

The Normal Review.

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50c. a Year.

Entered as second-class matter.

THE total enrollment to date is about 400.

The Spring term opens March 28. The County Institutes are over. Are you teaching any better for what you learned?

Ohio has no State Normal Schools, and no county superintendents.

The enrollment of students at the Normal for the fall term was larger than in any previous year.

The REVIEW is making for itself many friends, especially among the teachers of western Pennsylvania. It aims to help its readers by timely suggestions, drawn from various sources.

It takes more than brains to teach well. It requires *heart*.

That was a wise remark of a young man: "What I hit is history, and what I miss is mystery."

Dropping into a primary room in the Uniontown public school recently, we were pleased with the opening exercises. They were simple and beautiful. A familiar song was sung, not with the rasping tones far too common, but with sweet and subdued voices. Then the Lord's Prayer was repeated, a few words at a time, first by the teacher and then by the pupils.

Simple calisthenic exercises should be used twice a day, or oftener, in every school. From two to five minutes is long enough. Let pupils all stand and imitate the movements of the teacher. Much can be done by these exercises to promote order, study, health and grace of movement.

The attendance at the Normal during the Spring term, opening March 28, promises to be very large.

Judge Tourgee told us the other day that he spent a whole day in our Washington County Institute in November, so much was he interested in the exercises. He thinks this great praise for the Institute. So do we.

Speaking of Judge Tourgee, reminds us that he confesses to having written one chapter of "A Fool's Errand" fifty-eight times before he was willing to let it go to the public.

The closing entertainment at the Normal, Dec. 23, was a complete success, so far as the performances of the many who took part were concerned. The audience was not large.

If a pupil brings you his problem to have it solved for him, why not ask him to bring you his dinner and let you eat it? says Dr. Samuel Findley, of Ohio.

Mr. Whitsett, of Dawson, Pa., visited the Normal the other day, and enrolled two daughters as students. Mr. W. was himself a Normal student years ago. Prof. Hertzog says it makes him feel old to see his former pupils bring their children to school as students.

"George Bancroft has seen our population grow from five to sixty millions," says Joseph Cook.

D. M. Hertzog, Esq., district attorney of Fayette county, says he was a student the last year the old Normal building was used, and the first year the new one was used.

Farrar says: "The history of the world is to be found in the history of a dozen lives."

The ex-County Superintendents of Somerset County are all still living. They are Messrs. Stutzman, Miller, Critchfield, Will, Sanner and Whipkey. At least three of these attended the recent institute.

The recent teachers' institute at Somerset was a great success. The institute in that county during the six years of Supt. Weller's service have improved almost beyond recognition.

"Don't pronounce a word wrong in order to help a pupil to spell it right."

Miss M. Agnes Mackey, '80, has been elected to a position in the Beaver Falls high school. Having a favorable knowledge of both the school and the teachers, we congratulate both.

No young teacher who is ambitious to succeed can well afford in this day, to be without a normal training.

California, Pa., State Normal.

Delightful location on the Monongahela, fifty miles from Pittsburg. Easily reached by trains and boats. School larger and better equipped than ever. Board and tuition to those preparing to teach \$4 a week, or \$168 per year, to those who graduate \$118. The school commends itself to those who value a vigorous, intellectual and professional training, under favorable religious and social influences. Graduates of the school are in demand as teachers. Parents seeking a *safe* and *thorough* school, should visit the Normal before deciding to send elsewhere. Spring term opens March 28. For catalogue address the Principal, THEO. B. NOSS.

A pleasant reunion of California Normal students teaching in Fayette County was held in Uniontown, Thursday eve., Dec. 30. An oration was delivered by D. W. McDonald, Esq., and a poem by Miss Stella Beard. Both performances were highly praised. The music was furnished by Mrs. Sally Clark, (nee McClure), Miss Lizzie Baker and Miss Lucy Hertzog.

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 per week. No Normal school in the State offers as much for the price.

The REVIEW is a good paper for teachers," writes Prof. E. L. Raub, of Newark, Del., formerly a member of the Normal faculty.

A Pointer.

A graduate of the Normal some time ago secured a good position, as the School Board informed her, upon a good letter of application she sent.

If you would like to have the Normal catalogue mailed to yourself or some friend, send address on postal card to the principal.

Shan't and Won't.

Shan't and Won't were two little brothers,
Angry and sullen and gruff;
Try and Will are dear little sisters,
One can scarce love them enough.

Shan't and Won't look down on their noses,
Their faces are dismal to see;
Try and Will are brighter than roses,
In June, and as blithe as the bee.

Shan't and Won't are backward and stupid,
Little, indeed, do they know;
Try and Will learn something new daily,
And seldom are heedless or slow.

Shan't and Won't love nothing, no, nothing,
So much as to have their own way;
Try and Will give up to their elders,
And try to please others at play.

Shan't and Won't have terrible trouble,
Their story is too sad to tell;
Try and Will are now at the school,
Learning to read and to spell.

—Selected.

Definitions in Higher Mathematics.

A definition has been well defined as "Such a description of an object as distinguishes it from all other objects."

The description, in order to so distinguish, must name one or more properties, qualities or marks *always* found in *that* object, but *never* in any other.

Definition may be for two purposes, (1) to distinguish an object from others, and (2) to express the concept or "idea" of the object.

In mathematics, the objects being known but not distinguished and designated, the first purpose is the controlling one and definitions are made as brief and pointed as possible.

The definition of an object is generally effected by referring it to the "next larger class (*proximate major genus*) to which it belongs, and giving its "adequate difference," or that peculiar property which distinguishes it from other members of the class.

In the classification of the matter of a science, each division is the "major genus" of its own subdivisions. I have endeavored to conform to that method in the series of definitions in mathematics, which follow in this article and will be continued in others.

The objects aimed at are (1) accuracy, (2) brevity, (3) harmony, (4) simplicity and (5) practicability.

Since our knowledge of all things is limited to their "appearance" in consciousness, I have made no ef-

fort to do other than analyze the objects of thought or concepts.

The definitions are numbered consecutively and each followed by explanations and criticism.

GENERAL DEFINITIONS.

1. *Mathematics* is the science of quantity.

"Science" is the next larger class (*major genus*) assumed and "quantity" the "adequate difference?" that is *mathematics* is defined in terms of "science" and "quantity."

2. *Quantity* is that which can be measured.

There being much abstract and metaphysical discussion as to whether "quantity" is any other than a *property* of matter and space, I have waived the question and followed the authors in referring it to that greatest class (*summum genus*) represented by no word in any other language and in the English language only by the word "thing." *Anything* and *everything* is a "thing."

But however large and indefinite the *major genus* may be, the adequate difference of quantity is most simple and complete: it can be "measured." Most authors say quantity can be increased or diminished. I think not. Quantities may be united and separated: two feet may be united with two feet and their sum will be four feet, but neither part is increased or diminished by the combination.

3. *Quantity is measured* by comparing with an assumed unit of the same kind.

Too much stress cannot be laid upon the truth and ideas contained in this definition or statement. (1) The first step in all measurement is assumption, the assumption of a unit of measure. (2) The values, or degrees of all quantities are simply *comparative*, resting upon assumption. That is, quantity exists in *kind*, by assumption, in *degree* by comparison.

4. The primitive, assumed unit is called *unity*, and is either abstract or concrete.

Mathematicians often confuse "unity" with "a unit." I have incidentally defined a unit (see No. 3) as a quantity assumed for the purpose of measurement. Units are primitive or derivative, but their

further discussion belongs to the branch of arithmetic.

5. *An Abstract Unit* is one conceived in the mind independent of the senses.

6. *A Concrete Unit* is one conceived with reference to some impression of the senses.

I invite the attention of critical students and teachers of mathematics to the analysis and distinction here presented. The general definitions are that *abstract* units are "un-named" and concrete "named." According to these, all derivative abstract units would be concrete, as "three eighths," "five thousand," "twenty-five millionths," *one* eighth, *one* thousand and *one* millionth being the respective *named* units.

7. *A Finite Quantity* is one within comprehensible relation to unity; that is, it may be expressed numerically by unity.

8. *An Infinite Quantity* or *Infinity*, is a quantity so large as to be beyond traceable relation to unity.

9. *An Infinitesimal Quantity*, or *Zero*, is a quantity so small as to be beyond traceable relation to unity.

Since the *degree of quantity* is a relation determined by comparison, comparison must determine the relation of any two quantities. A *simple* comparison, in which the unit quantity is applied *once*, determines the simple relation of *equality* or *inequality*; a *multiplex* comparison, in which the unit quantity is applied *many times*, determines the multiplex relation of *how many*. The last three definitions rest upon these ideas, and are, I believe, as philosophically correct and as practically applicable as any I have seen advanced.

Zero, in "0" does not mean *absence* of quantity; that ought to be represented by the proper arithmetical term, "naught."

Several authors describe "infinity" as a quantity indefinitely large, and "zero" as a quantity indefinitely small. They are not "indefinite" but *definitive*, related to, *finis*, a boundary or limit.

There may be some logical difficulty in resting a *relation* upon *negation*, but the general use of the

term embraces such cases and the familiar examples make it comprehensible.

In fact there can be no positive relation without a co-relative negative one; no equality without inequality; no similars without dissimilars, no acquaintances without strangers, no friends without enemies.

By the introduction of the infinite and infinitesimal quantities, as coordinate with the finite, a foundation is laid for all methods and branches of mathematics, and the necessity for the cumbrous and loose-jointed "limit" theory entirely obviated.

Having completed the definition of those terms which belong to Mathematics as a general science, I will reserve for the next number the discussions of those terms which belong to its practical branches.

E. E. KEECH.

Writing.

Should a party of friends invite one to spend the afternoon with them in fishing or to accompany them in a night chase, the person or sportsman invited having an inclination to join in such pastime, would, no doubt, accept the proposition with but little reflection.

But while making necessary preparations as the time for going approaches, he finds that a number of bearings have been neglected. He has forgotten to inquire where they were going; how long they expected to be away; what kind of a game they wished to ensnare; in fact, until enlightened, he is wholly at a loss to know what kind of a hook, bait or firearm would best suit his purpose and bring for him the most game. In attempting to occupy a small space in the columns of this paper, we are placed in even a worse position than the sportsman, for having no one to inform us of the character of the entertainment desired by the thousands to whom this may find its way, we are compelled to throw out different baits or opinions, and in this way, we trust, please a majority of

those interested in the subject, whether they be amateurs or professionals.

In our short history, many points have been noted on which pages upon pages of instruction might be written, but from which very little *practical* information could be gained. Similar to such pages of worthless instruction is the teacher who takes up half the time that ought to be devoted to practice work in lecturing or talking upon some special hobby or set of hobbies, outside of which he knows nothing.

Teaching in the true sense of the term does not consist in a course of lectures, even in penmanship or any other branch of study. The efficiency of a teacher is not only judged by the amount of knowledge which he may impart to the student, but also by the power which he has of creating within his pupils the love of practice and the desire of execution.

It cannot be denied that many of the best teachers are merely common writers, while among the finest writers may be found the poorest teachers, and it arises from the fact that too many teachers of penmanship know nothing whatever of business forms, nothing of the rules of letter-writing or primary rhetoric. To my mind correct spelling, neatness of design, capitalization and punctuation are as necessary elements in writing as are form, slant and spacing.

The "unprincipled" and awkward handwriting of many students is often a result of extreme carelessness and lack of confidence. In penmanship, as in any branch of work, confidence in one's self is one of *the* prime elements, and the person who is continually saying: "I can never make a letter like that," or "I believe penmanship is a natural gift to some," might as well abandon the idea of ever becoming a penman unless he dismisses from his mind such notions and cultivates in their stead confidence and common sense.

Penmanship is not a natural gift to any one except as he makes it so, and any person who has a clear brain and uninjured body, can learn

penmanship as easily as any other branch of science or art.

Many other points might be mentioned in this introduction, relating to different phases of writing, but space will not permit, and we leave this general treatment, promising that a more specific and practical lesson shall be presented as soon as an opportunity is afforded.

W. H. FRY.

Authors' Birth-days.

Bryant—Nov. 3.
Whittier—Dec. 17.
Longfellow—Feb. 27.
Lowell—Feb. 22.
Emerson—May 25.
Hawthorn —
Oliver W. Holmes—Aug. 29.
Milton—Dec. 9.
George Eliot—Nov. 22.
Dickens—Feb. 7.
Tennyson —
Shakespeare—April 23.

The above list is given for the benefit of those who wish to cultivate a love of good literature in the minds of their pupils by the observance of the author's days. The usual method employed is to have a special program on the author's birth-day—consisting of reports on his life, writings and works as a man, and of selections and quotations from his works.

Another method, that if followed, will give a more thorough knowledge of the author, is to devote a month to him—instead of the ordinary reading lesson, let the selections be taken from the special author of the month. Let the grammar classes parse and analyze, the penmanship classes write sentences taken from his leading works.

Each morning have the entire school learn a new quotation and at the close of the month they will have twenty from the writer selected.

Try this plan and see if it does not more than repay for any expense it may entail.

Holmes, Poe, Mrs. Browning and Tennyson were born in the same year—1809.

Macaulay, Hallam, DeQuincy, Irving and Prescott died the same year—1859.

Some Observations on Percentage.

Why is it that we find so many impractical, irrelevant and untrue "definitions" in arithmetic? Is it because so many authors are *theoretical* and not *practical* teachers? Or is it because they wish to perpetuate the memory of remote antiquity and refuse to tread on the holy ground of precedent? To illustrate: In one arithmetic—about as good as published—on one page we have "Numbers are classified (1) as Integral, Fractional and Mixed." &c.; on another page we find "A Fraction is an expression for one or more of the equal parts of a divided whole." In the definition, the *major genus* (*Number*), to which the author had committed himself on the preceding page, is absolutely abandoned and the "old stock" definition—description—as a gentle reminder of our ancestors, is introduced.

In mechanics, that machine is best which, on account of its construction, can utilize the greatest amount of the force applied *through* it to the work. This can be true only where the machine embodies the greatest number of mechanical principles. Our definitions are instruments, machines, valuable only in proportion to their capability, of practical application and their embodiment of the principles underlying the subject treated. We use axioms, principles, definitions in arithmetic, *not* rules nor formulas.

Let us experiment a little on a definition of percentage.

(1). PERCENTAGE is that application of decimal multiplication in which the multiplier is hundredths.

The *Base* is the multiplicand. Symbol *B*.

The *Rate Percent* is the multiplier. Symbol *R*.

The *Percentage* is the product. Symbol *P*.

With these three terms only *three* combinations can be made; therefore, there can be but *three* cases in percentage.

$$B \times R = P. \text{ Case 1.}$$

$$P \div B = R. \text{ Case 2.}$$

$$P \div R = B. \text{ Case 3.}$$

These combinations are as evident as any in simple multiplica-

tion in which are given any *two terms* to find the *third*. Now, we believe this definition is logical, and absolutely correct, but we use it in connection with the formulas only to *prove* the existence of these *fundamental cases* in percentage. As before stated, we do not use formulas in the solution of arithmetic problems, and, therefore, frame definitions that will not necessarily involve their use.

We have used the following definition with better success than any other, although open to many criticisms:

PERCENTAGE is that method of calculation in which one quantity is compared with a *unit of measure* of the same kind divided into one hundred *aliquot parts*, or is finding a "part" expressed decimally, of the *unit*.

The *unit of measure* is the *base*.

Under this definition we class all possible calculations involving percentage under three heads or *cases* as before.

(A). Find a certain per cent. of a concrete number.

Example (a). What is 5% of 13 ft?

(1). Let 100% (parts)=13 ft.

(2). Then 1% (part)=.13 ft.

(3). ∴ 5% (parts)=.65 ft.

Application of definition.—In (1) the case is divided into 100 aliquot parts; (2) gives the value of 1 "part" in a decimal of a concrete unit; (3) gives value of the required number of "parts" also expressed decimally. Hence, direct application of definition.

Ex. (b). What is 12% of 100 ft?

Let 100%=100 ft.

Then 1%=1 ft.

∴ 12%=12.00 ft.

Still "a part," expressed decimally, of the *unit*," $1200-100=1200$ ft.

(B). Find what per cent. one concrete number is of another of the same kind.

Ex. (c). My pencil, 5 inches long, is what per cent. of the length of the table, 40 inches long?

(1). Let 40 inches=100% (parts).

(2). Then 1 inch=2.5% (parts).

(3). ∴ 5 inches=12.5% (parts).

Ap. of Def.—In (1) we have base, expressed in 100% or parts; (2) gives value of 1 unit of *base* expressed in three of the *parts* in percentage, and (3) gives value of the one *concrete* in terms of percentage of the other (*base*).

Ex. (d). The table, 40 inches long, is what per cent. of my pencil, 5 inches long?

(1). Let 5 in.=100% (parts).

(2). Then 1 in.=20% (parts).

(3). ∴ 40 in.=800% (parts).

The "Ap. of Def." in (c) is apparent here also. Only the *base* is changed.

(C) Find a concrete number by means of a part or parts expressed *n* per cent.

Ex. (e). 5 bu. coal is 25 per cent of what num. of bushels?

(1). Since 25% (parts)=5 bu.

(2). Then 1%=.2 bu.

(3). ∴ 100% (whole)=20 bu.

Ap. of Def.—In (1) we have 25 "parts" of the unknown *base*=5 concrete units upon which the base is found, and in (3) 100% (parts) the *whole*=20 concrete units.

Ex. (f). 15 pounds cheese is 50% more than what number?

(1). Since 150% (parts of unit)= pounds.

(2). Then 1% (parts of unit)=.1 pound

(3). ∴ 100 p. c. (parts of unit)=10 pounds.

"Ap. of Def." In (e) applies to (f), remembering that 50 p. c. more than any *base*=150 p. c. of that *base*.

Ex. (g). 8 gal. of milk is 50 p. c. less than what number?

(1). Since 50 p. c.=8 gal.

(2). Then 1 p. c.=.16 gal.

(3). ∴ 100 p. c.=16 gal.

"Ap. of Def." In (e) applies to (g), remembering that 50 p. c. less than any *base*=50 p. c. of that *base*.

We claim that the divisions "A," "B" and "C" provide for every possible computation depending upon the fundamental principles of percentage for its solution. Interest, compound and simple, True and Bank Discount, Annuities, &c., &c., may be modified by other conditions, but they, with their modifications, may always be disposed of by referring them to one of the three *divisions* and by a close application of the definition submitted, remembering,

1. That 100 per cent. or parts equal the whole.

2. To perform all possible operations and make all possible combinations in *percentage* rather than in *concretes*.

3. That the fewer rules and formulas you use in arithmetic, the greater will be your reason to expect success as a teacher.

4. To reason from many to unity and from unity to many.

5. Never to mix concretes and "per cents." in any chain of reasoning, together on the same side of the sign of equality.

J. C. TEMPLETON.

A Few Misused Words.

[Suggestions for the School Room.]

ALLUDE to, vulgarism for *refer to*, or *mention*; e. g. "the letter you allude to," though you have alluded to nothing, but have told your story straightforwardly, without hint or inuendo of any kind.

ALONE, for *only*, as, "I am not alone bound by honor."

AMONG, as: "He was there among the rest," for "was in the company," or "was with the rest."

As, for (I.) *so* is almost universal. The rule is that the double *as* should be employed only when there is direct comparison. The most prevalent misuse is in connection with *soon*; (II.) for *that*, as: "I don't know as they do."

BE, means solely state, existence; but of all vulgarisms the most common is to use it to indicate motion; and, as a verb of motion naturally takes *to* after it, the confusion about the proper use of *be* induces a corresponding misuse of *to*, where no idea of motion is intended to be conveyed. "I have been to New York" is in no case right, but it is used in two senses: (1) "I was in New York; (2) "I went (or have gone) to New York." Many persons who do not say, "I was to Boston," find "I was *up* (or *down*) to Boston" unobjectionable; and others, who would not say, "I shall be to the theatre this evening," invariably say, "I have been to church this morning." "Pretty as she can be" is used as an emphatic phrase, whereas we are all of us as pretty as we can be; it is not owing to a man's intention or carelessness that he is ugly.

BENEFIT. There prevails an idea that the verb to benefit, in forming its past participle, doubles its final letter, giving rise to the curious-looking word *benefitted*. The fact is that the doubling takes place only in a syllable on which the accent is laid, and the purpose of it is to ensure the right pronunciation.

BUT. (1) We may say that a man is "old but vigorous," because vigor united with age is something unexpected; but we have no right to say, "old but respectable;" (2) "I do not doubt but that he will

come." The *but* is wholly unnecessary, and a vulgarism.

CAN, for *may*. A mistress will say to her servant, "You can go out," meaning to give her permission to go out, the proper word for which is *may*. There is no question whether the girl *could* go out, *i. e.*, had the ability to do so.

CATCH, for *reach*, as: Catch a car.

CENTRE, for *middle*. This very simple word comes in for a good deal of maltreatment in our days. It means merely a *point*, never a line; as, "A gangway was left down the centre of the room."

COME OFF, for *take place*. "The concert will *come off* to-morrow." This vulgarism should never be heard beyond the cock-pit.

CONSIDER, for *deem*. It means to reflect upon, to take into consideration. We *deem* a man honest; we *consider* the question of his honesty. "Do you consider the dispute settled?" will ever be bad English, however generally sanctioned.

A Spelling Review.

At certain intervals the words that the pupils have met with and studied in their various lessons may be given to them for review. The pupils, with slates nicely erased and pencils sharpened, remain seated at their desks, while the teacher takes his position at the blackboard, and, with chalk in hand, pronounces the first word.

No word should be pronounced unless the room is perfectly quiet, and no word should be pronounced the second time, as it hinders those who understood the first pronunciation from writing. As the second word of the lesson is given, and while the class is busy writing it, the teacher puts the first word on the board. At the close of the exercise, each pupil corrects his own work by comparing it with that on the board, and carefully copies the misspelled words, and also those he was not certain about at the time of writing, neatly, legibly, and accurately in a note book kept expressly for the purpose. This the teacher examines occasionally

and consults in making up his new list.

He is now prepared to study the words he missed, and also to make sure of the uncertain ones, and will waste no time in looking over words with which he is already acquainted. Occasionally, the teacher examines the pupils' note-books to see that they are well kept. After a while the words from these note-books are pronounced for another spelling exercise, and any word missed that is already in the book of the one who missed it, is marked by a figure 1; if missed a second time, by a figure 2, etc. Special attention must be given to these words. Pupils may be required to give them in sentences. It is also necessary that the teacher keeps a record of all the words given. This will enable any pupil to regain what he lost if unavoidably detained at home, and will also furnish an opportunity to the teacher of setting a good example of neatness for his pupils to emulate. Variety may be obtained by asking the pupils to exchange slates before correcting; he work.

E. C. J.

Frederick August Froebel.

When Frederick August Froebel began talking and writing about kindergarten work, the wise ones of Germany laughed and called him "a crack-brained crank." He was not an eloquent talker, and made little effort to defend himself. He was poor and could spend but little money, but he plodded along and persevered in his work, and whenever he had money enough he produced, in cheap form, a pamphlet. But he died before his great work was appreciated—died in his seventy-first year, partly from grief of the cruel act of the German authorities, who closed his schools under the excuse that "he was developing too much freedom in the minds of the youth of Germany." If he could revisit the world, he would find his name on many lips, and spoken only lovingly; and rightly so, for he was the friend of children.

Washington Memorial.

Supt. Peaslee, of Cincinnati, from whose report many of the following exercises are taken, tells us in a letter how they will be used in the schools of Cincinnati. The teachers of the upper grades will each select six or eight of the gems, explain and teach them thoroughly to their pupils during the time—one hour per week, set apart in the course of study to memorizing choice selections from literature. These, one or two at a time, will be recited *in concert* by all the pupils at the celebration. The other short selections will be distributed to the pupils and learned by them outside of school hours. At the celebration six or eight boys or girls at a time, will come upon the platform, and arrange themselves in a semi-circle, when one will step forward and recite a gem, then step back into line; another will then step forward, and so on. We will also add the following suggestions:

Procure, if possible, a large portrait of Washington to hang over the platform. Underneath it place a placard bearing the dates of his birth and death. Both of these may be ornamented with flags and evergreens.

Some of the following standard selections may be read and declaimed. They will be found in our best school Readers and Speakers:

- "The Flag of Washington."
- "Ode to Washington's Birthday," by Holmes.
- "Washington's Birthday," by Cutter.
- "Warren's Address," by Pierpont.
- Extract from Grimke, beginning, "We can not love our country with too deep a reverence."
- "Character of Washington," by Jared Sparks.
- "Importance of the Union," by Webster.
- "Washington and Franklin."
- "The Birthday of Washington," by Rufus Choate.
- Selection, beginning, "I love my country's pine-clad hills."
- "I'm With You Once Again," by George P. Morris.
- "The Blue and the Gray," by Finch.
- "Independence Bell."
- "Paul Revere's Ride."
- "Our Native Land," by Walter Scott.

The following songs are all appropriate, and may be dispersed through the program:

- "The Star-Spangled Banner."
- "My Country, 'Tis of Thee."
- "Hail Columbia."
- "Red, White and Blue."
- "National Hymn."
- "America."
- "Flag of the Free."
- "My Native Land."
- "Battle Cry."
- "Rally Round the Flag."

Supt. Peaslee suggests this program:

- 1st. Introductory Remarks by Teacher. (The teacher should explain the object of the celebration, etc.)
- 2d. Song by school.
- 3d. Composition on Washington.
- 4th. Gems. (Recited from platform.)
- 5th. Concert Recitation by School.
- 6th. Declamation.
- 7th. Select Reading.
- 8th. Instrumental Music, or Song by a Pupil.

- 9th. Gems
- 10th. Song by School.
- 11th. Declamation.

SELECTIONS FOR RECITATIONS.

MY COUNTRY.

Land of the forest and the rock,
Of dark blue lake and mighty river,
Of mountains reared aloft to mock
The storm's career, the lightning's shock;
My own green land forever!
O never may a son of thine,
Where'er his wandering footsteps incline,
Forget the skies which bent above
His childhood like a dream of love.
--WHITTIER.

Freedom! sweet Freedom! our voices resound,
Queen by God's blessing, unscattered, uncrowned!

Freedom, sweet Freedom, our pulses repeat,
Warm with her life-blood, as long as they beat,
Fold the broad banner stripes over her breast—
Crown her with star-jewels, Queen of the West!

Earth for her heritage, God for her friend,
She shall reign over us, world without end!
--HOLMES.

Few, few were they whose swords of old
Won the fair land in which we dwell;
But we are many, we who hold
The grim resolve to guard it well.
Strike for that broad and goodly land,
Blow after blow, till men shall see
That Might and Right move hand in hand,
And glorious must their triumph be.
--BRYANT.

THE CONCORD FIGHT.

By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled Yeoman stood
And fired the shot heard round the world.

The foe has long in silence slept;
Alike the conqueror silent sleeps;
And time the ruined bridge has swept
Down the dark stream which seaward creeps.

On this green bank, by this soft stream,
We set to-day a votive stone,
That memory may their deed redeem,
When like our sons our sons are gone.

Spirit that made those heroes dare
To die, and leave their children free,
Bid Time and Nature gently spare
The shaft we raise to them and Thee.
--EMERSON.

SELECTIONS FOR THE LOWER GRADES.

First Pupil—
Tell me, who can, about our flag,
With its red and white and blue;
How it came to have so many stars,
And pretty stripes so few.

Second Pupil—
The thirteen stripes are for thirteen States,
That first into Union came;
For each new State we have added a star,
But have kept the stripes the same.

Third Pupil—
The number has now reached thirty-eight,
So here is an example for you;
Take the "old thirteen" from thirty-eight,
And how many states are new?

Fourth Pupil—
Thirteen from thirty-eight; let's see,
Well, three from eight leaves five,
And one from three leaves two,
There will be remainder, twenty-five.

Fifth Pupil—
And those all reach from east to west,
On both the ocean shores;
And over all this proud flag waves,
And the "Bird of Freedom" soars.
[Song—"Red, White and Blue."]

THE AMERICAN FLAG. FOR LITTLE CHILDREN.

[Pupil holding the Star-Spangled Banner in his hand, recites:]

Pupil—
This is our Flag, and may it wave

Wide over land and sea!
Though others love a different flag,
This is the flag for me.

CLASS—The Chorus—

And THAT'S the flag for all our land,
We will revere no other,
And he who loves the symbol fair,
Shall be to us a brother.

Pupil—

America's the land we love,
Our broad, fair land so free,
And, schoolmates, wheresoe'er I go,
This is the flag for me.

CLASS—The Chorus.

Pupil—

These glorious stars and radiant stripes,
With youthful joy I see;
May no rude hand its beauty mar,
THIS is the flag for me.

CLASS—The Chorus.

MAXIMS OF WASHINGTON.

"Without virtue and without integrity, the finest talents and the most brilliant accomplishments can never gain the respect and conciliate the esteem of the truly valuable part of mankind."

"Labor to keep alive in your breast that little spark of celestial fire called conscience."

"A good character is the first essential in a man. It is, therefore, highly important to endeavor not only to be learned, but virtuous."

"Speak not ill of the absent, it is unjust."

"Ingratitude, I hope, will never constitute a part of my character, nor find a place in my bosom."

"I never wish to promise more than I have a moral certainty of performing."

"I shall never attempt to palliate my own follies by exposing the error of another."

"I am resolved that no misrepresentations, falsehoods, or calumny shall make me swerve from what I conceive to be the strict line of duty."

"To persevere is one's duty, and to be silent is the best answer to calumny."

"Commerce and industry are the best mines of a nation."

"Associate with men of good quality if you esteem your own reputation, for it is better to be alone than in bad company."

"Be courteous to all, but intimate with few; and let those be well tried before you give them your confidence."

"Every action in company ought to be with some sign of respect to those present."

"It is a maxim with me not to ask what, under similar circumstances, I would not grant."

"Let your heart feel for the afflictions and distresses of every one."

"The consideration that human happiness and moral duty are inseparably connected, will always continue to prompt me to promote the progress of the former by inculcating the practice of the latter."

FROM WASHINGTON'S WRITINGS.

1. A different opinion on political points is not to be imputed to freemen as a fault. It is to be presumed that they are all actuated by an equally laudable and sacred regard for the liberties of the country.

2. Promote as an object of primary

importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.

3. This Government, the offspring of our own choice, uninfluenced and unawed, adopted upon full investigation and mature deliberation, completely free in its principles, in the distribution of its powers, uniting security with energy, and containing within itself a provision for its own amendment, has a just claim to your confidence and your support. Respect for authority, compliance with its laws, acquiescence in its measures, are duties enjoined by the fundamental maxims of true liberty.

4. It is of infinite moment that you should properly estimate the immense value of your National Union to your collective and individual happiness; that you should cherish a cordial, habitual, and immovable attachment to it, accustoming yourself to think and speak of it as the palladium of your political safety and prosperity.

5. Born in a land of liberty; having early learned its value; having engaged in the perilous conflict to defend it; having, in a word, devoted the best years of my life to secure its permanent establishment in my own country; my anxious recollections, my sympathetic feelings, and my best wishes are irresistibly attracted whosoever in any country I see an oppressed nation unfurl the banner of freedom.

6. Republicanism is not the phantom of a deluded imagination. On the contrary, laws under no other form of government, are better supported, liberty and property better secured, or happiness more effectually dispensed to mankind.

FROM VARIOUS AUTHORS.

1. It matters very little what immediate spot may have been the birthplace of such a man as Washington. No people can claim, no country can appropriate him. The boon of providence to the human race, his fame is eternity and his dwelling place creation. — CHARLES PHILLIPS.

2. Washington did the two greatest things which in politics, man can have the privilege of attempting. He maintained by peace, the independence of his country which he had acquired by war. He founded a free government, in the name of the principles of order, and by re-establishing the way. — GIZET.

How sleep the brave who sink to rest
By all their country's wishes blest!
When Spring, with dewy fingers cold,
Returns to deck the hollowed mould,
She there shall dress a sweeter sod
Than Fancy's feet have ever trod.

— COLLINS.

DECLAMATIONS.

Genius of Washington. — How many times have we been told that Washington was not a genius, but a person of excellent common sense, of admirable judgment, of rare virtues. Genius we must suppose is the peculiar and shining attribute of some orator whose tongue can spout patriotic speeches, or

some versifier whose muse can "Hail Columbia," but not of the man who supported States on his arm, and carried America in his brain. The madcap Charles Townsend, the motion of whose pyrotechnic mind is like the whizz of a hundred rockets, is a man of genius; but George Washington, raised above the level of even eminent statesmen, and moving with the still and orderly of a planet round its sun, he dwindles in comparison into a kind of angelic dunce. By what definition do you award the name to the author of an epic, and deny it to the creator of a country? By what principle is it to be lavished upon him who sculptures in perishing marble the image of possible excellence, and withheld from him who built up in himself a transcendent character, indestructible as the obligations of duty and beautiful as her rewards? He belongs to that rare class of men who are broad enough to include all the facts of a people's practical life, and deep enough to discern the spiritual laws which animate and govern those facts — E. P. WHIPPLE.

National Monument to Washington. — Just honor to Washington can only be rendered by observing his precepts and imitating his example. He built his own monument. We and those who come after us, in successive generations, are its appointed, its privileged guardians. The wide spread republic is the future monument to Washington. Maintain its independence. Uphold its constitution. Preserve its union. Defend its liberty. Let it stand before the world in all its original strength and beauty, securing peace, order, equality, and freedom to all within its boundaries, and shedding light and hope and joy upon the pathway of human liberty throughout the world — and Washington needs no other monument. Other structures may fully testify our veneration for him; this, this alone can adequately illustrate his services to mankind.

Character of Washington. — Caesar was merciful, Scipio was continent, Hannibal was patient; but it was reserved for Washington to blend them all in one, and, like the lovely masterpiece of the Grecian artist, to exhibit in one glow of associate beauty, the pride of every model and the perfection of every master. A conqueror, he was untainted with the crime of blood; a revolutionist, he was free from any stain of treason; for aggression commenced the contest, and his country called him to the command. Liberty unsheathed his sword, necessity stained, victory returned it.

If he had paused here, history might have doubted what station to assign him; whether at the head of her citizens, or her soldiers, her heroes, or her patriots. But the last glorious act crowns his career and banishes all hesitation. Who, like Washington, after having emancipated a hemisphere, resigned its crown and preferred the retirement of domestic life to the adoration of a land he might almost be said to have created? Happy, proud America!

The lightnings of heaven yielded to your philosophy! The temptations of earth could not seduce your patriotism! — CHARLES PHILLIPS.

The Training of the Voice.

NOTES.

1. The want of training of the voice is not due to a lack of talent, but a want of hard study necessary to devote to it.
2. Quality proceeds quantity.
3. If the lower tones are forced they become coarse and harsh.
4. An easy, natural, and pleasing voice is a great power.
5. Simple drill methods are the best.
6. Dramatic vigor is not essential to good reading.
7. All voices cannot be trained alike. Concert reading has certain great defects.
8. A well trained voice will never offend.
9. Self-possession is essential to a good reader. It covers a multitude of criticisms.
10. A good voice never attracts attention to itself, but to what it is doing. A good speaker is praised for what he says, not for the way it was said.
11. Good breathing is essential to a good voice.
12. Nothing is such a source of pleasure and good at home or in school as pleasant, kind, soothing, decided tones. They carry a power beyond estimate.
13. Use the gentlest tones of the voice, even when most decided, at home and in school; watch it day by day as a pearl of great price, worth more than diamonds. A good voice is more valuable to a teacher than a diploma; it is like a lark's song.
14. "Its capacity for improvement is marvellous. The psalmist calls it his 'glory.' Henry Clay's voice was compared to a band of music. Webster's to a trumpet, and Channing's to a harp. When a man once complained to the latter of the severity of Christ's denunciation of the Pharisees, he read the passage in such calm, solemn and sympathetic tones that the critic exclaimed: 'Well, if Christ spoke that way my objection is withdrawn.'"

PHILOMATHEAN GALAXY.

MOTTO—*Non Palma Sine Pulvere.*

ALBERT A. GUFFEY Editor.

Prof. Woods now occupies the old Philo Hall on second floor. It is a beautiful and spacious recitation room. It still carries the Philo motto.

The new term opens with a considerable increase in the attendance—especially of boarders.

Board and tuition at California costs teachers \$4.00 per week, or \$168 per year. Students can enter at any time.

It is not the weak, faltering, dependent creatures that push the world along, but the sturdy, independent men and women who are satisfied with nothing short of truth.

"A commonplace life, we say, and we sigh;
But why should we sigh as we say?
The commonplace sun in the commonplace sky
Makes up the commonplace day."

No teacher can feel as kindly as he ought who makes the misconduct of pupils *personal* to himself. As far as possible keep self out of sight in all discipline.

When the bishop said to Peter Cartwright, in conference, "Are you growing in grace, Peter?" he replied, "In spots, Bishop, in spots." It is better that the teacher should improve in spots than not at all, but better still that he should be perfect and entire, wanting nothing.

The brain of man exceeds twice that of any brute. The average weight of a skeleton is 14 pounds. The number of bones in the human body is 240. The average weight of a man's brain is 56 ounces; of a woman's, 43. A man breathes 18 pints of air in a minute, or 7 hogsheads in a day.

Teachers in lowly positions should remember that success can be fought out as well in teaching a district school as in filling a college professor's chair.

Religion and superstition both believe in supernatural powers, the one with a *moral end*, the other without.

The teacher who fails through want of thorough preparation should hear a sermon from the text, "but the foolish took no oil with them in their lamps."

The secret of Joseph Cook's marvelous power and success lay in his long years of preparation. That young person is probably doomed to disappointment who, in this day, hopes for much success without going to school.

The teacher, who has a true idea of education, places culture above knowledge, and character above culture.

The teacher should ever bear in mind that his unconscious influence over his pupils is more potent for good or ill than his conscious teaching; that he teaches more by what he *is* than by what he knows. How dare he commit an intentional wrong act?

Mr. M. A. Rigg, '84, is teaching at Sheffield, Warren County, Pa. Mr. R. was a recent visitor at California, preaching on Sunday, Jan. 2, in the M. E. Church.

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

One of our worthy Seniors now announces himself fully prepared to prove that heaven depends upon the highlands of the world,—and this is the way he does it. In the first place he says that the drainage of a country depends upon the highlands, that vegetation depends upon the drainage, that our food depends upon vegetation, that our blood depends upon our food, that our brain depends upon our blood, that our mind depends upon our brain, that the soul depends upon the mind, and lastly, that heaven depends upon souls. Therefore he arrives at the logical conclusion that heaven depends upon the highlands of the world.

Difficulties are many and varied, yet not insurmountable to the self-reliant, persevering, truth seeking boy or girl. They may rear themselves up as mountains in the pathway, but to persistence there appears a path of some kind, winding its way among the intricate defiles to the bright and sunny plain of victory and contentment which lies beyond. Instead of falling, and yielding to difficulties, make them fall and yield to you, as a stepping stone to some higher and grander achievement.

A bridle for the tongue is a necessary piece of furniture.

The poet Whittier writes to Mrs. Kellogg, who had charge of the Whittier Anniversary exercises: "With heartfelt thanks for the remembrance of my birthday by the Normal School with which thee are connected, I am thy friend,

JOHN G. WHITTIER,
Danvers, Mass.,
12 Mo. 14, 1886."

The progress of pupils is too often gauged by the number of pages read.

Joseph Cook says that physical geography is to him an epic poem.

E. J. Smail, Esq., '80, of Pittsburgh, writes: "The *REVIEW* is a welcome visitor in our home. Enclosed find my subscription."

The seventy-five firms engaged in the publication of school-books issue 98 series of readers, 126 spellers, 79 grammars, 89 series of arithmetics, 34 series of geographies, 32 series of copy-books, and 77 histories.

Mr. T. S. Lackey, '82, and wife (nec Miss Florence N. Cope, '86.) spent the holidays with friends at Fayette City and Uniontown.

President Cleveland gave his inaugural address without the use of manuscript, save a few catch words on a card he held between his fingers, to which he seldom referred. So it has been stated.

Mr. J. A. Berkey, of '84, is winning laurels as principal of the schools of Somerset, Pa.

Miss Effie M. Johnson is president of the Philo Society. Women's rights will ultimately prevail.

CLIONIAN REVIEW.

MOTTO—*Pedentim et Gradatim.*

ANNA POWELL, Editor

The Clionian Society begins the new term under favorable circumstances.

Requests for catalogues or specimen copies of the NORMAL REVIEW will receive prompt attention. Address the principal.

The seventy-ninth birthday of John Greenleaf Whittier was commemorated on the 19th of December by our school. A letter was received from Mr. Whittier and read to the students.

Our model school rooms are being made more pleasant by ornamenting the blackboards. A scrap book is placed in the model room which is fast filling up with excellent written work by the children.

A member of the senior class the other day, while reading from the "Merchant of Venice," came across a word spelled t-u-r-q-u-o-i-s-e, and knowing it to be pronounced correctly in at least two ways, and not knowing which was preferable gave it as nearly as he could and called it turkeys.

The lecture given by Prof. Balliet in December was very highly appreciated. We all feel a great deal better after hearing such a lecture on feelings. It was very well summed up in psychology class on the next Monday by those who heard it.

Dr. E. E. White's lecture has been postponed until some future time, and an entertainment was given by the school in its place, December 23.

The term averages were not put on the board this winter, but a final examination was held, and the papers put on file in the office.

Our antagonists are our helpers.

Keep your body erect; shoulders up.

"How is power applied in this machine?" asked the professor in philosophy the other day. "It is turned by a crank," was the giggling reply.

Mr. John Brant is writing a book on Phrenology, which he intends to present to the students of Oxford.

A social was tendered the students by Dr. and Mrs. Noss on the last Saturday evening before the closing of the term.

Life is the hardest of all conundrums because we all have to give it up.

Our California band is progressing rapidly under the instructions of Mr. Robison, of Brownsville.

During Institute week our school work went on as before. Thus the chain of the term's work was unbroken.

One of our old members, Miss Laura Vandergrift, has changed her name to Mrs. Laura Lewis. We are afraid this will end her society work with us.

The extension to the north dormitory will soon be completed.

The cantata of "Esther" was given in Monongahela City last month very successfully. Mrs. Prof. Smith of the Normal took part.

Prof. Smith takes an active part in prohibition matters.

Quotations From Mr. Brant's Valedictory.

It should not be for the high-sounding name, for the bright colors and outward show that we become society members, but for the cultivation of our higher nature.

The society better's our conditions, socially, intellectually, and morally; it also is a great medium through which we are brought to fully appreciate the true, the beautiful, the good.

"Get control of your heads and eyes."—*Dr. Noss.*

When anger rises good judgment takes a back seat.

Ignorance makes life miserable.

In teaching history one should try to get at the "soul" of the subject. Utterly forbid *memoriter* recitations. Have poems, stories, and anecdotes read that will throw light upon the subjects studied. Don't be careful about the logical order and completeness of everything. Interest is worth more than system.

Be vigilant against monotony in school work. Invent new methods. Please your pupils with frequent surprises.

Take advantage of the experience of others as given in conversation, papers and books. If you wait to learn everything from your own experience, you will die ignorant of much you might have known.

Some one has said that if you want to get along *fast* with a child, pick him up and carry him; but if you want him to learn to walk, go slowly beside him, and let him toddle along. Is there any lesson in this for the primary teacher?

Miss Annie Weber, class of '85, who is teaching the grammar school of Fredericksburg, Lebanon Co., Pa., writes: "The REVIEW is a great help to me. I do not want to be without it. I enclose another year's subscription."

The net cost of board and tuition for the Spring term of fourteen weeks at the Normal is \$56; of tuition alone, \$10.50. The term opens March 28.

Hear this parent: "We have a splendid teacher this term. She is bright and cheerful; asks the children to bring ornaments for the school-room, and brings some herself; talks with parents about the progress of their children; tells the pupils what to read in the evenings; makes school and study delightful to her scholars. They all love her and love the school. There are no disputes and quarrels. I tell you she is a number one teacher."

Miss G. V. R.—'s School Discipline.

I taught school first in a small red building at a four corners; it was "the school house in Deacon Smith's district," as the minister described it in giving out the appointments for prayer-meetings. The building lacked every element of beauty, of course,—most school-houses do. The trustees charged me to "be careful of the property or else the boys would tear the whole consarn down." To prevent this everything was made strong, the desks and seats were of thick planks; the desks were fastened to the floor by putting a block four inches square on each side of the upright part. These blocks seriously interfered with marching and walking in the aisles; every day some pupil stumblid. But the trustees seemed to fear that even these blocks would not prevent the boys from tearing up the desks, so I stayed in the building every noon to "protect the property."

My next school was in a nearly new building; I left it each noon to go to my boarding house. My departure was the signal for pandemonium to set in. I often thought of Scott's lines:

"At once there rose so wild a yell."

In due course of time the superintendent made his appearance; his examination was brief, but he was satisfied I was doing thorough work. In addressing the pupils he said: "I am well pleased with all but one thing, you don't take good care of the desks; they are badly scratched and marked up. This new house will soon be like the rest. Boys, I wish you could see what boys Miss R. has, and how they keep their desks."

I was more interested than the boys were. From the superintendent I learned that Miss R. kept school six miles up the river, and I determined to visit her school on the following Friday. The day found me on the spot, and I was surprised by what I saw.

The building stood back about seventy-five or eighty feet from the neat fence in front. There was a gate and a wide walk covered with flat stones. At each corner of the

building was a sort of low tower; in one the boys entered; in the other the girls. The teacher's desk I found between the doors; at that desk was a woman of pleasant aspect, probably thirty-five years of age. She rose as I came in and, smiling pleasantly, offered me a chair. I began a critical survey of things, and my first feeling was, "Well, Miss R. has civilized beings for her pupils; that is the secret of her success." Then I fell to wondering why her pupils were of better stock than mine; I could see no reason for it and reluctantly came to the conclusion that the difference was caused by the teacher.

I could see that the pupils were managing themselves; that they respected and loved their teacher; that they cared for their books, clothes, and school property. When recess-time came I put the inquiry, "How have you done all this?" for the building was neat, not only, it was adorned. The platform was carpeted, the walls were hung with pictures, the blackboards were covered with neat work, the windows had curtains, and all was in nice repair. She smiled:

"Why it seems natural enough to me."

"But do not the pupils cut and scratch the desks? And how did you manage to get a bell for the boys' tower? And how such a neat walk?"

"I talk with the boys and girls about these things, and they talk with their parents, you know."

"But suppose you leave the room at noon, will they not run on top of the desks?"

"Why the rest would—I don't know what they would do to such a pupil."

Just then a pupil stepped to the bell-rope and pulled it three times; waiting a few moments he pulled the bell once, and in marched the pupils.

Again, I watched them. They were not self-conscious, not forward, not vain; they were quiet, polite, studious, natural. The lessons went forward with promptness, both the teacher and pupils seemed to be imbued with the same spirit—and here I discovered the secret

of Miss R.'s success; she was constantly inviting the best qualities of her pupils; she acted a comrade to them; she met them in the spirit of the Great Teacher.

Well, I fell to pondering on the problem: "Could I accomplish a work like this?" I went home full of plans; I could scarcely wait for Monday morning. On arriving at the school I got the boys (who stayed out until the last moment) to come in. I told them of my wishes about a plank walk to the edge of the road. To my surprise the roughest boy I had, agreed to bring some planks. I took courage, and when the school was assembled a committee was appointed, and during the week the coveted walk was laid.

This gave me courage to go to my pupils and enlist them to work on problems that puzzled me. I asked them to tell me how the disturbance at noon could be abated. A committee on order took that in hand, and (with suggestions and advice from me of course) that was successfully battled with.

One after another of the barbarisms I found in existence was attacked by us all *en masse*, and exterminated. My school soon began to have a name; I felt I had something to be proud of. But after all, I could never equal Miss R.'s school. She was an artist; she achieved great results; not in scholarship, perhaps, but in rounded development. From her I learned that great lesson, that if a teacher would succeed he must get the co-operation of his pupils.—*John R. Dennis in the Teachers' Institute.*

The Luckiest Fellow.

"Fred Dixon is the luckiest fellow in town; everything he wants he gets; everything he undertakes prospers. Did you hear he has the place at Kelley's, that so many have been trying to get?"

"You don't say so! Why he is a very young man to fill so responsible a position."

"Yes," added the first speaker, "he always would stand on the top of the ladder in school. Though

not the brightest scholar, he managed to carry off the honors upon quitting school, which he did at an earlier age than most of his classmates, because he had to help support a widowed mother and younger brothers and sisters. He only had to ask for a situation, and lo! all other applicants were ruled out, and Fred had the preference."

Boys, "Our Boys," do you know any Fred Dixons? If you do, don't think that is luck that helps him along, gives him the laurels at school, aids him to obtain first-class situations, puts him in places of trust and honor, where a good name or untarnished character is required. Look back in the pages of his life. See if he was not studious at school, fair and square in all his boyish games, gentlemanly and obliging, honest in all his dealings. Ask his friends if truthfulness, faithfulness to his duty, steadfastness of purpose are not his characteristics. Find out whether he has ever been known to frequent tippling shops, gambling dens and kindred places of vice: whether he spends his spare time in filling his mind with trashy literature, such as is thrown broadcast over our land, in the shape of dime novels. Depend upon it boys, you will never be "the luckiest fellow in town," unless you earn it by honesty and integrity of character, and fidelity to all your undertakings.

The Requirements of a Good Question.

Dr. Klemm, of Hamilton, Ohio, says: "Ask, *where* does the squirrel live? and not: The squirrel lives where? Such questions are as little instructive as the practice of beginning a sentence and having it finished by the pupil, as, for instance: The swallow builds its nest near — 'the window.' No better proof of a teacher's mastership in the art of questioning was ever given than by a conceited little boy, who came home from school and said: 'I aint a-going to that school any more.' 'Why?' asked his mother. 'Cause our teacher don't know anything. She asks us all the time. We must tell her everything. To-day she even wanted to know what I had my boots on for!'

"There is one more requirement of a true question, namely: it must never be uttered in a tone and accompanied by a mien from which the child is to imply that the teacher has doubts in the pupil's ability to answer. Be sure, even children who are a little sensitive feel it, and weak ones are discouraged thereby. Confidence begets confidence. A teacher who is anxious to perfect herself in the art of questioning, will do well, in case she receives no answer, to look for the cause in the nature of her question. If she finds that it is correct, she may perhaps find the cause in the want of connection with the previous answer. Sometimes logic requires a connecting link: sometimes it will suffice to repeat the previous answer."

A Geography Lesson.

I recently observed a lesson in preliminary geography in a second year grade. The outline of work for the year was somewhat as follows:—

LESSONS ON ANIMALS—

That live on the *land*; in the *water*; in the *air*.

That live in *hot parts* of the earth; in *cold parts*; in *forests*; in *plains*; in *deserts*; on *mountains*, etc.

VEGETATION—Same as animals.

PEOPLE—

Their kinds of homes.

What they wear, eat, and do.

The animals they use.

The distance and direction of their homes from the pupils' homes.

The teacher began the lesson by saying, "I am thinking of a certain country." The pupils then asked the teacher various questions regarding the vegetation, animals, and inhabitants of the country in order to determine from her answers what country she was thinking of. The following questions will illustrate the nature of those asked by the pupils:—

Does tea grow there? Does rice grow there? Does the black bear live there? Are there silkworms in that country? Do the people wear wooden shoes? Do they eat rats? etc.

When a sufficient number of questions had been asked to indicate to the teacher that the pupils were thinking of the country she had in mind, she asked if any one could write the name of the country on the board. One pupil was chosen from the volunteers, and wrote upon the board the name "China," which the teacher stated was right. She then, in turn, questioned them closely on the vegetation, animals and inhabitants.

Live Answers.

1. The greatest poem of the war, "The Battle-Hymn of the Republic," was written at Washington, by Mrs. Julia Ward Howe.

2. The value of a ton of silver is \$37,704.84.

3. In the early days of the Washington Monument Society, all nations were requested to contribute suitably inscribed blocks of stone. Among others, the Pope sent an ancient block of marble from the old Roman Temple of Concord, inscribed, "Rome to America." The "Know-Nothing" excitement was at its height, and a fanatical address against the "Pope's Stone" created such a religious and political furor that the stone was taken by unknown men and destroyed.

4. The Queen of England is now the greatest Mohammedan sovereign in the world,—that is, has more Mohammedan subjects than any other power. These are found chiefly in India. There are not so many Mohammedans in Turkey as there are in the East Indian domains of her majesty.

5. *The Luminous Tree*.—A most remarkable tree or shrub, said to grow near Tuscarora, at certain seasons of the year is so luminous that it can be plainly distinguished in the darkest night for a distance of more than a mile, while in its immediate vicinity it emits sufficient light to enable a person to read the finest print. The luminous property is evidently parasitic, and consists of a sort of gummy substance, which, upon being transferred by rubbing to a person's hand, imparts to it the same apparently phosphorescent light, while that on the leaf entirely disappears.

Supplementary Reading.

First and Second Reader.

A LITTLE MOTHER.

By Charles Barnard.

She had so many children she really did not know what to do. The home was too small or the family too large—she could not tell which. Then there was a good deal of unhappiness about dinners. If there were not quite so many of them everything would be lovely and the dinners quite delightful.

She pondered this matter long and earnestly in her sober fashion, for she was not a talkative mother. Now the little mother knew there were other houses not far away where there were no children. Perhaps, if she took some of her family to the other houses, the folks would take them in and give them all good homes. She knew the people very well, though she had never really spoken to any of them. What better than to take her babies there, and leave them in the care of these good people? So she started off one day with three of the babies.

They could toddle along after her, and were eager enough to go. She walked just as fast as she could, and when they reached the next house the poor things were tired out, and lay down on the door-step, as much as to say they really could not go any farther. The little mother seemed to think it was all right, and started to the next house. One of these babies couldn't leave his mother, and

though very tired, followed slowly after her.

Presently the little mother reached the next house, and her baby came trotting after, and the moment he reached the place he lay down and fell fast asleep. Poor thing! he was very tired. The folks in the house came out to look at him, and the little mother said, as plainly as she could, "He is a good child, and I will give him to you if you will take good care of him." The people seemed to understand her feelings perfectly, and said the baby could stay. The next day she took two more of her babies, and going down the road in the opposite direction, she left one at a farm-house and one at the cottage of a widow woman.

There were three children left at home, and these she decided to keep. The next day the strangest thing happened—two of the babies who had gone to other homes came back. The little mother was not pleased with this, and carried them back again, as much as to say that she wished them to stay in the nice places she had provided for them. After that she visited all her absent children once a week, and talked to them in her quiet way, and even played with them to keep them contented. She was indeed a wise and thoughtful mother, though only a beautiful setter with eight small pups.

Third Reader Grade.

THE BOY SCHOOLMASTER.

Mission facts are always interesting. Achrú is a boy schoolmaster at Ludhiana in the Pánjab of Hin-

dustan. He has about forty pupils in his schoolroom. He receives two *annas* (about six cents) a month for every boy he teaches, and four *annas* (about twelve cents) a month for every girl.

His mother was afraid to allow him to learn to read. But when she found that other children learned without any fatal result, she yielded. He only learned two lessons a week, but he was so quick and intelligent that in a year he could read and write nicely, and was soon able to read the Testament in the written language of the Pánjab. He had the true missionary spirit. He taught his mother, and, without making his plans known, he started a class of three girls and a boy. It was found he had a real talent for teaching, and thus he became the boy schoolmaster.

How does he teach the children? Miss Greenfield, the missionary who employed him as a teacher, writes: "They begin their education by learning both to read and write the alphabet, thirty-five letters which are arranged in sets of five. The first writing lessons are given on the ground, over which a little fine sand or wood ash is spread; the letter traced with the finger, and then rubbed out with the palm of the hand, until the form is accurately learned. From the alphabet board they are promoted to a spelling book, and get a *takhti* or writing board of their own. This board is washed and rubbed over with a kind of fuller's earth. When quite dry the letters are formed on it with a blunt pointed reed, and when the copy is finished the board can be washed perfectly clean—the earth coming off with the fuller's earth. Panjabi spelling is rather difficult to learn, but once acquired you cannot mistake the sound of a

word, as the letters never vary in pronunciation.

"To spell a simple word, ASO, for example, they have to make quite a long speech—*Áre nún á kanna sasse nún so hora.* ("To A put an accent, and to S and O.") But the children learn it very rapidly.

"After reading two simple books they get *Bible Stories for Children*, by Miss Wauton, and then they can manage one of the Gospels, usually Mark first. Meanwhile, the writing goes on, their own names and their neighbors' and then copying verses of Scripture, which they also learn by heart. They begin arithmetic soon, learning multiplication tables up to sixteen times sixteen, and *fractional* tables as well."

But Achru has not been satisfied with his day-school experience; he continues to bring his boys into the village, a distance of five miles, each Sunday, in order that they may attend the Sunday school. And so he works on, and sets many others to work, and who can measure the extent of the good done by this Hindu boy, for already four of his earlier pupils have become teachers, and three have schools of their own, the fourth, a girl, being employed as monitress in Achru's school.

Fourth and Fifth Reader Grade.

ADVENTURES OF BOYS.

One morning, a few days before Christmas, two boys, James Maguire and his brother Lawrence, went with their father into Green Township, near Resaca, Pa., to hunt for rabbits. James is about fifteen years old, and Lawrence is ten. Mr. Maguire left the boys at a pond, telling them that he wished to go around that body of water,

and that he would join them shortly. During his absence the lads discovered the tracks of a fox, and they followed the trail to the edge of the pond. The ice that covered the pond had been weakened by a thaw, and the boys knew it; but they were eager to follow the fresh trail, which led across the pond. So Lawrence, the lighter of the two, walked cautiously out to test the strength of the ice. When he was nearly a rod from the shore there was a sudden "snap" and "swish," and in the venturesome boy went. He came up quickly; but, as soon as he had grasped the jagged edge of the ice, it came off in cakes, and he went under again. At the second attempt to get a good hold with his hands, he succeeded; but, as he well knew, it was of no use to try to clamber up, since the ice surely would break beneath him. Meanwhile, James was acting the part of a young hero. In spite of the cracking of the flimsy foothold, he ran toward his brother, shouting, "Father! father!" at every leap. When he had drawn near the edge, he got down on all-fours, and cautiously approaching, seized Lawrence just as the poor little fellow, whose clutch had been the clutch of despair, was about to let go. But the worst was to come. In his efforts to pull Lawrence out, James himself went in. As good a swimmer as he was, the task before him seemed to be beyond his strength. He swam, with Lawrence, to the other side of the hole, where the ice appeared to be stronger, and there the boys found a thick edge to which to cling. Lawrence was exhausted, and the elder boy was obliged to support both himself and his brother. For nearly a half-hour he thus held on. His pluck and endurance rarely have been equaled. At last the father heard the shouts, which grew fainter and fainter as time passed. Mr. Maguire seized a sapling and thrust it out to James, who held on with the strength of desperation. Thus he was pulled to the shore, and with him was Lawrence, who soon recovered from the effects of the ordeal.

A CURIOUS PET.

By Prof. C. F. Holder.

During a recent visit to the outer Florida reef, away out on the very last sandbank that can, by courtesy, be called an island, I made the acquaintance of an old Indian fisherman, who had some of the most interesting pets it was ever my good fortune to see.

One was a large, red-clawed hermit crab, that had taken up its home in an old-fashioned, silver-ornamented pipe, and at all hours of the day and night, the clanking of the pipe could be heard; sometimes on the table, again on the wall, and often it would roll off and fall with a crash upon the floor, and then there would be a silence for a while, until, perhaps, the hermit recovered from its surprise and astonishment.

The hermit was thoroughly a house pet, and no sooner did he venture beyond the door than he was in danger of being snapped up by two other pets—one a man-of-war hawk and the other a gray pelican.

The former was a surly fellow, shy of strangers, and with its black coat and scarlet pouch, was hardly to be considered a jolly companion.

The pelican, however, was a hale fellow well met with all comers. We were fast friends in ten minutes, and the moment it saw me, its asthmatic, wheezing voice would be raised in a clamorous appeal to have its head scratched, or for a fish by way of lunch.

As sociable as were these pets, the old Indian by no means kept them for their company. He was too eminently practical for that, and I soon found that Mr. Pelican, though a very lazy fellow, had to earn his own living and part of that of his owner, the same being true of the man-of-war bird. In short, the birds were both trained to catch fish for their master.

In the early morning, the pelican was called down from its roost on a projection of the old cabin, and a wisp of rope-yarn and straw fastened about its neck just below the great pouch. This done, the

bird would rise heavily and fly away out on the reef, followed by the man-of-war bird, that had been similarly decorated, the two birds working together in a somewhat remarkable way, as we shall see.

Near the cabin, and for half a mile to the south, the reef stretched away in a vast flat of pure white sand, over which the water was not over two or three feet deep, and here was the home of vast schools of small fry, known as mullets and sardines. So plentiful were they that they could be seen for a long distance, the school seeming like a black cloud upon the white sand.

To this hunting-ground the pelican and its friend made their way and joined a number of large gulls that were already on the spot.

The brown pelican would fly along near the water for some distance, and, when sighting a fish, would rise heavily in the air, then dive, head foremost and with widely-extended jaws, into the affrighted throng, nearly always getting a mouth full.

Ordinarily, the pelican would toss the fish into the air and then swallow it; but the band around its neck prevented this, and so it contented itself by trying to toss the fish and make believe swallow.

No sooner, however, did it commence this operation than one of the large gulls uttered a loud "ha! ha!" and alighted fairly on its back, and leaning forward, grasped a fish as it was being tossed, literally snatching it, and with another victorious laugh, rose into the air.

But its victory was short-lived. The great man-of-war bird, that had alighted on a stump not far away, now darted after the thief. High into the air they rose in great circles. The gull's notes now changed to terror as it darted here and there, now making great sweeps downward, then up, but ever followed by its relentless enemy, that gained every moment, until finally it fairly reached the gull, who, upon seeing all was lost, dropped the stolen fish.

For a moment the great bird paused; then, turning, it shot down like a meteor, passing the falling

victim, and rising below and seizing it just before it struck the water. Then, also, unable to swallow its hard-earned dinner, it joined the pelican, and the two fishermen flew slowly toward the cabin, where they were soon relieved of their gains and tossed a share for their trouble, and sent out again.

"That's one way to get bait, ain't it?" queried the old Indian; and I replied that I thought it was.

"They supply me with all I want," he continued, "and some days that pelican will bring in a bushel of mullets; and if it wasn't for the man-of-war bird the gulls would steal all he catches. So you see they help each other along, as it were. But that ain't nothing to a pet I had once," he continued, "if a pet you can call it. Instead of catching fish for me, it would take all I would give it, and steal besides. You wouldn't guess what it was if you tried all day; so I'll tell you. It was a horse mackerel, and a big chap too. I reckoned he was fifteen foot long, and would weigh a matter of two thousand pounds. The way I ran across him was this: When I was fishing on the northern coast, my boy was alive, and went along with me; and one day, as he was washing a big fish over the stern, up pops a big something and takes it out of his hands as quick as you please.

"At first I thought it was a shark, but he said it was bright and shiny, and I didn't know what to think; but a minute later I was hauling in a fish, and was about to lift it into the boat, when whiz! came the same thing and nipped that fish off as neat as if it had been cut with a knife. I didn't take a second to do it, but I got a good look at the old fellow, and it was a horse mackerel—the biggest one I ever saw.

"I was for taking the harpoon and killing him, but my boy wouldn't hear to it. He said the mackerel was his'n, and he wasn't a-going to have him hurted. Well, the long and short of it was, I thought a heap of the little chap, and the fish I lost by that tarnal mackerel was a caution; and I ain't a-going a bit from the truth when I

say he got one in five of any lot we caught.

"Jest as soon as we hove in sight of the fishing grounds—and there was one bank we most generally went to—there he would be, either coming up under the boat, or lying around off and on; and at last he got so tame—we never doing anything to scare him—that he would come right alongside, and take a fish right out of my boy's hand, just as gentle-like as you please.

"Sometimes the lad would hang on to it, and the big fish would make a splash with his tail; but he never tried to yank him overboard, and I'm thinkin' they was just as fast friends as they make 'em.

"At last it got so that the mackerel would come up alongside, and wait to be fed, jest like any critter, and I tell you it was a curious sight to see that big fish and little boy such fast friends.

"Sometimes the fish would follow the boat clean in shore, and lie around for an hour or so, waiting for us to go out. But like all friends, they had to part. The boy died, and I moved down here; and I tell you, mister, if I could have fixed it to have brought that fish, I'd have done it, if it had eaten up my hull profits."

Manual Training.

I took my school boys into a recitation room one day, and after a very short talk on the use of tools, asked that I might have six volunteers to do some work with tools, and make two tables that the school board wanted for school rooms. The next day six boys said that they were willing to see what they could do for a couple of weeks, and we went to work. Each boy brought what tools he could from home. We took an unused recitation room and finished our first piece of work, a large chart frame, and it is now in our high school room, oiled, varnished, and nicely finished.

Next, we partitioned off part of the basement and made as cosy a workshop as one can find. Nine other boys then joined the class,

and since the first of October the boys have been busy during their spare moments in their workshop.

A tax of thirty cents apiece was levied, which paid for lumber for our partitions and two long workbenches. Appliances were made at home; a vice attached to our workbench; a tool-chest was made, a nail-box, etc., etc.

The tools all belong to the boys, and they take better care of them than if they were furnished at the expense of the public.

Many boys have applied for admission to the workshop, but I take only such as have shown by their examination marks that they have forty minutes to spare each day. Our shop at present will accommodate but fifteen. Should any boy's examination fall below good marks, I suspend him from the privileges of the shop until the marks are better. So far I have suspended but one, and that for two days only. I give but fifteen minutes' time to the class in the forenoon, and the same in the afternoon—often missing days—and am generally in the shop two or three hours on Saturday, where I find from five to eight boys.

Most of the work done in the shop belongs to the boy who makes it, although we have made six tables, three chart frames, and several articles for the school. One boy made a music stand containing three shelves, and I am not ashamed to have any carpenter examine it. It is stained a cherry red, and is nicely varnished.

Two boys have nearly completed an electric bell, to be placed in the workshop and connected with my desk in the upper story, that I may call the boys from their work when I wish to do so.

One boy has procured a sewing machine, with treadle attached, and is making a lathe out of it. He will make a success out of it, and visitors are invited to see its work. Another boy kindly took his scroll saw to the shop for his companions to use.

A boy is making a fire-screen of ash. This is the best piece of work so far, and when finished will orna-

ment one of the finest parlors in town.

One is making a wardrobe of matched lumber, six feet long and four feet wide. He will stain it a dark color, and it will be an ornament to his room at home, and a useful one.

I have received the kindest words from the parents in regard to this departure from the regular order, and I know that the time the boys spend in the workshop is better spent than that spent at ball. Twenty-five cents spent for lumber will keep a boy at work a long time.

Dry goods boxes made good lumber for many articles, and they are always to be had in any town at a small cost. I have taken careful notice of the conversation in the shop, and find it a great improvement on that at the playground.

A closer band of fellowship exists between the boys, and petty disputes do not occur. We have three months' work ahead and the number of household articles that boys can make is almost beyond estimate.

I have already tired you, but will close by naming a few of the articles already turned out of our little shop:

A set of shelves, a pair of wooden scales, a kitchen table with oak top, and one of pine; a flower stand of pine; a wash bench; a stand for bay window; box for Indian clubs; a type case; a wooden war vessel; a grindstone frame; and, well almost everything; and to close, we should be glad to receive your orders for a folding bed or a set of parlor furniture.—*Will County Journal*.

The Child and the Drunkard.

The late John B. Gough in one of his powerful addresses, tells the following most touching story:

"I was once playing with a beautiful boy in the city of Norwich, Conn. I was carrying him to and fro on my back, both of us enjoying ourselves exceedingly; for I loved him and I think he loved me. During our play, I said to him, 'Harry, will you go with me

down to the side of that green bank?' 'Oh, yes,' was his cheerful reply. We went together, and saw a man lying listlessly there, quite drunk, his face upturned to the bright blue sky; the sunbeams that warmed, and cheered, and illumined us, lay upon his porous, greasy face; the pure morning wind kissed his parched lips and passed away poisoned; the very swine in the field looked more noble than he, for they were fulfilling the purposes of their being. As I looked upon the poor degraded wretch, and then upon that child, with his bright brow, his beautiful blue eyes, his rosy cheeks, his pearly teeth, and ruby lips, the perfect picture of life, peace and innocence; as I looked upon the man, and then upon the child, and felt his little hand convulsively twitching in mine, and saw his little lips grow white, and his eyes dim, gazing upon the poor victim of that terrible curse of our land—strong drink—Then did I pray to God to give me an everlasting increasing capacity to hate with a burning hatred any instrumentality that would make such a thing of a being once as fair as that child."

A man went to market to buy chickens. He asked the dealer for all the tough old hens and roosters he had, saying that he wanted them for a boarding-house. The chicken-merchant made a pile of dubious-looking fowls for the customer.

"Are they all you have?" asked the purchaser.

"Yes."

"Well, give me two of the other lot, please."

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A Few Questions Here and There.

1. What is the "labor question?"
2. Why is every bayonet in Europe pointed against Bulgaria?
3. Who is Phillips Brooks?
4. What is Rousseau's Emile?
5. What comes before your mind when I say "Leonard and Gertrude?"
6. What do you know about the crayon in your hand?
7. What is Rugby, and whose name does it suggest?
8. What is meant by "home rule" for Ireland?
9. Is John G. Whittier still living?
10. Mention twelve leading American colleges. The three leading female colleges.
11. Have you a *method* in reading a newspaper? What is it?
12. Name five leading newspapers in the United States?
13. Who is the editor of The Century? Of Harper's Monthly? Of the Atlantic?
14. Do you feel at ease in conversing with various classes of professional men on the topics of the day?

If possible never allow a parent to go away angry who comes to see you in regard to a child. Keep cool, and win the parent over to your way of thinking, if you can.

Judge Tourgee says: "The greatest problem is to fit the conditions of to-day to the hopes of to-morrow."

A noted teacher says that he has discovered, in an experience of twenty-five years, that he has been successful according as he has been *elementary* in his teaching.

"The evolution of thought is the aim of all true teaching."

The exhibit of school work at the Somerset County Institute from the schools of Meyerdale and Salisbury, was highly creditable.

Students at the California Normal are placed in conditions peculiarly favorable to progress. No pains are spared to make the school helpful.

We have many words of praise of the exhibits at the Westmoreland County Institute, from the various large towns of the county. Westmoreland is wide awake on school matters.

A Few Facts Concerning the Organs of Respiration.

NOTE TO TEACHERS:—These statements are to be given by pupils. In no case should they be dictated by the teacher. The organs, *larynx, trachea, epiglottis, Eustachian tube, pharynx, tympanum, oesophagus*, can be pointed out and named by the teacher, but described by the pupil. Diagrams can easily be drawn and lower animals used for dissection and illustration.

MATTER:—Air inspired through the nose or mouth passes down the larynx and trachea into the lungs.

This can be easily taught by asking a few questions.

The air becomes warm and moist before it reaches the delicate tissue of the lungs.

It is important that pupils should understand this, but they must be led themselves to make this statement.

During respiration the epiglottis is always elevated in order to allow the upward and downward movement of the air.

This must be taught by a diagram, or better by a model if one can be obtained.

Through the opening of the Eustachian tube into the pharynx, near the back of the nose, air passes into the cavity of the tympanum.

The food passes from the mouth down the pharynx into the oesophagus and stomach, during the act of swallowing.

The elevation of the soft palate prevents the passage of the food upward into the nose.

The opposition of the epiglottis to the upper orifice of the larynx prevents the entrance of food into the windpipe.

APPLICATION:—These facts so easy to be taught will afford a fund of information of great value during an entire lifetime. The science of physiology is full of most interesting and important facts. As soon as pupils are taught to think, observe, and express what they see they will at once acquire a deep interest in the study of the human body. Try and see.—*Exchange*.

While the teacher should be patience personified with the dull pupil, should uncomplainingly endeavor, by all legitimate means, to stimulate him to a quicker intellectual life, should rejoice with him over his successes, and sympathize with him in his defeats, yet he

should be sure to see that those to whom nature has been a bountiful giver are not fettered in their progress by the dull plodders by their side. There is danger that our schools may depress the enthusiasm of genius, and make superiority content with ordinary attainments. Colleges are justly estimated by the men and women among their alumni, that make their mark upon the age. The common schools will receive no injustice if they are similarly estimated.

If a teacher who remains year after year in the same position, does not find many of his pupils fighting their way through every obstacle to higher institutions of learning, he may conclude that his success is very moderate in the direction of scholarship.—*Illinois School Journal*.

Truth.

Truth is the most royal thing in the world. It is the only thing that can rule in the end. The man who is quick to get the truth is king among his fellows. Jesus was king because He was anointed, ordained, born to see and teach the truth. Truth goes with religion. When Prof. Henry had made all his preparations for a very important experiment in telegraphing, he turned to his assistant, and said: "Now, be silent. I am going to ask God a question." Pilate thought a kingdom without soldiers did not amount to much. Christ thought a kingdom of fighting soldiers did not amount to much. Pilate and his kingdom have vanished. Christ's Kingdom will endure forever. Pilate, the governor, would have been forgotten but for Christ, the prisoner. Well may we exclaim with an old writer: "*Amicus Plato, amicus Socrates, sed magis amica veritas.*" Or yet, again, "*Veritas est omnipotens et prevalebit.*"

Truth crushed to earth will rise again,
The eternal years of God are her's,
But error, wounded, writhes in pain,
And dies amid her worshippers.