these countries compare with the others of Africa in civilization?
7. Bound Russia and name its most important exports.
8. Name five important systems of rivers in North America.
9. Sketch a map of California, locating mountains, rivers and chief cities.
10. State where on the earth each tropic and each polar circle is located, and give the reason for such location in each case.

GRAMMAR.

1. How does the *appositive* modifier differ from the *possessive*?
2. Write three nouns that have the same form in both numbers; three that, when used as subject, always require plural verbs.
3. What does each gender denote?
4. Analyze: "It tell you that which ye yourselves do know?"
5. How is the *passive* voice made?
6. Give the tense of each verb in the following sentences, and tell what time is expressed in each case:
 - a. He leaves at six o'clock to-morrow.
 - b. If he was present I did not know it.
 - c. If he were present I could leave.
 - d. School opens at nine o'clock.
7. Correct, if necessary, and give reasons:
 - a. I feel so badly about it.
 - b. The soldier died hard.
8. How many tenses do verbs have? Why?
9. What classes of verbs do not have the passive voice? Why?
10. What is the difference between a verb and an infinitive?

READING.

1. Give three characteristics of good reading and state your method of securing each.
2. What are rhetorical pauses? Illustrate.
3. What things are to be considered if we regard a reading lesson as a study in literature?
4. Name three American writers of fiction and give one work of each.
5. Of what advantage is the study of good literature?
6. Read a stanza of poetry, and a paragraph of prose selected by the Superintendent.

ARITHMETIC.

1. $\frac{3}{8}$ of 5-9 of what number equals 9 13-18? Define least common multiple. 5, 5.
2. Divide .0512 by .032 plus .005. Proc. 5, quot. 5.
3. If 27 bricks make a cubic foot, how many bricks will make a wall 46 ft. long, 27 ft. high, and $2\frac{1}{3}$ ft. thick? 10.
4. Reduce 4-5 of a yard to the decimal of a mile. Ans. 10.
5. What will be the total cost of 750 yards of carpeting at \$1.75 a yard, if a merchant pays $2\frac{1}{4}$ per cent. commission for purchasing, $\frac{1}{4}$ per cent. for draft covering costs and agent's commission, and \$12.50 for freight? Proc. 5, ans. 5.
6. A man loaned \$800 for 2 years and 6 months, and received \$90 interest; what was the rate per cent? Proc. 5, ans. 5.

7. A can mow 2 acres in 3 days, and B 5 acres in 6 days; in how many days can they together mow 9 acres? Ans. 5, ans. 5.
8. What is the smallest number that can be divided by 250, 350, and 525 respectively, and leave a remainder of 25? Ans. 10.
9. Two men start from the same point; one travels 52 miles north, and the other 39 miles west; how far are they apart?

PRESIDENT BARNARD, of Columbia College, some time ago composed the following illustration of the possibilities of English spelling:
(*The Original.*)

A PLAINTIVE BALLAD, BY SAMUEL JOHNSON.

Hermit hoar, in solem cell,
Wearing out life's evening gray,
Strike thy bosom, sage, and tell
What is blisse, and which the way.
Thus I spake, and speaking sighed;
Scarce repressed the starting tear;
When the smiling sage replied,
Come, my lad, and drink some beer.

(*New Version.*)

BY PLAYNTIVE BALLADD, BUY SAMNUEL JOWNSUN.

Hearmit hour, inn psalome sell,
Wairwring owt liphe's ephening graigh,
Striche they boensom, sauge, annd taill
Whacht iz bllice, amnd which thee weigh?
Thous eigh spache, aknd spiekking side;
Schearce rheprressed thea staarthing tier;
Whcan thuy smaissing seighge reghbled,
Cumb, wigh laid, achnd dringh solm beyrrrh.

(*The Justification.*)

Grey—play—add—buy—dam—knowledge—sun
—Heard—pour—fun—psalm—come—sell—pair-
wing—owl—cipher—Stephen—straight—lichen—
ley—manoeuvre—gusge—fanned—said—yacht—
whiz—pumice—mnemonics—witch.

Pious—height—ache—knot—shriek—side—
scheme—rhetoric—guess—tea—bazaar—fir-
cleanly—plaguy—aisle—neigh—hicough—dumb-
high—plaid—drachm—hough—holm—key—
myrrh.

This first appeared in a paper which the writer called *Phtheigh Whautchn Dgeyrrhnnagl; i. e.: The Home Journal*, of New York.

The poor man seeth not the vexations and anxieties of the rich; he feelth not the difficulties and perplexities of power; neither knoweth he the wearisomeness of leisure; and therefore it is that he repineth at his own lot.—*R. Dodsley.*

Emphasis.

BY REV. A. E. WINSHIP.

Don't emphasize too many things at once in your teaching. Monotony is a failure. Even a dead level of brilliancy will not succeed. Emphasis is the setting forth of one idea in such prominence and relation as to make all others for the time do it service. There are different ways of emphasizing in vocal utterances, by extra voice, slower movement, deeper tone, inflection, gesture, or by a pause or transition. A reader or speaker who has but one emphasis will not wear well, will not be permanently effective. Different thoughts require different styles of emphasis. So in Bible teaching, especially in a Sunday-school class, high art and great skill require a knowledge of the science of emphasis. Each lesson wants to lift at least one, and rarely more than three points, to such prominence that to forget is well-nigh impossible. There is much to be taught that is not to be remembered. It is simply the staging necessary for the carrying of the truth that is to be built into the permanent structure to its place. The teacher fails who does not distinguish between the building and the ladders and staging.

An Exercise for the Sense of Hearing.

To develop the sense of hearing, the teacher may have a bell, bowl, glass, piece of wood, tin, stone, etc., the teacher striking them each in turn. Lead the pupils to notice the difference in sound and tone; after which have the children close their eyes, the teacher strikes one of the objects, and asks who can tell which it is; or she may lay something between the objects and the class and strike the objects one at a time, and call on the different pupils to name which object was struck. After a few lessons there will be a decided improvement. The teacher may now sing the first three tones of the scale with the syllable la, having the pupils give the numeral or syllable name of the tones. Next, sound the first, third and fifth; then the third, fifth and eighth. If he has a piano or

an organ in the room (and if not, he can buy a metalophone for ninety-eight cents, which will answer every purpose,) he can strike any of the tones of the natural scale, having the pupils write on their slates the numeral names of the tones as fast as he strikes them (slowly at first, until they are able to do it more rapidly). Perhaps in the eighth lesson of this kind he may give the following: 1, 1, 2, 2, 3, 2, 3, 3, 4, 4, 5, 5, 5, 6, 5, 4, 3, 2, 2, 3, 2, 1. After striking the last tone, call on a pupil to read what he has written. If most of the class is right, ask the pupils to italicise as above. Then have the class sing what they have written, holding on to the tones that are underscored; when, to their surprise and pleasure, they find they have written a tune. The teacher may next have the children sing the following verse to the same tune:

"From the far blue Heavens,
Where the angels dwell,
God looks down on children,
Whom he loves so well."

Newark, N. J. W. M. GIFFIN.

SOME teacher says, "I have no time for all fine things I read—I have so much else that must be learned. I cannot stop to read the papers in the school-room. Beside my patrons would not stand it. They would say that I was meddling in politics or religion, and I should lose my place." There is truth here. If the mill must grind a certain grist, certain kinds of grain must be put into the hopper. In the meanwhile, the live teacher must do the best she can. Cut off a few history dates, omit oral spelling, stop parsing quite so often, drop circulating decimals and the rules of fractions; don't teach bank discount quite so infinitesimally to children who will probably never keep a bank account, or if they do, will be able to learn all its ins and outs in less than half an hour; spend less time in keeping records of recitations, and you will have a little more time for these necessary "side issues," as they are now called. You have time enough, if you only know how to make it. You are too afraid of your patrons. A few meddling old grumblers do not represent your best patrons.

They are wasps and fleas, and often somewhat more like odorous bugs troublesome at night, than anything else. You cannot afford to ignore them altogether, but they do not know half as much as you think they do; they care little what you do—old or new—if you only notice them a little. Say a few kind words when you meet, and if they try to interfere with your business, kindly ignore *that part of the conversation*. Talk about something else. If you have a regular fossilized old crank in your district, you are to be pitied. For a crank there is usually no medicine but arsenic—not too large a dose—but one sure to kill. That is the only cure. Don't let a crank trouble you, for you are apt to over-estimate his importance. As a general rule, he doesn't know when he is insulted.

THERE is a great difference between labor and discipline. The object of all school work is to promote moral, mental and bodily growth; but certain kinds of labor are stunting and stultifying. The teacher often says: "Study hard; get your lesson;" and is satisfied when she gets hard study and perfect lessons. But is she careful to inquire how much discipline has been promoted by the process? No strength can be obtained from forced study. Growth and discipline come from spontaneous work. The boy who is made to hoe corn all day gets no more education from it than does the boy who is *made* to work out a certain number of problems in arithmetic. There are millions of human beings who must be kept at hard work all their lives in order to keep them from doing mischief; the very safety of the world depends upon their constant occupation. But this is not the reason why the true teacher keeps her pupils at work. There is no discipline in storing a barn with hay, or the mind with useful knowledge. Both are stuffing processes, not growing. True growth comes through discipline, produces education, and ends in wisdom. It begins with a knowledge of self, and ends in a knowledge of God. Its means are sympathy, good motives, benevolence, beneficence and earnestness.

A patient, plodding boy who has no zeal will not grow. He may learn a few facts, and these may help him in some inferior employment, but he will be dumb, and driven all his life. We meet thousands of such people everywhere we go. They vote a certain ticket because somebody else votes it. They plow and harvest, eat and sleep, come and go, mere imitators—nothing more. They can carry on no conversation, except on the most trivial subjects, in fact, they are cyphers, nothings, in a busy world. Of course they are harmless, and in their way serve the world as necessary mortar between bricks in the human temple, and so will receive their reward. Now, it is not the object of discipline to produce such men and women. The world doesn't want them. Live people, educated into the divine art of independent thinking, plow, spin, hoe, dig, write, buy and sell infinitely better than a human machine, plodding in a given course because so commanded. *Discipline through labor* is the end and aim of all true school work.

Concrete Teaching.

To pour water on a duck's back is of little use; the creature gives a shake and a flutter and is as dry as before. It is of little use to pour rules or facts into a pupil's memory, even though he may give prompt and correct answers to your questions. Like the duck, the facts and rules roll off, and he is about as he was. The way of Nature is quite different.

A beginner in fractions may be taught in a minute to say that one-third of one-half is one-sixth; he may even perceive the rhetorical sequence of the words, yet not conceive the fact, although he states it. But let the matter be illustrated in the family pie; he can never forget the relative value of his solitary share. The pupil will recite glibly enough the rule concerning the impenetrability of matter, but the words mean nothing to him; when he bumps his head he comprehends the *fact* for all time. He will recite correctly enough that, the angle of reflection is equal to the angle of incidence, but he doesn't know what

he is talking about; however, in playing ball, let a "grounded" or a "foul" hit him in the face, and he gets the idea simultaneously with the black eye.

These are but hints which the teacher can use in his work. Remember the illustration in "Theory and Practice of Teaching," as to putting a watch into molasses or lard; "medium" was then understood for the first time. So it often is in a child's life. The reason why people sleep at church is not because they are so sleepy, but because the sermon is so abstract. Teachers, take a hint and be *concrete*.

Is a doctor's business more important than a teacher's? If it is the legal duty of the physician to keep himself informed as to the most approved methods, why should not the law make the teacher equally responsible? An example in point recently occurred in Germany. A doctor was lately brought before a tribunal for having neglected to keep himself informed as to the modern methods of practice. A servant who received a wound in the chest in April last died under the care of this doctor, who treated his patient according to ancient usages. The court held that "every practitioner should keep himself informed in the accomplished progress of science, and have an exact knowledge of modern systems of treatment. If these had been employed the patient's life might have been saved, hence the liability for negligence." The Court of Appeals sustained the judgment.

BECAUSE we earnestly advocate better methods, it must not be concluded that we consider there is nothing good in the old. Many great men and women, through the fires of its furnaces, became godlike characters. The persistence, energy and concentration of the old must not be sacrificed in forming the new. If it can be proved that we are to be cursed with a race of weak, dough-and-putty underlings, through better methods, then we shall be the first to advocate their eternal banishment from the school-room. But there is not the shadow of fear of such a result.

EVERY time a child does something from his regard to the one requesting it, he is educated. If he obeys because he is commanded, or because he expects praise or good marks, he is not educated. There is but one thing that can hold a heart—it is another heart. What shall that teacher do who has none? What cannot that teacher do who has one? Nothing is more needed to-day in the school-rooms of the world than hearts. Large hearts! Lincoln had one. When visiting a hospital camp he saw a poor Confederate boy deathly wounded. With the tenderness of a woman he stooped down and put his arm around his neck. The large honest heart of Lincoln has educated this nation, and will educate it infinitely more as the story of his life is told. Teachers like Lincoln will govern well, and if they govern well they teach well, for good government always means good teaching.

Most teachers do not read enough. They do not realize how much help they could get from reading a few good books. They worry along through an entire term with a few vexatious questions of teaching or school management, when a few hours' reading might clear up all difficulties. Teachers frequently lose positions, or are unable to get any, except the most unsatisfactory ones, when, by the careful study of two or three books, they could so improve themselves as to be able to secure good positions. Economy in preparation is extravagance in results, both in financial and educational points of view. — *Iowa Teacher*.

WATER, soft, pure, graceful water! Earth has no jewels so brilliant as her own spray. — *N. P. Willis*.

AN assistant master in an English school has received a letter stating that in consequence of his being below the standard of height, fixed by the college committee, he cannot be employed another year. It seems by this that our English brethren intend to measure a schoolmaster's fitness for his position by his height as well as by his talents.

Who Stole the Apples?

"Who stole the apples?"
 "I," said dog Snow.
 "To play with you know;
 I stole the apples,
 That is just so."

"Who saw him steal?"
 "I," said the cat,
 "Mewed, 'Snow don't do that;
 Don't steal the apples.
 What are you at?"

"Who took them from him?"
 "I," said Black Pete,
 "Because they were sweet;
 I took them from him,
 And ran down the street."

"Who punished dog Snow?"
 "I," said the maid,
 "For making the raid;
 I punished dog Snow.
 But he laughed in my face
 When the whipping was done,
 And I truly believe
 Thought it all was in fun."

Then the moment that Pete
 Had made his retreat,
 And the girl was away,
 The dog and the cat
 Got out the big mat,
 And the rest of the day
 Did nothing but play.
 And, as I looked in
 Just at the day's close,
 The dog had the apple
 On top of his nose. —Our Baby.

Sketch of Benjamin Rush.

MARY ALLEN WEST.

Dr. Benjamin Rush was by nature a pioneer. Thus we find him in the forefront of many historic movements. In 1774, as a member of the Provincial Assembly of Pennsylvania, he moved the first resolution in favor of American independence. Two years later, June 23, 1776, he was appointed chairman of the Committee on Independence, and on the Fourth of July following, as a member of the Continental Congress, he appended his name to the immortal Declaration. We are glad to note the fact that his wife, Julia Stockton, was the daughter of another signer of the Declaration, Richard Stockton, of New Jersey. They were married in 1776, and the patriotic independence of that historic year well symbolizes his character.

He was also a pioneer in the abolition of slavery, an advocate for the broadest education of women, when such advocacy was rank fanaticism, the first person to propose plans for educating people to recognize the horrors instead of the glories of war, and for establishing a Universal Peace Union.

He was one of the originators of the Bible Society, and drafted its first constitutions.

Born near Philadelphia, Dec. 24, 1745, he grew to manhood amid the sturdy surroundings of early colonial life. With a love for study and investigation amounting to a passion, he drank in all the knowledge the schools of America afforded. He was graduated at Princeton College in 1760, afterwards studied medicine in Philadelphia, then continued these studies in Edingburgh, London and Paris. Returning to America in 1769, he began the practice of medicine in Philadelphia, and the same year was elected Professor of Chemistry in the medical college there. He soon became known on both sides of the sea as a careful, accurate investigator and a writer whose testimony could be trusted.

Dr. Benjamin Ward Richardson speaks of him as one of the most active, original and famous men of his times, one of "the elect of history." Lettson styles him "The American Sydenham." "Like Sydenham," Dr. Richardson says, "Rush was an enthusiast, a philanthropist, a man of immense grasp in the work-day world, as well as a polished scholar, and a scientist of the most exact methods."

Dr. Thomas Young bears strong testimony to the original energy of character, of Dr. Rush, and to the value of his researches, especially in regard to epidemic diseases. Bear this in mind when reading his testimony concerning the effects of alcohol in epidemics of yellow fever and cholera. For his services to humanity in the terrible yellow fever epidemics of 1793-1805, the king of Prussia sent him the coronation medal, and the king of Spain thanked him. In 1807 the queen of Etruria presented him with a gold medal, and in 1811 the emperor of Russia bestowed a similar token of his admiration of Dr. Rush's medical character.

Such a man could not witness unmoved the ravages of intemperance. "He saw all of its evils and never tired of raising his voice against it." He viewed it from every standpoint, as a physician, a patriot and a Christian, and his whole soul was stirred within him. Thus stirred he wrote the famous essay,

early in 1785. This was followed by a series on the same general topic: the effect of ardent spirits on the human system. These were widely copied, one authority says, into all the newspapers in America. They attracted great attention and exerted such an influence for good that, according to Hildreth, the historian, at the Philadelphia celebration of the Fourth of July, 1787, which had the added dignity of also celebrating the adoption of the federal constitution, ardent spirits were excluded from the entertainment. A glorious prophecy of the way our national holiday shall be celebrated when the principles of that constitution and of the Declaration of Independence shall permeate our entire commonwealth.

Dr. Rush was not content with writing against intemperance; the living voice must emphasize the printed page. Feeling that religion was the most potent force in keeping this evil in check, his strongest appeals for aid in his grand work, are made to ministers and religious bodies. Feeling greatly indebted for the influences which turned his attention to this work, to the Quakers, and to Ashbury, Dr. Coke and other Methodist itinerants, he made his first appeal to their religious bodies. In 1788 as he says, "I bore my testimony at a Methodist conference against the use of ardent spirits, and I hope with effect. I also brought the matter before the Friends' yearly meeting. I have likewise written to the Roman Catholic Bishop of Maryland, to set an association against them on foot in his society. I have repeatedly insisted upon a public testimony being published against them by the Presbyterian Synod, of this city, and have suggested to our good Bishop White the necessity for the Episcopal Church not standing neutral in this interesting business."

In 1811 we find him appearing before the General Assembly of the Presbyterian Church, to which communion he belonged, pleading the cause of temperance so effectually that a committee was appointed whose report, adopted by the Assembly, begins the long line of

noble "deliverances" of that influential body upon this subject. He presented to this General Assembly one thousand copies of his essay, printed in tract form.

Two years later he died, April 19, 1813, but the good he did was not "interred with his bones." His essays were scattered everywhere, the seed thus sown sprang up and bore fruit abundantly. Some of this seed germinated in Litchfield, Conn., and fruited in the first temperance society known in America. In 1789, nineteen years earlier than the formation of a similar society in Saratoga county, New York, over two hundred most respectable farmers of Litchfield formed themselves into "an association to discourage the use of spirituous liquors."

Litchfield has the reputation of having produced more great and good men and women to the acre than any other township in America; this early temperance movement may account for the phenomenon.

From other seed, sown by the same hand, grew the Massachusetts "society for the suppression of the liquor traffic." The action of the Presbyterian General Assembly was brought before other ecclesiastical bodies, especially the Congregational Association of New England. From such a presentation of the subject to the Massachusetts Association, this society originated.

In 1812 the same matter was brought before the Connecticut General Association and a committee was appointed to see what could be done to abolish the evils of intemperance. They reported that they had attended to the subject committed to them, but that intemperance had been for some time increasing in the most alarming manner, and that after careful and prayerful inquiry, they were obliged to confess that they "did not perceive that anything could be done." In that audience sat Rev. Lyman Beecher, from Litchfield, where the first temperance society was formed. He relates that when he heard this report, "The blood started through my heart and I rose *instantly*, and moved that a

committee of three be appointed *immediately* to report at this meeting the ways and means of arresting the tide of intemperance." The committee was appointed, with Dr. Beecher as chairman. The next day he brought in their report, which, he says, "was the most important paper I ever wrote." It recommended that all ministers should preach temperance; that ardent spirits should be dispensed with at ecclesiastical gatherings; that church members abstain from selling or drinking intoxicating liquors; that parents exclude them from their families, and admonish their children against them; that farmers, mechanics, and manufacturers substitute for them palatable and harmless drinks for their laborers; that temperance literature be prepared and circulated and societies organized for the promotion of morals.

Do we not see here foreshadowed many departments of our Women's Christian Temperance Union Work? Cogent reasons and powerful appeals enforced this report. It was thoroughly discussed by the association, adopted, and one thousand copies printed for general circulation.

Now the combat deepened, and soon there was "beautiful fighting all along the line." Soon was heard the thunder of those great guis, Beecher's Six Sermons on Intemperance, which are not yet antiquated. Only last week a clergyman who had lately read them for the first time, said to me: "We have not gone beyond them yet. They contain the germs of our most advanced thought on temperance."

Advice.

I have always hated to give advice, especially when there is a prospect of its being taken. It is only one-eyed people who love to advise, or have any spontaneous promptitude of action.

When a man opens both his eyes, he generally sees about as many reasons for acting in any one way as in any other, and quite as many for acting in neither, and is therefore likely to leave his friends to regulate their own conduct; also to remain quiet as regards his especial

affairs till necessity shall spur him onward.

Nevertheless the world and individuals flourish upon a constant succession of blunders. The secret of a practical success lies in the characteristic faculty of shutting one eye, whereby we get so distinct and decided a view of what immediately concerns us that we go stumbling toward it over a hundred insurmountable obstacles, and achieve a magnificent triumph without being aware of half its difficulties.

THE very central idea of the new education is mental growth. Stagnation and death belong to the old; life and inspiration belong to the new. New methods put the pupil on the track of right thinking, and then let him work out his own salvation, but not with fear and trembling. Hard study comes as natural to a pupil, taught to know how to make it delightful, as breathing, eating, or sleeping. The drudgery of study does not comport with the true spirit that ought to be cultivated in any century of a Christian era. Study and labor are central thoughts and ruling motives of to-day. There never was a time when men worked harder, thought more or produced such results as now.

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A NEW algebra class has been started, using Wentworth's Text-book.

A CORNER band has been organized in town, and the instruments have already been secured.

DR. LEATHERMAN'S new hotel has been named the Hotel Arlington. It will be open to guests about November 1, with Mr. W. B. Alter as proprietor.

THE use of a cornet at the morning chapel exercises adds to the quality and interest of the music. Mr. P. M. Weddell, of West Newton, a Junior, is the cornetist.

IN the series of lectures, at the Normal, by leading educators of the country, Dr. E. E. White, of Cincinnati, O., is expected to appear. The date conditionally arranged for is Dec. 18.

AT Beallsville, Pa., Mr. J. C. Longdon, '84, is Principal of the public school, and Miss Rena Holland, also of '84, assistant. Mr. Longdon is pursuing the scientific course studies, and expects to join the class at the Normal in the spring.

THE California Normal is rapidly increasing its attendance, improving its facilities, and adding to its popularity as a great school for the education and training of teachers. Large numbers and careful management enable the school to offer the best advantages at a minimum cost.

THE Seniors believe in objective teaching. Recently a kitten stole into one of the practice rooms. Miss J., the teacher, at once seized little puss, and made her do good service as an object to teach from. The little six-year old children counted her feet and claws, and thus had a very interesting and profitable lesson in numbers.

AT all hazards break up the evil of irregular attendance. Use all your tact and attractive powers with the children. If this fails, call for the parents and plead with them. As a last resort, invoke the aid of the directors in compelling parents to send their children regularly, or not at all! It is vain to hope to interest scholars who miss a day or two every week.

REV. A. E. WINSHIP editor of the *National Journal of Education*, Boston, has been engaged for a lecture at the Normal, Nov. 13. Subject: "The Sad and Ludicrous in Utah Life." Concerning a lecture recently given by Mr. Winship in Jersey City, the *New York School Journal* says: "It was one of the most eloquent, interesting and instructive lectures ever given before the Teachers' Association of Jersey City."

THE thorough mastery of one representative selection from each of four English classics, is part of the new requirements of Seniors in our State Normal course. Our class has already begun the study of the Merchant of Venice under the direction of Miss MacPherson. Milton's Sampson Agonistes, Tennyson's In Memoriam, and a work of Washington Irving's, are spoken of as the other three selections.

THE Normal Library has been greatly enriched during the past month by the addition of a large number of the choicest books. The increase numbers about 200 volumes, including some expensive books and sets such as Stormouth's English Dictionary, Webster's Unabridged Dictionary, Stanley's Through the Dark Continent, Gibbon's Rome, the Rollo Books, etc., etc.

THE great reduction on Webster's Dictionary, to students, mentioned

elsewhere, fairly indicates the low rate at which all text-books are now sold at the Normal. No bookseller in the State, and so far as we know, no school, sells text-books at our prices. The constant aim here is to bring the cost of everything down to a minimum, and the quality up to a maximum.

JAMES S. BARR, a student of last year, beloved by all who knew him, received fatal injuries by a fall from a church in Lewistown, Pa., on the 25th of September, and died the next day. Mr. Barr and another man were engaged in painting the church, and by the giving way of the scaffolding were both thrown to the ground, a distance of twenty-five feet, the latter being killed instantly. Mr. Barr had engaged to teach a school in Washington county.

THE mistakes of pupils are the resultants of two causes—ignorance and carelessness. To call the attention of children to errors they have committed through ignorance, does more harm than good; for thus they are led to observe wrong forms which they have no power to make right. But, as the surest way to break up a bad habit is to form the good one which is the opposite; so the quickest cure for carelessness, is to manage, that careless doing shall immediately and invariably be followed by careful undoing. This the teacher does when she sets the pupils to searching for the error in their sentences which she has discovered, that they may correct it. She stops, it is true, at the first mistake she finds, but as they know that she is liable to begin with any sentence, to read, they must perforce, go over and correct the entire work. Thus what the teacher saves of her time and strength, the pupils gain in the way of opportunity to use theirs; an admirable illustration of the law of the conservation of forces, which the average teacher—who never allows her pupils to do anything which she can do for them—could study with profit.