

# The Normal Review.

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California, Pa., February, 1887.

50c. a Year.

Entered as second-class matter.

The total enrollment to date is over 400.

The spring term opens March 28.

J. I. Humbert, class of 1884, has been chosen vice-principal of the Connellsville public schools.

A teachers' institute was held at Masontown, January 28 and 29, under the management of Mr. L. W. Lewellen, '85, and Mr. W. O. David.

In teaching, don't substitute authority for reason.

The teacher should learn how to suggest thoughts to pupils without exhausting them.

With the young, be clear, unaffected, simple.

G. A. Drumm, class of '80, is in Williston, S. C., recruiting his health.

From the Uniontown *Genius of Liberty*, we quote the following concerning Dr. C. L. Parkhill, of the class of '79:

"We regret to learn of the serious illness from blood poisoning of Dr. Clayton Parkhill, at his home in Denver, Colorado. His father, William Parkhill, of Vanderbilt, has been summoned to his bedside, and telegraphs to friends here that the Doctor's recovery is extremely doubtful."

Our friends at the Millersville State Normal introduced dining-room silver ware, Jan. 12, and celebrated the event in a happy manner.

The California Normal got its new

silver ware and hanging lamps for the dining-room last fall.

Prof. W. H. Payne, of the University of Michigan, writing to a member of the Normal faculty, says, "The best books on pedagogics proper are the following:

- 1 Bain's Education as a Science.
- 2 Rozenkranz's Philosophy of Education.
- 3 Tate's Philosophy of Education.
- 4 White's Elements of Pedagogy.
- 5 Hewett's Pedagogy.
- 6 Richter's Levana.
- 7 Spencer's Education."

What a broad and stimulating course of reading for live young teachers!

One may be educated by what he forgets as well as by what he remembers.

Old gentleman: "And how old are you my little man?"

Freddie: "I'm not old, at all; I'm nearly new."

No book is worth anything which is not worth much; nor is it serviceable until it has been read and re-read, and loved, and re-loved again, and marked, so that you can refer to the passages you want in it, as a soldier can seize the weapon he needs in an armory, or a house-wife bring the spice she needs from her store. Bread of flour is good; but there is bread, sweet as honey, if we would but eat it, in a good book, and the family must be poor indeed which, cannot, once in a while, for such multipliable barley loaves, pay their baker's bill.

Watch the reading of your pupils. Suggest to them good books, such as "Little Men," "Little Women," the "Rollo" books, "Zigzag Journeys in Europe," etc.

Much can be done by recommending to parents and children such literature, to form taste for good reading.

Singing should be a daily exercise in every school, nor should the teacher feel satisfied until *all* the pupils sing, at least all the younger pupils. The gift of song is universal. It is by sad neglect that so many adults are unable to sing. Happening to be in one of the rooms of the Seaton public school, Washington City, a few weeks ago, during a song exercise, we observed that *every one* of the forty-five pupils present, sang. Young ducks can all swim, young children should all sing.

The table of comparative statistics here presented shows the steady advance of these State Normal schools, and the great work which they are accomplishing for the schools of the State. The whole number of students in these schools, by report of 1876, was 3,724. The number has now reached 4,999, a gain of 1,275. The number of graduates has more than trebled. The total number of scholars who have attended these schools since their foundation is now 67,073.—*From State Superintendent Higbee's Report.*

An influential teacher of Western Pennsylvania says, "I had rather train the uncultured rowdies from the lowliest hovel than to teach the over-indulged children from the richest mansion."

**Friday Afternoon.**

The average teacher is usually profoundly grateful when Friday afternoon comes, not that he is tired of the work, but he is so tired in the work. The nervous tension of the week has been so great that he feels he cannot endure the strain much longer. If pupils are ever restless and hard to manage, it is on a Friday afternoon, either from their mental exhaustion or the anticipation of the next day's pleasures.

It is well to have some exercise on the program for each Friday afternoon that will leave pleasant impressions on the minds of all, a good taste is the intellectual mouth. What this exercise shall be will depend on the character and spirit of the school. The work must be adapted to the scholars. The usual rhetorical exercises for this day, essays and declamations, necessitate preparation outside of school hours, and on this account are objectional, and should not be had oftener than once a month. The following suggestions for profitably spending the last hour of the week are given and may be of use to the progressive teacher.

1. Primary drills and object lessons in natural science. During the proper seasons, instruction in Botany can be made most fascinating to the youngest pupils. They can soon learn to distinguish the different forest trees and give the characteristics of each, to trace the simpler plants and to classify them, to a certain extent, to see beauty in what was before despised weeds. Training the young to observe is one of the most important of works, and the natural sciences afford the best opportunity. Geology, zoology, and physiology, can be made equally interesting and valuable. Teaching these branches, even in homeopathic doses, pre-supposes a knowledge that all common school teachers have not had the opportunity of gaining. By careful study and reading, the teacher can soon fit himself for the work.

2. Letter writing can be made a

special feature with great profit. Have letters, narrative or descriptive, written and read by each pupil, criticisms being made on these as on all the exercises. By varying the kinds of letters this will always be a welcomed drill.

3. The teacher reads an interesting story, then gives the pupils a chance to re-write it as they remember it. This trains attention and cultivates power of expression. Try it once and see how you like it.

4. Get a suggestive picture and hang it where all can see, then set them to writing a story about the picture, giving, perhaps, fifteen minutes for this work, and listen to the results of the laborious undertakings of the young authors.

5. Write on the black-board some familiar poem or selection without capitals or punctuation marks, the spelling faultily, and have it re-written neatly and correctly as each pupil can. In all such exercises the teacher must be sure that sufficient time is left to hear at least one or two of the pupils read their work, giving corrections and telling where they made them. Then if the other pupils do not agree with the one reading, criticisms can be given, the correct way explained and all papers made right.

6. Music and calisthenics.

7. Spelling, oral and written. The teacher can thus have variety in the work, and yet always have what will be instructive.

MARY C. ROARK.

Advice is like snow; the softer it falls, the longer it dwells upon and the deeper it sinks into the mind.—*Cole-ridge*.

**Proper Relations and Limitations Taught in Ungraded Schools.**

[Paper Read before the Michigan State Teachers' Association, Dec. 28-30, 1886, by Supt. S. G. Burkhead, of the Saginaw City Schools.]

By ungraded school we generally mean country district schools, each having a single teacher.

In most respects these schools seem to be without system. As to the amount and kind of work done they are without prescription. They have no practical supervision.

Each teacher during his moneterm of office is limited only by his own discretion, ability or pleasure, depending somewhat, of course, upon the good will of his patrons. He may do much or little, as he pleases.

It is fast becoming the general opinion of intelligent men interested in our public school system that these are defects at the foundation which seriously influence all the superstructure.

Childhood and youth are the periods for preparatory study, or that which belongs to our schools. A large majority of school children are primary. Whatever affects the child affects the man. We cannot expect perfect work anywhere along the line in the upper grades of our schools and colleges unless good work be done in the lower grades from which the upper are supplied.<sup>1</sup>

I need not argue, at length, that the opportunities of childhood affect manhood and consequently citizenship; that primary teaching affects all the upper schools; that the chaotic condition of our country schools renders the whole system defective. I need not stop to show the chaotic condition of the country schools. Every intelligent, conscientious teacher in our state painfully realizes this fact. We are all dissatisfied with the condition. The obstacles, however, in the way of reform seem to be many and to have been insurmountable.

The individuality and isolation of school districts, the inability and carelessness of school officers, the inexperience and incompetency of teachers, the indefiniteness of requirements, inefficiency of examination and supervision, the brevity of the teacher's tenure of office, the general lack of professional spirit and training largely constitute the mountain of difficulty.

In an isolated school with, in many cases, an inexperienced, untrained teacher, with no help from school officers, rules and regulations, prescribed outline of work left to his own caprices or that of parents or children, in

school, at least sufficient instructions on the subject of book-keeping to enable each one to keep his own accounts. This can be done without an expensive and elaborate set of books and blanks. The skillful use of the blackboard by the teacher and the use of ruled paper by the pupils will be sufficient for all practical purposes. A commercial department does not generally prove to be a very profitable addendum to a high school; and I am sure has no place in a country school. "Drawing is not regarded by the foremost teacher, as the most effective method of fixing the form of an object in the mind. It is practiced with profit in the study of all the common branches." As a specific subject it may very properly alternate with penmanship; and drawing books of some series may be used; but I think drawing directly from objects, with simple directions by the teacher, almost from the beginning, of incomparable value. Copying, of course, has some merits, and books may be used with the aids now furnished to teachers without much previous knowledge or skill. The time is coming, I think, when teachers will be required to have some practical skill in this art.

Arithmetic probably deserves a large place in a common school course of study. It always has had it, and no doubt, always will have its share. I think it has sometimes been allowed to occupy too much space. Other important branches have been set aside that its domain might not be encroached upon—sometimes unwisely, perhaps. I have grouped it with nothing else and allow it an equal place with the reading or geography groups. I think it deserves no more. The fundamental Rules should be thoroughly mastered. Most mistakes in arithmetic work occur in them. The first two grades of the course should be almost exclusively devoted to the operations of writing, adding and subtracting, multiplying and dividing numbers, with perhaps, in the second grade, factoring and cancella-

tion. In the third and fourth grades, a PRACTICAL Practical Arithmetic may be used to advantage—nothing higher. From the practical arithmetic, all redundancies should be shut out.

There might be a question as to what is redundant. I reply that where the teaching force is so limited that every subject cannot be taught well, those subjects which the child will practice in later life should have the preference. Circulatory decimals might be wanting under this test; while the following would be considered worthy of place and consideration.

Fractions, ratio and proportion, compound numbers, square and cube root, percentage to include commission, profit and loss, taxes and insurance, stocks, investments and interest.

The geography group is one of the most interesting. How to make our suggestion practical is of moment. We cannot expect to have separate classes, with elaborate text books for each, in geography, history, civil government, natural science, etc., respectively; neither do I think it desirable. There is too much page by page text book detail, word memorizing work attempted. There is not enough of how to study, how to obtain essential information, how to secure culture. Why need any one care to load the memory with the name and location of unimportant places, or to learn in detail all that may be found in text books on civil government, physiology, etc. Discipline, with general knowledge and ability to use books as tools are essential. If pupils in our country schools were taught how to study, how to find information when needed, how to discriminate between the essential and the non-essential, and inspired with proper motives to pursue their work continually until satisfactory results should be obtained, we would be able to note true progress.

"Geography and history are inseparably connected and should always be studied together." As geography is defined to be "the science

which treats of the world and its inhabitants, including the world and its physical structure and characteristics, natural products, political divisions, and the people by whom it is inhabited," it seems to me but natural to include in this group some of the general topics of civil government and the natural sciences. Without time for further detail let me say I would recommend a carefully prepared outline of suitable topics, including the essentials of this group, with the use of globes, maps, charts and reference books. In the elaboration of daily lessons, the crayon, pen and pencil, etc., should be familiar companions. Expression in some way, oral and written, should be auxiliary in preparation and a test of work done. This group, well taught, requires much reading, thinking and writing, hence its value in the line of culture. Music should not be left out of any course of study for the young; it should certainly be made a part of the daily program in every public school. There is generally a great want in this respect in our country schools. In this as in many other things, nothing is required, and but very little is done, but there is a growing sentiment in favor of making music one of the branches in our common school course of study. If it be true that children should be taught that which they are to practice in after life, they certainly should be taught to sing. Music may furnish them both pleasure and profit in after life. In the group with music I would place health morals and manners, though I might want a special place on the program for each according to circumstances. Music need not in any way retard pupils from learning their ordinary lessons. I think it is generally helpful, and they learn more happily and readily than they would without. Music tends to enliven and render a school interesting. It appeals to the emotions, and an occasional outburst of song will drive away the dull spirit of routine and inspire the pupils to renewed effort. With

the nature of the case. anything like satisfactory results cannot reasonably be expected. In some way the schools must be, to some extent, unified and brought into line or lines of work.

Of course in a country school having only one teacher there cannot be that nicety of grading and division of labor that we find in our village and city schools, but as long as there are no boundaries set by authority the most intelligent and experienced teacher may be disturbed by the selfishness of parents and scholars. Some influential citizen may be preparing his sons and daughters for college, and wish them to be tutored in higher arithmetic, algebra, or even Latin or Greek. If the work be not limited it may be the pleasure or will or policy of the teacher to neglect the unmurmuring little ones for these. His popularity may depend, not on the good he may do the greatest number, but on his ability to teach the higher branches and please the older pupils.

It seems to me, however, that the principal work and important work of a country school is primary.

In an ordinary school there is enough primary work to keep one teacher busy. The primary should never be neglected for the secondary or higher. Higher arithmetic, algebra, etc., have no legitimate place in an ordinary district school. If in any district school two or more teachers be employed the condition changes and more advanced pupils may be accommodated. But the beginning of anything is chief, not more in other things than in education. How much the first day of school may influence the whole life of a child and the man we cannot tell; but we believe that the first term on the first year may be considerable towards fixing the direction of his tastes and habits. His sensibilities may be dulled and he may be injured for life, or he may be given an impulse that may be helpful in improving the grand opportunities of early and later life.

If a child is well governed, taught

perfect obedience to rightful authority, is drilled to read and write well, and to speak properly, to perform accurately and rapidly the fundamental operations in arithmetic, to take a few steps in the elements of science, he is better started for a higher education and the duties of life, than one who has been allowed to pass prematurely over the higher branches.

Reading, and the reading habit, are very important factors in an education. Much of the first years of school life should be given to reading and the expression of thought. The excuse, "I know but cannot tell," should not be accepted, neither should a child be encouraged or permitted to repeat words without thought. First the thought then the expression, is the order. But for the want of time or consideration pupils are often supposed to understand what they commit to memory when in fact the thought is entirely disregarded in the effort to commit and recall the words which are so soon forgotten. Words are too often defined without comment in synonyms as obscure as the original.

A teacher cannot do justice to more than about sixteen or eighteen recitations in a day. If left without authoritative limitation he is liable to have more classes than pupils, and much of his time is wasted in passing from one exercise to another. Nothing is done thoroughly, nothing is mastered, nothing is recorded, no standards are set. With every new teacher the pupils, many of them, are set back to the beginning of their books.

A graded course of study, with carefully kept records, credit being given for every step taken, certificates of honor, promotion and graduation publicly granted, would tend to efficiency in our country as well as in our villages and cities. Why not? If grading and system is good for one school, why not for another? If so the obstacles will gradually, as I believe they will, vanish away, and the time will come when the term un-

graded will no longer apply to so large a class of our public schools.

Keeping in mind that a teacher should not have ordinarily more than sixteen recitations per day, we see that four grades with an average of four recitations to each grade would give us the limit.

Taking ten minutes for opening exercises and thirty minutes for recess in a school day of six hours, we have 320 minutes for sixteen classes, or an average of twenty minutes to each class.

Grouping the studies which seem to me inseparably connected or closely related, I would prescribe about the following course of study with the accompanying suggestive programme for a country school, remembering that it takes more than a paper course and a paper programme to make a successful graded school, however necessary these instruments may be. There must be wisdom in the management of machinery.

COURSE OF STUDY FOR A COUNTRY SCHOOL.

STUDIES	GRADE I.	GRADE II.	GRADE III.	GRADE IV.
1 Reading.....	First Reader.....	Second Reader.....	Third Reader.....	Fourth Reader.....
Spelling.....	" ".....	" ".....	" ".....	" ".....
Language.....	" ".....	" ".....	" ".....	" ".....
Penmanship.....	On Slates, etc.....	Copy Book.....	Copy Book.....	Copy Book.....
Drawing.....	" ".....	Drawing Book.....	Drawing Book.....	Drawing Book.....
Book-keeping.....	" ".....	" ".....	" ".....	Simple Accounts.....
Arithmetic.....	Oral.....	Oral.....	Practical.....	Practical.....
Geography.....	" ".....	" ".....	" ".....	" ".....
History.....	" ".....	" ".....	" ".....	" ".....
Civil Government.....	" ".....	" ".....	Use of Globes.....	Outlines, Books.....
Natural Science.....	" ".....	" ".....	" ".....	" ".....
Music.....	" ".....	" ".....	" ".....	" ".....
Health, Morals and Manners.....	" ".....	" ".....	" ".....	" ".....

## DAILY PROGRAM.

TIME.	RECITATIONS.				GRADE I.	GRADE II.	GRADE III.	GRADE IV.
	B.	E.	ALL GRADES.					
9:00			Opening Exercises		Reading	Arithmetic	Arithmetic	
9:15			Reading I	Arithmetic	Arithmetic	Arithmetic	Arithmetic	
9:30			Reading II	Arithmetic	Arithmetic	Arithmetic	Arithmetic	
9:45			Arithmetic III	Arithmetic	Arithmetic	Arithmetic	Arithmetic	
10:00			Arithmetic IV	Arithmetic	Arithmetic	Arithmetic	Arithmetic	
10:30			Recess.					
10:45			Arithmetic I	Arithmetic	Arithmetic	Arithmetic	Arithmetic	
11:00			Arithmetic II	Arithmetic	Arithmetic	Arithmetic	Arithmetic	
11:15			Arithmetic III	Arithmetic	Arithmetic	Arithmetic	Arithmetic	
11:30			Arithmetic IV	Arithmetic	Arithmetic	Arithmetic	Arithmetic	
11:45			Geography I	Arithmetic	Arithmetic	Arithmetic	Arithmetic	
12:00			Geography II	Arithmetic	Arithmetic	Arithmetic	Arithmetic	
12:15			Geography III	Arithmetic	Arithmetic	Arithmetic	Arithmetic	
12:30			Geography IV	Arithmetic	Arithmetic	Arithmetic	Arithmetic	
1:00			Singing	Reading	Reading	Reading	Reading	
1:05			Reading I	Reading	Reading	Reading	Reading	
1:15			Reading II	Reading	Reading	Reading	Reading	
1:30			Reading III	Reading	Reading	Reading	Reading	
1:45			Reading IV	Reading	Reading	Reading	Reading	
2:30			Recess.					
2:45			Reading I	Reading	Reading	Reading	Reading	
3:00			Reading II	Reading	Reading	Reading	Reading	
3:15			Health, Morals, and Manners	Reading	Reading	Reading	Reading	
3:30			Penmanship, Book-keeping	Reading	Reading	Reading	Reading	
3:45				Reading	Reading	Reading	Reading	
4:00				Reading	Reading	Reading	Reading	

In their grouping, the reading lesson is made the basis of spelling and language work, including declamation; and in my own theory and practice, penmanship, also, a large part of it—nearly all of it in the first or lowest grade—is inseparably connected with the reading lesson. The word is not fully the child's until he can use it in oral and written work—until he can name it at sight, spell it and write it; and use it in the expression of his own thoughts as well as those gotten out of his text books. In the upper grades the reading lesson may be made the basis of composition and grammar. As early in the course as possible, and thereafter, more and more, the pen should be daily employed in the preparation and completion of school exercises. Neatness and legibility should be the aim in a piece of writing. The simplest form of letters, not ignoring beauty, is the best for children.

A text book on grammar and composition except as a book of reference would not be necessary if a suitable reading book be chosen and properly used. Simply calling the words after the teacher and accidentally getting some knowledge of the lesson is not even approximating the grand possibilities of the reading lesson.

In reading, children are generally graded too high for their years, for their experience, or for their actual degree of advancement in ability to apprehend. They need more corresponding reading in each grade before advancement. They should not be pressed forward any faster than they can be supplied with a practical vocabulary. The Fourth Reader is generally sufficiently advanced for an ordinary school such as we generally find. The reading group with language, writing and spelling, is the fundamental and most important of a course of study.

With ability to read well and a correct taste for reading, all else will, in due time, be possible. Penmanship, book-keeping and drawing, to my mind, group themselves. Besides the careful attention given to all written work in the preparation of lessons, there should be a set time on the program for special instruction and practice in penmanship. Penmanship is, perhaps, more generally neglected in country schools than any other branch in the common school course. Good penmanship appears to be reckoned among the "lost arts." It has been said that "writing is a secondary part of speech, and they who cannot write are in part dumb. Scrawls that cannot be read may be compared to talking that cannot be understood; and writing difficult to decipher, to stammering speech." Teachers of penmanship should avoid complicated forms. There is no need for many forms of the same letter; it is better to master one. Teaching penmanship is something more than setting or placing a copy before the pupils. There should be more than imitation in the writing class. "Writ-

ing in all its grace, ease and perfection must clearly exist in the mind before the hand can by any amount of exercise, be taught to produce it. The hand can never transcribe a form more perfect or beautiful than the ideal of its master,—the mind. Hence the vital importance of preceding and accompanying all practice in writing with a careful study of its mechanical construction. The exercise or copy for each lesson should be systematically arranged so as to present forcibly and concisely at each lesson, some important feature of writing. The forms of letters chosen, should be suitable for rapid business writing. In the brief country school life there is not time for fanciful forms. I would largely limit the work in this, as in other branches, to the practical. At present, in our country schools, letter writing and book-keeping receive next to no attention. Some schools, of course, are exceptions. To be able to write a good letter, is greatly to a person's advantage in any occupation. The teacher should be familiar with the best forms of heading, dating, addressing and subscribing letters; and occasionally, perhaps once a week, give instruction and have pupils practice during the writing hour, in the useful exercise. Letter writing is well said to be the most useful of all classes of composition. A great many mistakes occur, and a great many losses follow from inability to write and direct letters. Pupils may be early encouraged to write to teachers and other friends out of school hours, and thus improve their minds and give pleasure to themselves and to others. A practical knowledge of book-keeping may be given to the older scholars without infringing upon the time belonging to other school studies. With a sufficient knowledge of arithmetic and ability to write well, a fair knowledge of the forms of written instruments in business, such as receipts, promissory notes, agreements, deeds, etc., might be easily obtained. Pupils should receive in

ten or fifteen minutes a day, for drill and learning new pieces, and a song to open and close each session, a great improvement will be made in a few months and an interest will be created which will become a matter of pleasure to teacher and pupils. Music increases the respiratory organs, thereby improving health. We have no doubt of its moral influence.

"By music, mind an equal temper know,  
Nor swell too high, nor sink too low.  
If, in the breast, tumultuous joys arise,  
Music her soft persuasive voice applies;  
Or when the soul is pressed with cares,  
Exalts her in enlivening airs."

Pure music—the only kind that would be likely to find its way into schools—not only pleases the ear but improves the heart. "No one can listen to pure music without a desire to do better."

The subject of morals and manners should receive special attention. Its importance demands some definite time that it may not be neglected. I think our youth are not generally noted for politeness and good manners. The cause may be found in the general lack of instruction and perhaps example. It is prerequisite that a teacher should strive to be in morals and manners and good habits, what he would have his pupils be. I know he may teach important lessons by example and do much good incidentally if his heart is in the highest well being and doing of his pupils, but any instruction upon important subjects should be regular and systematic. Should the morals of children be left to accident? Besides instruction as to what is right and wrong, how to treat school mates and teacher, and others, pleasantly and politely, is worthy of instruction. Personal habits as they effect health and happiness, should receive more than passing or accidental notice. Due regard for the feelings of others and for the rights of propriety should early be instituted.

Successful studentship includes vastly more than is generally thought of. It certainly should be made to include all that is desirable in the daily school life of a boy or girl in

view of the possibilities of the future man or woman.

A course of study should be sufficiently flexible to accommodate the varying necessities of different school districts. Some schools may be smaller in number and less advanced than others. Some may be large in number, but backward in scholarship. Some may only include the first and second grades; others may include the third, and perhaps only a few of the best will for a while fully include the fourth preparing for the high school. Some of the largest and best schools may employ assistants to great advantage. The daily program, too, must vary to correspond with these varying circumstances. In the grouping of studies and in the daily program suggested, I have had in mind the outside limits of work that should be attempted by any one teacher. In the smaller schools having only the lower grades, the grades may be subdivided and the classes multiplied and placed nearer one another without breaking up the general plan. Other things being equal, the more closely a school is graded the better. "If we wish to make all the country schools of the State as one working school then there should be a uniform course of study and system of grading in all the country schools of the State, and this is the plan that is finding favor in the eyes of the foremost educators." And it is the only way to secure proper relations and limitations of subjects taught in our country schools. In several states the work of grading country schools has been carried on by counties working singly and separately. This method is good as far as it goes, but it is fragmentary and slow to reach all the counties of the state." In our own state some individual districts have attempted to grade their schools.

It seems to me that little improvement can be expected under the present system or want of system. The unit should be larger than the district. System requires supervision.

The territorial unit should be large enough to employ a competent supervisor, an able man or woman devoted entirely to the interests of the schools; a professional teacher—not a doctor, lawyer, or farmer who can at best give the schools only the secondary or "fag ends" of his time and ability. While we have made, in my opinion, one or more backward steps, many of our sister states have been advancing. We have no longer the honor of being first in the character of our schools. Our lone district schools have been left out in the cold long enough. Let us gather them in some way. The township plan is recommended to us by men of high educational authority. Would not its adoption be a grand step in advance of its present position?

Will not this meeting take some action toward retrieving our past retrogressive movement and toward completing our system of education, so that the common school, the high school and the college may really be in the same line, though in different grades, all feeling the impulse upward by means of the connection. Until this deserved object be reached, we had better refrain from boasting.

#### Words for Workers.

"I would give nothing for that man's religion whose very dog and cat are not the better for it."

ROWLAND HILL.

"We need only obey. There is guidance for each of us, and lowly listening we shall hear the right word."

R. W. EMERSON.

"Love's secret is to be always doing things for GOD, and not to mind because they are such very little ones."

F. W. FABER.

"Whoso neglects a thing which he suspects he ought to do, because it seems to him too small a thing, is deceiving himself: it is not too little, but too great for him, that he doeth it not."

E. B. PUSEY.

"He who is faithful over a few things is a lord of cities. It does not matter whether you preach in Westminster Abbey, or teach a ragged class, so you be faithful. The faithfulness is all."

GEO. MACDONALD.

**Formation of Character.**

Character is never formed by *removing* opportunities either of evil or good. You must lead children to do right in the face of the wrong as well as beyond it; and have them do it every time, not because it is easy, but because they choose to do it. The development of the will power in the right direction is the highest and best work we require of the teachers. What can they do? Tell me what a boy is interested in, and how he spends his leisure-hours, and I will generally determine for his character. Because I believe this, I urge the teachers to interest their pupils in the facts and forms of Nature, in science and art, to lead them to discover the pure and the good in every school task and in all of their lessons, and to form in each pupil, as far as possible, proper habits of reading, and thinking, and studying.—*Supt. I. F. Hall, Dedham, Mass.*

**Shall We Permit Whispering?**

Much has been written on both sides of this question, some of our best teachers taking extreme views, but yet there is much more to be said. A teacher can make no radical change in his methods without injuring himself, and we believe that to be the reason there is so much difference of opinion on the subject. What would be the result if a young teacher should act upon all the different suggestions that have been made in regard to whispering?

All agree that the school should be a place of system and order. One of the great aims of the free schools is to train the children to govern themselves. But there is a stillness of death, and an activity of life. The best governed school is always the most quiet. It is impossible for whispering to be prevented by any system of iron-clad rules. The teacher may see no violation of his laws, but he may rest assured that they are broken when his back is turned. Activity is a law of childhood, and supreme quietness in a school-room is a most heinous sin. There are worse evils than whispering to be contended against.

All agree that unrestrained whispering is an evil. The question then arises, "How far shall we permit whispering?" This has been the stumbling-block to many. When they yielded, partly, the pupils considered it a complete surrender; and they now have come to the conclusion that there is no safe or consistent ground except total suppression—that it must be either free whispering or no whispering. I believe that the true position is somewhere between these two extremes. The teacher, the school, and the time has much to do in determining how this subject shall be treated. I do not consider it is wise to prohibit whispering by rules. They can be violated under so many different conditions that the teacher knows not what to do with the offenders.

My experience has been this—that whispering *can* be prevented only so far as the pupils know the evils connected with it. The first work is, always, to educate them on this subject. Pupils usually work for the good of the school, and they should be consulted on many topics concerning the success of the school. A school may be trained not to whisper—not because there are rules forbidding it, but because there are no rules. It requires time to remove whispering, and it is most successfully accomplished, indirectly, by educating the pupils to do right because it is right. The more liberties granted to the pupils consistent with good order, the better will be the influence and spirit of the school. If pupils have been taught to govern themselves, there will be no confusion from whispering.

G. W. HOENSHEL.

**Educational Reading.**

I shall, without argument, take for granted one postulate. All teachers, to insure successful work, ought to pursue a course of reading calculated to acquaint them with three groups of facts: 1. The laws of mental, moral, and physical growth. 2. The methods found effectual in securing such

growth in children and young people. 3. The history of past successes and failures in education. Two principal difficulties stand in the way of such reading by many teachers: The lack of time, and an ignorance concerning suitable books for the purpose. Young doctors and lawyers are amply provided with time for reading by a merciful neglect on the part of the wished-for patients and clients. Young teachers, however, find their hours occupied so closely that leisure intervals for reading seem difficult to gain. If, however, such reading is necessary,—as necessary, for instance, as a new bonnet,—time for that which is to fill the head, as for that which is to cover it, will be found. Littré is said to have prepared his enormous French dictionary mainly in the intervals of waiting for his wife to complete her toilet before breakfast. In a conversation, this past summer, with Professor Barker, the electrical expert of Philadelphia, in reply to a question, he told me that no day passed in his working terms on which he did not read a hundred pages about physics. If we chose to plan our work with regularity, a hundred pages a week concerning teaching could easily be mastered by each of us. This means ten or a dozen books a year, besides educational journals.

The other cause for the omission of such reading has no real foundation. An abundance of educational literature can be found by any inquirer, and scarcely any of the books will fail to be useful. Most books which treat of the principles of education deal also with methods of teaching. Some writers view the subject philosophically, and do not take pains to render their pages easy to read. To those of us who have had for our reading a diet of fiction, they may seem dry and uninteresting. No matter; if they make us better teachers, we can endure faults of style. When wearied by this kind of reading, we can turn to the historical side of the matter, which we shall find intensely interesting unless, like Polonius, we are for a jig or we sleep.—*Ray G. Huling, A. M.*

# PHILOMATHEAN GALAXY.

*MOTTO—Non Palma Siue Pulvere.*

VINCENT C. RADER, *Editor.*

The old Philo Hall has been converted into the handsomest recitation room in the building.

Professor.—“Mr. B., will you tell us about the Missouri compromise?”  
Mr. B.—“The Missouri compromise prohibited slavery beyond 37 degrees Fahrenheit.”

Every young man is now a sower of seed on the field of life. The bright days of youth are the seed time. Every thought of your intellect, every emotion of your heart, every word of your tongue, every principle you adopt, every act you perform, is a seed whose good or evil fruit will prove the bliss or bane of your future life.

The name of Dr. E. E. White of Cincinnati, has been added to Philo's list of honorary members.

The Clios were formerly rather in advance of Philo, for the very reason that they had the inside track; but “old Philo” is coming in on the home stretch, making things fairly groan, and leaving Clio far in the rear.

Miss Sheeran is the “Champion Lady Debater” of the California State Normal.

The Philomathean Literary Society is making rapid progress under the administration of Miss Effie Johnson, who, upon taking the chair, delivered an eloquent inaugural address.

The Seniors at the Normal sadly miss the familiar faces of Miss Marshall and Mr. W. D. Cunningham.

Some one has said, “When you talk upon the subject of Geography, always begin with South America, because of the simplicity of its construction, which is determined by the highlands.”

On the morning of the beginning of the Winter term, the Senior class was very “well” there being only about five ladies and two gentlemen present. When they marched into chapel for the morning devotional exercises, they reminded one of the “last rose of summer.” Later, they all turned up.

Josh Billings said, “when a man begins to go down hill, the whole world seems greased for the occasion.”

Advice is like snow; the softer it

falls, the longer it dwells upon, and the deeper it sinks into the mind.

The inability of George Washington to tell a lie has left a gap in our national system that his fellow countrymen have used every effort to fill.

Fully to understand a grand and beautiful thought requires, perhaps, as much time as to conceive it.

Pride always breakfasts with Plenty, dines with Poverty, and sups with Infamy. So, beware of pride for there is no room in the universe for it, but only for a gentle and reverent heart.

## A Few Facts.

Idleness is only the refuge of weak minds, and the holiday for fools.

Corkscrews have sunk more people than cork jackets will ever keep up.

Living on hope is like living on wind; a good way to get full but a poor way to get fat.

Labor is one of the great elements of society—the grand substantial interest on which we all stand.

It is nice to be handsome, but a great deal handsomer to be nice.

Rhythm and harmony find their way into the secret places of the soul, on which they mightily fasten, bearing grace in their movements and making the soul graceful of him who is rightly educated, or, ungraceful if ill educated; and also because he who has received this true education of inner being, will most shrewdly perceive omissions or faults in art or nature, and with a true taste, while he praises and rejoices over, and receives into his soul the good, and becomes noble and good, he will blame and hate the bad, now in the days of his youth, even before he is able to know the reason of the thing; and when reason is developed, he will recognize and salute her as a friend with whom his education has made him long familiar.

Every path of thought leads soon to the boundless wonder, in the midst of which we dwell; our most familiar knowledge in the light of which we walk, is only as a day between two nights; out of darkness it comes, and in darkness it ends.

We never regret the kind words we have spoken, nor the retorts we have left unsaid; but bitterly do we recall sharp words spoken angrily, and unkind actions, that may have caused tears to flow from eyes that will never shed them more.

Pleasure is a shadow, wealth is a vanity, and power a pageant; but knowledge is ecstatic in enjoyment, perennial in fame, unlimited in space, and infinite in duration.

A man can always write better than he can speak.

This is a rule of universal application. Even when a gentleman stands on the bank of a stream, he gets no fish by speaking, though he be ever so eloquent; but, on the other hand, if he just “drops a line” to the finny tribe, they respond with marvellous alacrity.

Duty is duty, conscience is conscience, right is right, and wrong is wrong, whatever sized type they may be printed in.

Learn these two things,—never be discouraged because good things get on so slowly here; and never fail to do daily that good which lies next to your hand. Do not be in a hurry, but be diligent. Let patience have her perfect work and bring forth her celestial fruits. Trust to God to weave your little thread into a web, though the patterns show it not yet.

Talent is inferior to purpose in its power to propagate a desire for its acquisition; or, in other words, what men want is not the power to achieve, but the will to labor.

When labor is judiciously and continuously applied it becomes genius; and the most profitable and praiseworthy genius on this terrestrial sphere is untiring industry.

No good thing is ever lost. Nothing dies, not even life, which gives up one form, only to resume another. No good action, no good example dies. It lives forever in our race. While the frame moulders and disappears, the deed leaves an indelible stamp, and moulds the very thought and will of other generations.



# CLIONIAN REVIEW.

MOTTO—*Pedetentim et Gradatim*

BECCA REEVES, Editor.

Student: "Professor, would a man be an alien if he were born in this country, when his parents were abroad?"

Vassar girls are said to be so modest that they will not work on improper fractions.—*Exchange*.

The boy or girl who studied so long what subject to take for his essay, is like a man who studied all night as to whether he should first take off his coat or his boots.

Rev. and Mrs. Van Horn recently paid the Normal a visit, each making a speech in chapel and receiving the hearty applause of the students.

Mr. Grant Danley paid the Normal a visit last week. Teaching in West Finley Township, Washington County.

Truth is as impossible to be soiled, by any outward touch, as the sun-beam.

"There is no force however great,  
Can stretch a cord however fine,  
Into a horizontal line,  
That will be accurately straight."

A cord of stone, three bushels of lime, and a cubic yard of sand, will lay one hundred cubic feet of wall.

It was Freddie's first experience with soda water. Drinking his glass with perhaps undue haste, he was aware of a tingling sensation in his nostrils. "How do you like it?" inquired his mamma, who had stood treat, Freddy thought a moment, wrinkling his nose as he did so, and then said, "It tastes like your foot's asleep."

"He who follows pleasure, instead of business, will in a little time have no business to follow."

The annual contest promises to be a greater success this year, than heretofore. The societies are already taking note of performances with reference to the selection of contestants.

The boys of the senior class are following the motto of Portia, "To do is better than to know what is good to do," and are at work making a steam engine and other apparatus for philosophy class.

There are now 60 active members in "Clio."

## Arlington Hotel, California, Pa.

We are constantly on the alert to see that everything is done for the accommodation of our patrons that can be done. The table will be served with the choicest viands procurable. Special attention given to commercial travelers. Board by the meal, day or week. Terms reasonable.

W. B. ALTER, Proprietor.

## Common Things.

However high beplaced ambition's goal,

Man's daily life must most refresh the soul,

The precious things that make existence sweet,

Spontaneous spring like grass beneath our feet!

The small events of each succeeding day,

'Tis these that make the greenward of our way.

The plants of fortune bloom but here and there,

Life's humbler green outreacheth everywhere;

And happy he to whom contentment brings

The sense of beauty seen in common things.

Mr. John A. Brant is the honored president of the society at present.

Miss Ida Boyle, of Braddock, visited Miss Flo Packer, a student at the Normal on January 22, 1887.

The other evening the society was favored by some very fine instrumental music by the California string band.

The senior class are now studying "In Memoriam," under the direction of Miss MacPherson, and enjoy the work.

"If a good face is a letter of recommendation, a good heart is a letter of credit."

"Method is the hinge of business, and there is no method without order and punctuality."

"It is better to know much of a few things than a little of many things."

## Conundrums.

1 Why is a pair of skates like an apple?—Because they have both occasioned the fall of man.

2 How long did Cain hate his brother?—As long as he was Abel.

3 When did Moses sleep five in a bed?—When he slept with his forefathers.

4 Who wrote the most, Warren, Bulwer, or Dickens?—Warren wrote "Now and Then." Bulwer wrote "Night and Morning." and Dickens wrote "All the year Round."

5 If a tough beef-steak could speak what English poet would it likely name?—Chaucer.

6 Why is a baby like a sheaf of wheat?—Because it has to be first craded, then thrashed and finally it becomes a flower of the family.

It is always the man who has finished the journey, or the life work, who looking back, sees that it was accomplished not by any supreme effort but by step after step, stroke after stroke. The young man looking forward to his work in the future, has always a vague idea that he will achieve success by a mighty leap, a wrench like that of Samson's when he brought down the temple on the heads of his enemies. The result of this delusion too often is that he makes one or two great efforts, and failing to succeed, falls flat and becomes a helpless drudge in the pathway of life.

## A Cluster of Nevers.

Never utter a word of slang,  
Never shut the door with a bang,  
Never say once that "you don't care,"

Never exaggerate, never swear,  
Never lose your temper, much  
Never a glass of liquor touch,  
Never wickedly play the spy,  
Never, O, never tell a lie!  
Never your parents disobey;  
Never at night neglect to pray.

Remember these maxims

Through all the day,  
And you will be happy  
At work or play."

"School-houses are the republican line of fortification."

**Grammar Without Hard Words.**

TO BE USED WITH SECOND AND  
HIGHER READERS AS LANGUAGE  
LESSONS.

BY PROF. J. T. WHITTY, PRINCIPAL  
OF MACOMB NORMAL COLLEGE.

The teacher will now see clearly how to proceed with the rest of the words so I shall only sum up the results arrived at and show the use I should make of them.

Boy, James, dogs, stick, garden, and field. Each of these words tells us the name of a thing. Therefore they may all be classed together:

"The" points out "boy."

"Cruel" tells us "what kind" of boy James was.

"Twice" tells us "how often" he beat the dogs.

"Beat" tells us "what the boy did."

"His" points out the dogs.

"Two" tells us how many dogs.

"With" joins the word "stick to "beat."

"Very" tells us how much the stick was of the kind called "big."

"Big" tells us what kind of stick.

"Which" stands for "stick" and joins the sentence "he found in John's garden" to the sentence "The cruel boy James beat his two dogs."

"He" stands for the name "James."

"Found" tells us what "he" or "James" did.

"In" joins "found" and "garden."

"John's" points out "garden."

"And" joins the sentence "The boy beat his dogs" to the sentence "he went into the field."

"Then" tells us when he went to the field (It was after beating the dogs).

"Went" tells what he did.

"Into" joins "went" and "field."

All this should be repeated several times by the pupils, and should be written distinctly on the blackboard by the teacher.

After this sentence is thoroughly mastered the teacher should then take other sentences and treat them simi-

larly. *Nothing should be said about the names of the parts of speech.* Nor should any grammar book be used, except the copy of this, which each pupil should be required to keep in a neat manuscript book, set apart from all other subjects for this purpose.

**Public School Ethics.**

BY A. R. READ, EBENSBURG.

Granted that the mind is the avenue through which the motives are elevated, taste refined, and thoughts purified, it follows that its proper development is essential to the highest type of ethical culture. Knowledge, however, may be imparted and the intellect trained without ennobling the nature. School ethics demand an upward tendency of all instructions, and that every motive of teacher and taught be pure and honorable.

The importance of instilling in the minds of the young the principles of truth and honor, admits of no question. The moral nature is very susceptible in children, and their appreciation of right for its own sake is keener than generally supposed. Pupils in the public schools can understand the law of compensation and reward that pervades every domain of nature, namely, that a lack of opportunity in one direction has its equalizing advantages in another, that labor combined with true merit bears abundant fruit, that deficiency in effort means a defective reward, and idleness is followed by want, that he who would fulfill his true mission must be faithful, energetic, industrious, vigilant, avoid extremes and maintain an even temper. The tornado that follows the unnaturally calm and stifling air is nature's effort to restore atmospheric equilibrium; so great crimes are balanced in the moral ledger by severe penalties and intense suffering. Every evil thought harbored sows seed for future ills; banished, makes room for better ones, bearing the fruits of peace. Thoughts culminate in acts, and he who always thinks right and reasons well, never commits a crime. With well-balanced

people the inward pleasure of doing right is ample reward for the effort it requires. Every additional triumph over wrong enhances the happiness of the victor in a geometrical ratio, and in this consists one of the most effective arguments for being upright, for happiness is the prime and ultimate object of every human being, and a misconception of the means necessary to its attainment results in many errors in living.

To successfully cultivate pupils in ethics, the teacher must exercise ingenuity, and instead of playing the role of dictator, convince and lead them by a logical unfolding of the reasons why certain things should be done and others left undone. Obedience forced seldom has a good or permanent effect, while reasons presented with due impressiveness make commands unnecessary, secures cheerful compliance, and at once begins to form character in harmony therewith.

In the teaching of ethics no better method can be followed than the Socratic—named in honor of the great moral philosopher of ancient Athens. By it while the teacher may direct the line of thought by his questions, the pupils are led to think and originate ideas on the subject.

They will reason out for themselves, by the answering of proper questions, the harm to individual character by the shirking of a duty, the use of improper language, or the continuing of a bad habit. Let them present original views on such subjects as temperance, industry, honesty, honor and their opposites. Some such subject discussed three or more mornings, successively, as part of the opening exercises of the school, may be made productive of immeasurable good. Let two or three pupils prepare short essays on the subject for one morning, to be followed the next morning with sentiments pertinent to the subject by the school—either selected or original—and the third morning let the teacher give a summary of the best things previously

said by the school, with suitable comments and advice. Different branches of the subject may thus be opened up, affording material for several successive exercises before introducing a new subject. Full liberty should be given all to present appropriate questions, either oral or written, submitted to both teacher and pupils. The skillful teacher will take occasion to illustrate and simplify the subject, by the incidents of school and every day life. All teaching in ethics to be effective and permanent must be made practical. Every honest or dishonest, kind or unkind, and manly or unmanly act observed, can be made the subject of a moral lesson.

The edict of the school law that physiology and hygiene be taught in our public schools, with special reference to the effects of stimulants and narcotics on the human system, is a recognition of the important relation existing between temperance and education. It is a step towards making ethics a branch of study in our schools. As yet we have no recognized text-book on the science of morals, but may we not hope the day is not far distant when we will have? Is not the moral nature as capable of being demonstrated and developed as the physical or mental? When it can be shown that certain causes invariably lead to certain results, have we not the base of a science? It can be demonstrated with mathematical accuracy that every good act has an intrinsic value, that truth ennobles and a lie degrades; that honor beautifies, and dishonor has a hideous mien; that virtue is the harbinger of happiness; that kindness produces its like, and angry words stir up strife. The moral nature is governed by natural laws, and is affected by their violation, just as the physical nature is affected by a violation of the laws of health, specified in the science of hygiene.

It is the consensus of the world's ethics that the proper education of the young in morals, keeping their faculties well balanced and their na-

tures normal, will so ennoble their characters, that to be honorable and virtuous will afford such genuine and unbounded pleasure, that the harboring of a vicious thought or the performance of an evil deed will be almost impossible. This development would be an effectual safeguard against all manner of wrong-doing. Neither force nor fear can reform, but an unbounded love for the true, the beautiful and the good will lead to this ideal haven of peace and purity. To many such a consummation will appear visionary and unreasonable, but to others who have closely scanned the pages of moral history, and read the present philosophically, its attainment seems to be within the range of possibility. But whether in the declining years of the present generation, or only in the generations yet to come, shall be a partial realization of this hope, the importance of ethical culture to the pupils of to-day, makes it a most responsible trust in the hands of teachers, and should inspire them with infinite zeal to labor for its promotion.

**Outline of American History Specially Adapted for Teaching.**

BY PROF. J. T. WHITTY.

In this lesson as in the last there is nothing that is not in the ordinary school histories. But many persons who know history well fail at examination from not being able to give written answers.

The sketches are intended to give an idea how such answers should be written and to induce students to practice writing similar notes on other topics.

**THE DISTRICT FROM THE KENNEBEC TO THE MERRIMAC.**

This was at first all one proprietary Colony, granted to Gorgez and Mason as joint proprietors. In 1622 Portsmouth and Dover began to rise. The founders were chiefly from Mass. Bay Colony. Soon afterwards the proprietors made a division of territory with the Salmon Falls river as

boundary. Mason took the western side and called it New Hampshire, and Gorgez took the eastern part and called it Maine.

One of the proprietors that succeeded Gorgez sold Maine to Massachusetts to which it belonged till after the Revolution. This is the reason why it is not to be named among the Thirteen states.

New Hampshire was sometimes joined to Massachusetts and sometimes independent until 1741 when it was made a Royal Province.

**CONNECTICUT FORMED BY THE UNION IN 1662 OF THREE SEPARATE COLONIES.**

The first colony within the boundaries of this State contained the three towns of Windsor, Wethersfield and Hartford. Windsor was built by settlers from Plymouth and the other two by settlers from Massachusetts Bay.

The second separate colony was Saybroke at the mouth of the river, built by John Winthrop and 100 men from Massachusetts Bay. These two were soon united. In 1637-8 they had a war with the Pequod Indians. The Third Colony was New Haven, where a party of emigrants from London landed in 1638. In 1662 the present State was formed by the formation of all three into one Charter Colony with the most liberal charter of all the colonies.

**RHODE ISLAND TWO SEPARATE SETTLEMENTS.**

First, Providence Plantation founded in 1636 by the good Roger Williams, who was driven through religious bigotry from Massachusetts Bay Colony. Next year another party driven from the same place for the same reason, led by Mrs. Hutchinson, founded Newport on the island which was then called Acquiday.

Here Roger Williams carried on his favorite idea of allowing perfect religious liberty to all men. In 1647 a charter was obtained from the king and the two colonies were formed into the present State of Rhode Island.

**THE DUTCH SETTLEMENT OF NEW NETHERLANDS DIVIDED AFTERWARDS INTO NEW YORK AND NEW JERSEY.**

Some Dutch traders established a trading post on Manhattan Island and in 1626 the Dutch government took possession of the territory which they soon after increased by taking possession of a Swedish settlement on the Delaware, in the present State of New Jersey.

In 1664 there was a war between England and Holland and when an English fleet came to New Netherlands, as New York City was then called, the people being discontented with their Governor, allowed the English to take possession. It was the liberal charter that was given to Connecticut just two years before that induced them to do this. We shall soon see, however, that they were not much better pleased with English rule than they were before with that of Holland, as we shall find that many of them left the colony and went to South Carolina.

After the English took possession the territory was divided into two proprietary colonies. New York was given to the Duke of York, afterwards King James II, and New Jersey to Lord Berkeley and Lord Carteret. These two lords afterwards sold their claim to the Quakers. After this New Jersey was joined once more to New York. Finally in 1741 it was separated from it and made a Royal Province with the present name.

I should recommend my readers to make similar sketches of the history of the remaining States and then commit the series to memory.

The next lesson will be on the four Inter-colonial wars. Why are they called Inter-colonial?

**Rules for Teaching.**

TRANSLATION FROM DIESTERWEG.

*I.—With Regard to the Pupil.*

1. Teach naturally.
2. Regulate your teaching by the

natural grades in the development of the growing individual.

3. Begin teaching at the standpoint of the pupils; guiding them from there onward, steadily and thoroughly, without interruption.

4. Do not teach what is in itself nothing to the pupil when he has learned it, nor what will be nothing to him at some future time.

5. Teach intuitively.

6. Proceed from the near to the remote, from the simple to the complex, from the easy to the difficult, from the known to the unknown.

7. Follow in teaching the elementary method (inductive, from particular to general), not the family scientific method (deductive from general to particular).

8. Follow, above all, the psychological aim, or the psychological and the practical at the same time. Rouse the pupil through the same topic presented from as many points as possible. Combine, especially, knowledge with ability, and exercise the knowledge until it is shaped by the underlying train of thought.

9. Teach nothing but what the pupils can comprehend.

10. Take care that the pupil retains all that he learns.

11. Do not simply train and polish; education and discipline are not for this, but to lay the general foundation on which to build the character of the individual, the citizen and the nation.

12. Accustom the pupil to work; make it for him not only a pleasure, but a second nature.

13. Recognize the individuality of your pupil.

*II.—With Regard to Subject Taught.*

1. Apportion the matter of each subject taught from the standpoint of the pupils and as indicated above, according to the laws of his development.

2. Dwell especially on the elements

3. In the establishing of derived principles, refer frequently to the fundamental ideas, and deduce the former from the latter.

4. Divide each step into definite steps and little wholes.

5. Point out at each step some part of the following, in order that the curiosity of the pupil may be excited without being satisfied; proceed so that no essential interruption shall arise.

6. Divide and arrange the subject-matter so that, where it is practicable in each succeeding step of the new, the foregoing may appear.

7. Connect these subjects which are especially related.

8. Go from the thing to the sign, and not the reverse.

9. Be guided in your selection of a method by the nature of the subject.

10. Arrange the subject taught, not according to special scheme, but consider constantly all sides of it.

*III.—With Regard to Outside Circumstance of Time, Place, Order, etc.*

1. Follow up subjects with your pupil successively, rather than together.

2. Take into consideration the probable future position in the life of your pupil.

3. Teach with reference to general culture.

*IV.—With Regard to the Teacher.*

1. Strive to make your teaching attractive and interesting.

2. Teach with energy.

3. Make the subject to be learned palatable to the pupils; and require, above all, a good utterance, sharp accent, clear statement, and thoughtful arrangement.

4. Do not stand still.

5. Rejoice in development or progress; first, for yourself; second, for your pupils.—*New England Journal of Education.*

A good general exercise to enliven the children when they get dull, or amuse them when they become restless, is to describe an object that you have in mind for them to guess. Then let them describe one for the others to guess. Another is to make puzzle words by placing the letters of a word

"And" joins the sentence "The boy beat his dogs" to the sentence "he went into the field."

must be faithful, energetic, industrious, vigilant, avoid extremes and maintain an even temper. The tor-

original views on such subjects as temperance, industry, honesty, honor and their opposites. Some such sub-

promiscuously upon the board, marking the first letter, and let them make out the word. Another which they will like very much is, give them something to talk about, some object with which they are all familiar, and let them tell stories about it.

#### How to Teach History.

An editorial in the *Canada School Journal* makes a good point against the ordinary method of teaching history, in which the pupil begins with the history of times remote and comes down to the present. Says he: "Why proceed from unknown centuries to our own times, begin with a country separated from the known *here* and *now* by 3,000 miles of space and 20 centuries of time in laying out the the child's first course in the wide study of history? On what ground can this be defended?"

The true principle is that which is employed in other studies: "Proceed from the known to the unknown." First the history of the pupil's county, then State, then country, then of those nearly related to her, then the general history of the world. Here lies the possible, practical, teachable course of study, that a scholar can see and feel and appreciate—a course with educative power in it.

#### Encourage Good Reading.

If you want your pupils to excel in reading, and overcome the careless monotone which so many of them practice, profit by the example of that teacher who announced each Friday night the name of the pupil who had improved the most during the week in learning how to read. Let the parent of the pupil also know the fact, and in a few weeks your pupils will have advanced wonderfully in this, too often neglected, study.

The science of teaching regards the school as a workshop where the child shall be trained to work, to *love* work, to work systematically and intelligently; so that whether he manages a railroad, or builds a house, or saws

off the limb of a tree, he works with brain as well as hand.

The teacher of a school should always have something interesting and valuable to present. The teacher supplements both the book and child-experience. He is a student. He constantly interrogates nature. His knowledge is always fresh and sparkling; it is at once wider and more specific than that derived from textbooks. He opens up to the child-mind new beauties, new wonders and new relations. Curiosity is kept alive. Every energy is aroused. The pupil grows strong as well as wise, and the power of ready and penetrating attention becomes a fixed life-habit.

#### A Good Experiment.

MR. EDITOR:—I've been experimenting somewhat with a little reading class. I've found my plan a success with my class. I take a book (a school Reader) with which the class is not familiar, and to which they have not access. A story is selected and the book is handed to one of the class, and he is required to read a paragraph slowly and distinctly; then the book is passed and the next is read, and so on till the whole is read. While the reading is going on the children are allowed to take notes. The book is closed and not referred to again. The next day each one is responsible for the story. It is written out by each and read in the class. We have this twice a month.

Some one asks, "What's the use?" It gives drill in sight-reading (the children never having read the story before). It gives practice in taking notes from one who is speaking or reading. It requires *strict* attention to what is read, and gives practice in reproducing what has been heard, and also in enlarging upon notes; nor is the practice in penmanship to be overlooked. The children are always glad when "story-day" comes. I have a set of the stories by me now that I wish you could see. M. J. G.

#### How to Secure Good Reading.

Some years ago, when I had the personal superintendence of large schools, a plan was adopted for teaching reading which proved very successful. When the teacher took the more advanced classes in the school for a reading lesson, he was not allowed to have any book in his hand. The children were told that they must, each of them, read the passage which came to their turn in such a manner as to be perfectly audible to the teacher; and with such inflection as to convey the sense of the passage. When any child failed to make the teacher hear, he had to read the passage again and again till he succeeded in making himself heard. In the same manner with respect to the meaning of the passage read, if a child failed in the first instance to convey the meaning, he was made to try once more; if he failed a second time, the teacher was told to call for a child who could give the meaning, and so the process went on till the meaning was correctly conveyed. This system was the means of exciting a great deal of emulation, and of bringing out the intelligence of the pupils. They were all eager to show how well they understood the passage before them. As a proof of the success of the system I am speaking of, our first class went to Exeter to take part in a reading competition, and carried off all the reading prizes. Their reading attracted considerable attention, and the judges were eager to know where the boys had been trained. I must add that for the success of the system the school must be kept quiet,—only one class being allowed at the same time to have a reading-lesson."—*Selected*.

If you want knowledge, you must toil for it: if food, you must toil for it; and if pleasure, you must toil for it. Toil is the law. Pleasure comes through toil, and not by self-indulgence and indolence. When one gets to love work, his life is a happy one.—*Ruskin*.

### The Tides.

In order to understand the action of the Moon on our earth as a Tide-producing body, we will suppose that the Earth consists of a smooth sphere, covered all over with water of a uniform depth, and that both bodies are at rest with respect to each other; then the attraction of the Moon on the water nearest to her will be greater than her attraction on the solid Earth, and will cause a heaping-up of the water towards her. This appears natural enough; but at first sight, it does seem somewhat paradoxical that the water should also be heaped-up in a direction opposite to the Moon. This is explained by the fact that the water, on the side away from the moon, is attracted less than the solid ball of the Earth; and the latter is, as it were, drawn away from the water; thus causing the liquid to be swelled up, although not quite to the same extent as on the other side; because, its distance being greater than in the first case, the moon attraction is less.

Although the Sun is at a much greater distance from the Earth than the Moon, yet, from its very much greater mass, it exerts a considerable influence in producing the Tides of the Ocean, and acts on the water in precisely the same manner as does the Moon, producing another spheroid of equilibrium, with a major axis in a line adjoining the Earth and Sun. The heaping-up of the waters, due to the Sun, is two-fifths of that due to the Moon; and if the Sun and Moon, as seen from the Earth, were separated by an angle of 90 degrees, the axes of the wave-spheroids would be separated by that quantity, and (if the three bodies were at rest with respect to each other) so they would remain. But since these conditions do not obtain in Nature, and the Earth, Moon and Sun, instead of being at rest with regard to each other, are constantly changing their relative positions and distances (the Earth at the same time revolving on her axis), these motions never give

the water time to assume the spheroidal shape. Instead of this, an imperfect form of it travels round the globe, in a lunar day, which being on an average about 50 minutes more than the solar day, causes the Tides to come later, each successive day, by about that quantity. It will be seen from what has already been said, that when the Sun, Moon and Earth are in the same straight line, the solar and lunar waves are co-incident—that is, the Sun and Moon are acting in concert; and the consequence will be that the Tides, about this time, will rise higher and fall lower than they do when the Sun and Moon are at right angles to each other. When this latter condition obtains, their action is antagonistic, and we have a Tide that never rises so high, nor falls so low, as in the former case; that is to say, the highest, or *spring* Tides, happen at the full and new moons; the lowest, or *neap*, at the first and last quarters.

### The Education of Parents by Children.

Do not suppose that this way of putting the case is a printer's mistake,—not only parents educate their children, but children educate their parents. When one reads, "a little chilp shall lead them," remembering that this prophecy foretells the subjugation of wild and untameable natures by meekness and gentleness, then one does not wonder at the claim, "that the baby is an educator and disciplinarian of parents." The coming of a child into the home life brings the first serious sense of accountability to many a young wife, and turns the most thoughtless girl into an "anxious mother." No drill sergeant is more inflexible than the young soldier who makes his father walk the floor during the watches of the night. The constant appeals of the little ones are lessons in the art of patience and sympathy. Fatherhood must be studied both as a science and an art; a science because it opens a new world of discovery, and an art because its exer-

cises all the finer sensibilities in a man's nature. The Sunday-school children often carry home to non-church-going parents some invitation that ends in church attendance. One case is known in which an unbelieving mother was taught her own need at the bedside of her dying child, by the child insisting on having a Sunday-school hymn sung. Dividing and drifting as many households are from the marriage of two persons who have a fixed creed, the mere necessity of selecting a church school for their children frequently anchors the parents in a safe harbor.—*S. S. Magazine.*

We sometimes hear the remark "I would be willing to do so and so if he or she were so and so," or words to that effect, as an excuse for their own shortcomings. But do not believe a word of it; agree rather with Josh Billings, who says, "I hev often noticed that the man who would have done such wonderful things, if he had bin there, *never gits there.*" "Why are you always thinking of others?" asked a friend of a winsome lady beloved by everybody; "I wouldn't wear my life out bearing other people's burdens."

"Wouldn't you?" came the questioning answer, with a sweet but reproving smile; "I could not wear it out doing better work than helping the weary and heavy laden."

"To do God's will—that is all  
That need concern us; not to carp or ask  
The meaning of it, but to ply our task,  
Whatever may befall;  
Accepting good or ill as He shall send,  
And wait until the end."

Let ancient or modern history be searched, they will not afford a more heroic display of spunk than the reply of the Yankees at Stonington to the British Commander. The people were piling the balls which the enemy had wasted, when the foe applied to them: "We want balls; will you sell them?" They answered: "We want powder—send us powder, and we'll return your balls."

### Which Kind of Teacher are You?

We have all seen teachers who were so self-satisfied that they seemed—to their own minds—to have rounded the circle of teaching, made the circuit of knowledge and skill complete, and closed their minds against the entrance of all further impressions. Such can never learn till the barriers of conceit behind which they have entrenched themselves are broken down. There are others, the opposite of those just described, who stand like empty pitchers waiting to be filled; they accept any and all methods which are popular, or have some show of authority. Such teachers are imitators merely, and will change when any novelty is brought to their notice. No one was ever great by imitation; imitative power never leads up to creative power. Just here let me say that I shall object quite as strongly to your taking the methods which I may present, unquestioned, as I should to your acceptance of others in which I do not believe.

Again, there are teachers who have some good ways, but who are so prejudiced that they have no regard for anything outside their own work; they cling to the old, have a ready-made objection to the new, and have ceased to examine. Facts are the eyes through which we see laws. There is no better founded pedagogical rule than that facts must be known before generalization can be. It follows then, logically, first that we cannot know which is best without knowing both; second, that we cannot know which is best without knowing all; third, that we cannot know any method without knowing the principles which the method applies. Finally, no one can fairly judge a method by seeing it in operation once or twice, because the application may not be correct, and that cannot be judged unless the foundation principles are known.

The great difficulty in the way is, that teachers are not willing to pay

the price of genuine success—that is untiring study in the most economical directions—hard labor. The demand for good teaching was never so great as now, and no matter where you are if your work is good it will attract attention.—*F. W. Parker.*

#### Extremes.

A man who is unable to see more than one side of a question, is in danger of becoming a fanatic or a fool, and there is not much to choose between them. Some teachers are so painfully grammatical that you can almost hear the creaking of the grammar-machine in them. The conversation of such people is about as graceful as the gait of a man with a wooden leg.—*Angell.*

#### Theorizing.

The writer one evening tried to calculate the time needed to obtain a working-mastery of the various subjects which lecturers and others insisted "ought to be taught in schools," and he was forced to the very moderate estimate that the period required to fulfil the obligations would extend the school age to at least 50 years!—*N. W. Times.*

#### Arithmetic.

All the studies pursued in primary and grammar schools have disciplinary power; they all tend, though in different degrees, to train and develop the mind; but no study equals arithmetic as fast as the faculty of thought is concerned. Penmanship and drawing will do more for the eye; reading will do more for the sentiments, the feelings, and the will; object-lessons will do more for perception; grammar and composition for expression; but as respects the logical process—the power of analysis and synthesis, of reasoning, of argument, of applying principles already known to new cases, of *thinking* in the proper sense—the great reliance is arithmetic.—*Cleveland School Bul.*

The recitation of a primary class should not continue longer than from ten to twenty minutes. Short study and recitation periods, alternating with recreation, will characterize the daily programme of the wise teacher. Furnish children with plenty of hand-work, and change the work at the

study-seats at short intervals, and they will not grow weary of school duties.

How to secure the best results with the most ease is the problem of teaching, which each teacher must work out for him or herself, modified as it is by variation in individuals and surrounding circumstances. It is the lack of many educational articles that they deal too much in generalities, and not enough in particulars; and yet, how difficult to do otherwise. No more can fixed, invariable, methods be laid down for a number of schools, than can many families; or, worse yet, many individuals be governed in the same manner. This is one of the first truths for a teacher to recognize; you cannot do to-day just as you did yesterday, or as you will do tomorrow. One child you may guide by your eye, another by your voice; one you may coax, another must be punished.—*Ex.*

#### Play.

Play, you think, comes naturally to puppies, kittens, children and all young things—yes, if they lead natural lives. But shut your kitten, for a week, up in a box, without much light or air, or even a cotten ball to roll about, and see how much it will play when it is at last set free. Play is the voluntary exercise of all our faculties under a sense of freedom; where we exert ourselves because we like, and not because we must, that power is developed by exercise—and exercise only. It is in fact a branch of education that is very much neglected.—*Moderator.*

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Mention this paper.

There is talk of one or two first-class lectures in the spring term.

That student exaggerated somewhat who said that California stands on the site of the fabled Atlantis; that the Egyptians built the Great Pyramid, hoping to see California from its summit; and that Diogenes was rolling his tub toward California when death overtook him.

The report of County Superintendent, Geo. A. Spindler, to the State Superintendent, is short, but to the point. He says:

"Most of the schools of this county have made reasonable advancement during the past two years. A majority of the teachers employed have manifested a commendable zeal in their profession, and there is a general upward tendency in the school affairs of the county. The fact that there is a growing desire to furnish better houses and school facilities, and that patrons now seem to realize that there is no economy in short terms and low wages, is most encouraging. The successful primary teacher is also beginning to be appreciated. Our teachers recognize the necessity of a special preparation for their work by their patronage of normal schools and journals devoted to the cause of teaching. The efforts made toward raising the standard of qualifications for teaching have been endorsed by directors, teachers, and the public generally. We are advancing, not as rapidly as we might, or as the educational institutions within our borders would seem to warrant, but certainly."

The following extracts are made from the recent report of Principal Noss, of the California Normal, to the State Superintendent:

"It is my duty and pleasure to report for the South-Western State Normal School two years of unusual prosperity."

"The library and reading room, although but the growth of three years, has already become one of the most attractive rooms, and one of the most valuable adjuncts of the school. From the beginning of my term of office, I have striven earnestly to secure for our students the privilege of seeing and reading the best books, of becoming familiar with all the best current literature, and of hearing the foremost lecturers on the American platform. Of all classes of persons, teachers should be men and women of the fullest information and broadest

culture. If they are narrow and local in their views, and commonplace in their aims, it is certainly not because the nature of their calling makes them so, but because a low standard is set up by those who have most to do in fashioning educational sentiment."

"Our annual courses of lectures, besides yielding large pecuniary profits, have proved of inestimable value as an educational agency. The proceeds have been applied to the library. For three successive years the net profits of our lectures and entertainments have averaged one hundred and seventy-five dollars a year. The lecturers on the last course were Doctor J. H. Vincent, Honorable Fred Douglass, and Joseph Cook. John B. Gough had been engaged, but died a few weeks before the date of his engagement.

"It should be added that, without the active co-operation of an intelligent community, the pecuniary success of our lecture courses will be an impossibility."

#### How to become a Millionaire.

- 1 Start a grocery on a small scale if you are not able to start on a large one.
- 2 Get a parrot, and teach it to say to every lady that comes into the grocery, "pretty creature."
- 3 You are a millionaire before you know it.

Bain says, "Mind starts from discrimination. Our intelligence is absolutely limited by our power of discrimination."

Nothing is easier than fault-finding. No talent, no self-denial, no brains, no character are required to set up in the grumbling business. But those who are moved by genuine desire to do good, have little time for murmuring or complaint.

"The strength of a nation, especially of a republican nation, is in the intelligent and well-ordered homes of its people."

#### The Value of Co-operation.

Liberal minded, prosperous, business men in all sections, co-operate in large undertakings. A lack of mental effort and co-operation, has kept this coast in the mire of unthrift. Hotels and boarding houses, although

few in number, have remained comparatively empty, because proprietors have refused to co-operate in advertising such accommodations as they have. There has been money enough in these Coast countries during the last ten years to have added more than four fold to present wealth, had it been properly employed. The best means by which to draw capital and enterprise from abroad, is to utilize the home supply. In timber, soil and Gulf products, millions of dollars may be employed at a high rate of profit. Will it be any gratification to do nothing, when about to pass from an idle life to the grave, to see fortunes without number, amassed by strangers, from the very advantages they have enjoyed all their life?

#### Wonderful Growth

##### Of the Iron Industry in the South.

The Chattanooga Tradesman gives the following statistics with reference to the iron products of the states mentioned:

Alabama gained in annual capacity since 1880, 256,000 tons, Georgia 27,000 tons, Tennessee 21,900, Texas 12,000, North Carolina 7,200, Virginia 149,000, West Virginia 38,000, Kentucky lost 43,000, Maryland 12,000, and Missouri 88,000. The rate of gain of capacity in Alabama, Tennessee, and Georgia, the three central iron States of the South, was 233 per cent. since 1880. Total output for 1880 2,018,100 tons, for 1886 1,583,200 tons.

The Tradesman reports six blast furnaces under construction in Alabama, two in Tennessee, with two more soon to be erected in the latter State.

In further noting the progress of the South in 1886, the Tradesman reports two steel mills built at Chattanooga. In 1880 Tennessee had 84 nail machines, Alabama none. In 1886 Tennessee has 115 and Alabama 82, with a combined annual output of 420,000 kegs against 60,000 in 1880. In the production of stoves progress has been equally as great. Tennessee has built five works since 1880, and Alabama two. The production of wrought iron pipe is one of the new features in the South, large works having been built at Chattanooga in 1886, and the production of cast iron pipe in the South has quadrupled since 1882.