

The Normal Review.

Vol. 2., No. 8.

California, Pa., April, 1887.

50c. a Year.

Entered as second-class matter.

The spring term opened March 28.

The Institute term at the Normal will begin May 16.

The attendance this term is unusually large.

The Junior class at the Normal is unusually large and strong. Its numbers about 60 members, and is growing.

Miss Frances Nickeson, of Carmichalls, daughter of ex-Superintendent W. M. Nickeson, of Green County, has joined the Junior class.

Of the five candidates for county superintendent, in Washington county, all have been students at the California Normal, and two are graduates.

Miss Clara B. Worcester, '85, now resides in Pittsburgh.

Each senior will deliver an original oration in chapel this term.

Miss H. Lenore Philips, '78, who is now recruiting her health at home, has been engaged as instructor in elocution, for the Normal term at Waynesburg College.

The Senior class have adopted as their motto, "*Non scholae sed vitae discimus.*" "We learn not for school but for life."

Mr. L. M. Axtel, '80, is a candidate for recorder in Washington County.

The opening of the present term at the Normal is justly gratifying to the friends of the school. Not only is the attendance very large, but there is a larger proportion of adult and mature students than ever before.

Institute Term.

The usual seven weeks institute term will begin May 16. The cost of tuition will be \$7.75, and of board \$22.75. This term will afford a good opportunity to review the common

branches preparatory to the county superintendent's examination, and to teaching next year.

The Senior Class consists of the following twenty-three persons:

J. D. Berryman, J. A. Brant, R. M. Curry, W. D. Cunningham, Pressie Darsie, A. S. Flanigan, Jennie M. Fritzins, Albert Guffey, J. B. Hallam, Effie M. Johnson, Hugh I. Keys, H. L. Kiehl, J. F. Mayhugh, Bernette McDonough, Anna Powell, Becca Reeves, Anna Ruple, Vincent Rader, Frank M. Semans, Elladora Stockdale, Clara Z. Stiffy, Lizzie Sheeran, Ethel Ward.

Every graduate and former student of the Normal should plan to be at the Commencement in June.

A general re-union of the Alumni is talked of for Wednesday, June 29. The annual contest takes place Wednesday evening. Commencement on Thursday.

That was not a bad law, after all, among the ancient Greeks, that a son was not obliged to support his father, unless the father had given him an education.

Burgettstown is well represented at the Normal, in the persons of Misses Annie M. Vance, Janet Harper, Mary F. McFarland, and Amber Marquis—members of the Junior Class.

On the first Saturday evening of this term a general social was held in the Normal chapel. Students, Faculty and citizens thronged the spacious hall. The new cornet band was present all the evening, and played to the delight of all. The evening was thoroughly enjoyable.

Our thanks are due Mr. J. A. Berkey, '84, Principal of the Somerset schools, for an invitation to be present at their closing exercises, and Society anniversary, March 30.

Mr. J. H. Pittman, '83, has received his degree of "M. D." from

Jefferson Medical College, Philadelphia. He has our thanks for an invitation to the Commencement exercises, held April 5.

A Few Questions.

SCIENTIFIC KNOWLEDGE.

I.

1. What is coal?
2. In what age was it deposited?
3. What is the condition of the interior of the earth?
4. What causes earthquakes?
5. In what two forms do we find salt?

II.

1. Mention a stone that is affected by fire or an acid.
2. Mention one that is not.
3. Give three familiar illustrations of the expansive powers of heat.
4. Explain the rising and falling of the thermometer.
5. Of the barometer.

III.

1. What causes an echo?
2. What is a concave mirror?
3. Does it magnify or diminish? Why?
4. What is a convex mirror?
5. What effect on an image? Why?

PHYSIOLOGY.

IV.

1. Describe the structure of the ear.
2. Tell how we hear.
3. Describe the structure of the eye.
4. Tell how we see.
5. What is the theory of smell?

V.

1. What effect has alcohol upon the muscles.
2. Upon the blood?
3. Upon the brain?
4. Upon the heart?
5. Upon the stomach?

Primary Pupils and Primary Teachers.

BY SUPT. S. G. LOVE, JAMESTOWN, N. Y.

The first few years of the school life of young children are very important. They have a marked significance as touching their characters and careers in after life. In fact it is difficult to over-estimate the importance of the experiences of the child during these years while in attendance at school.

Among the very first lessons that should be most thoroughly instilled into the mind of the young child is the love and respect due to the faithful instructor. The relation of the teacher to the pupil at this age is a tender one. The child now for the first time from under the protecting wing of the mother, is transferred to the care of another. A new life opens up before the child, and the teacher, should, therefore, represent the wisdom and the guiding faithfulness of the mother. In this possible phase of the relation, her out-goings and in-comings affect the child, in every thought, in every word, and in all her acts, the teacher must remember to be wisely judicious, tender and loving, and full of hope and courage in behalf of her little follower. If the little one learns to look up to her with admiration and respect it is well. Many possibilities for good are already assured.

But if through pre-occupation, indifference, negligence, or want of affection, there arises in the mind of the child a distrust or a want of confidence in the integrity of the teacher; if the child returns to its home with a repulsive feeling, even slightly soured toward its new mother, there is no possible way to estimate the mischief done. The disturbed relation will be very apt to ripen into disobedience, and with future instructors, into hatred and open rebellion.

The early experiences of the child at school have great potency in determining the attractiveness of school life and its duties. The school-room should

be one of the pleasantest, most charming places to which the pupil can resort. So much life and zest should be given to all the duties that they will be not only welcome and agreeable, but well worth all the sacrifice and effort required to prepare them. By the management of the instructor, his associations with the child should be so adjusted that the child will not be drawn to them by increasing affective

But one...
...the ears and eyes;
...the working of
...the fingers. Lit-
...are apt to acquire a sharp
...for the duties of school, unless
...their sympathies and affections are
...interested in the work; and once dis-
...tinctly formed, this distaste is well
...nigh impossible to overcome. On
...the other hand, the one in love with
...the school and its employments, be-
...comes a strong educational force for
...the parent, who will make poor head-
...way in fault-finding and opposition of
...any kind under such circumstances.
...Trouble with parents always ceases
...when the teacher secures the co-op-
...eration and approbation of their
...children.

It is quite natural that young children should be more or less under the control or influence of their emotions and passions. The blood usually flows in strong currents in their little veins while their powers of reason are dormant or quite undeveloped in most directions; and the judgment, for the want of experience, often goes quite astray. Hence they need the guiding, directing hand of the patient,

faithful, discreet instructor. Those influences must be brought to bear upon them which will enable them to subdue themselves, and those faculties developed that give beauty and strength to all their acts and aspirations. In one sense they must be held down, and, in another, lifted up to freedom of thought and intelligence in action. To carry them through this critical period of development, making them cool headed, youth, requires the...
...of surrendering private,
...rights to maintain the gen-
...elfare must be persistently
...ght. This work should be done,
...oo, by the teacher without making
...he fear of punishment an incentive to
...action. Nor should the teacher for
...one moment forget that the child,
...during these instructions and experi-
...nces, is learning to become a good
...itizen, acquiring those elements of
...character which will place it among
...the valuable members of society.

The teacher who undertakes the duty of instructing young children in the lessons of obedience, prompt and willing, to all and each of the wholesome rules of a well regulated school, and whatever further this instruction may, nay does, legitimately imply, has a most arduous task, laden with responsibilities, and crowned with high honors if successfully performed.

As a rule the earlier young children are taught to choose between things, and thoughts, and actions that are worthy, and those that are unworthy, the more capable are they of improving in their tastes and aspirations in after years. Hence there can be no time so opportune for awakening in them a love for the beautiful, the good, and the true, as during their first years at school. The opportunities for placing them on the high road to honorable, useful lives are then abundant and full of promise; and the teacher who fails to use them to the best possible advantage, fails in one of the very highest offices of the primary teacher.

When the future historian of educational work pronounces the most salient characteristics of the present quarter century he will write two words: Examinations—grading. Do we want a boy to study a certain branch? "Examine him!" Do we wish to know whether a teacher is prepared to instruct. "Examine him!" Do we desire to ascertain the fitness of applicants for positions in public service? "Examine them!" Are even applicants for church membership fit to approach the sacred altars? "Examine them!" But somebody asks: "What else can we do?" The question implies ignorance and despair. It is the cry of a drowning man or the pitiful appeal of a lost cause. In nothing does the bondage of teaching show itself more than in the prevailing idea that all advancement through teaching and school-work must come through the straight and narrow roads of examinations and inflexible grading. The educational heaven is not reached that way.

A knowledge of arithmetic, grammar, and geography does our pupils little good, it's *the way they study these branches* that benefits them. A walking encyclopedia is usually a walking nuisance. I wouldn't entertain a human grammar at my house. His room and food would be better than his company. We have a great many "educated" men who are by no means popular. They know enough—too much, but they haven't *human* qualifications to meet *ordinary* men and women. I shook hands with a human algebra on Broadway a few days ago. The meeting wasn't pleasant. We don't eat or wear binomial theorems or quadratic equations.

We make our pupils too bookish. The ordinary good student is likely

by their use we are to *make* students who are continually thrusting their bookish trash into the faces of the world.

Conversation Lessons.

REASONS FOR CONVERSATION LESSONS.—1. To free children from restraint. 2. To obtain range of children's ideas. 3. To enlarge their vocabulary. 3. To enable them to classify their knowledge. 5. To direct their observation. 6. To aid them to acquire facts. 7. To cultivate their will power.

NATURE OF LESSONS.—1. Teach names, uses, and care of school-room articles. 2. Present objects, animate if possible. Give direction to the conversation without restraining it. 3. Have pupils perform all kinds of actions, and imitate the actions and sounds of animals. 4. Arrange objects in different relations and require children to express these relations, as "The ball is on the table;" "There is water in the pail." 5. Relateshort, simple stories, having children reproduce orally. 6. Have children illustrate upon the board, or upon their slates the teacher's story. Test children's eye for form. Without this power it is useless to hope they will distinguish word forms.

"A man must not choose his neighbor; he must take the neighbor that God sends him. In him, whoever he may be, lies hidden or revealed, a beautiful brother. Any rough-hewn semblance of humanity will at length be enough to move the man to reverence and affection. It is harder for some to learn this than for others. There are those whose first impulse is ever to repell and not to receive. But even these may grow in this grace, until a countenance un-

Combined Language and Spelling.

I have found this plan sufficient without the aid of special spelling or grammar lessons.

In the Second Reader grade, I write questions upon the black-board calculated to draw from the pupils a complete reproduction of the reading lesson. The answers are to be written in complete sentences without copying from the book. In the more advanced grades the questions or topics are taken from geography, history, physiology, physics, etc., all to be answered consecutively in complete sentences, thus making a complete review of each lesson, and giving the teacher the best chance to correct all wrong forms of language, capitalization, and spelling.

It is my experience, that, in this way, it takes but a short time to correct all faults in spelling, punctuation, etc., in the child's work; and by constantly increasing the scope of the questions, his vocabulary is being constantly increased in the most rational way, viz—he gets a new idea which necessitates the use of a new word; and he has to use this word in a sentence of his own making, and, at the same time, he learns to spell it.

I have been gradually losing faith in the use of a grammar text-book, grade by grade, until now I can see no use for it in the primary or grammar school as a means of learning "to speak and write the English language correctly," as the definition used to tell us.

R. J. SIMMONS.
Ventura County, California.

"It is not what the best men do, but *what they are*, that constitutes their truest benefaction to their fellow men. Certainly in our own little sphere, it is not the most active people to whom we owe the most. Among the common people whom we know, it is not necessarily those who are busiest, not those who, meteor-like, are ever on the rush after some visible change and work. *It is*

Boys.

Boys are worth all they cost. It pays to bring them up. Some animals don't pay for their keeping, but boys are not among that class. It is true many boys turn out badly, and have to be locked up or hung, but this is not so much their fault as of their teachers. A boy is the most receptive of all beings. He has a wonderful capacity for *taking in* whatever comes within his reach, not only things he needs, but what he will never need. Examine a boy's pockets. They are the most wonderful museums in the country. When his mother turns them inside out at night her exclamation is: "Why, John, where *did* you get all these things?" John always answers: "I don't know," and he doesn't know and he never will know where he got all he does get, until in the clear light of eternity he remembers all his earthly gettings and givings.

A boy cannot help getting. Can thirsty soil help taking in the rain that falls upon it? Can the ocean help receiving the rivers that flow into it? Can a fish help swimming or an eagle help flying? The ordainings of nature cannot be reversed, and as long as the earth revolves on its axis and yearly circuits around the sun so long will nature's laws have their way in a boy. Many boys have been punished for following out her laws; they ought to have been punished if they had not obeyed her dictates.

The great error of the ages in the training of boys has been in a determined fight against their natures. Suppose the effort of the world had been expended for centuries in trying to make birds swim like fishes, and fishes fly like birds. Ten times ten thousand failures would have taught the world by this time that these things cannot be done, neither is it possible to make boys men, or girls women, until they have reached the age of men and women. The little man of six and the little woman of five is likely to make anything but a successful manly man at thirty, or a well round-

ed womanly woman at twenty-five. Does a healthy apple tree of a year old bear apples? Is it expected that a young colt will act like a sober old farm horse? Trees grow, animals grow, boys grow. Expect them to grow, and don't be impatient about results until they have grown.

Many boys have been hopelessly ruined in the effort of making them become what nature never designed them to be. It is possible to make a pear tree bear apples and an apple tree bear pears, but it is not possible to force a boy's nature out of nature. We have many excellent farmers preaching poor sermons, and first-class doctors trying to manage farms. The world isn't half so much out of joint as we suppose. We force unnatural things upon nature and complain because we get poor results. There is nothing more unnatural than to mark out for a boy what he shall do in life. In England young men are "designed" for the pulpit. They are educated to become clergymen and become clergymen. It is so ordered. What kind of clergymen have many of them made? Read history and answer that question. It well tells the story.

Exercise in Phonics.

OBJECT.—To give such practice as will enable the pupils to utter purely and distinctly the elementary sounds of the language; to cultivate a distinct articulation.

PLAN.—1. Point to different objects, and pronounce their names slowly, i. e., spell by sound. 2. Repeat sentences, spelling several of the words in each by sound, and have scholars repeat the sentences in the ordinary way. 3. Have scholars touch the objects whose names you spell. 4. Pronounce whole sentences slowly and have scholars speak them in an ordinary way. 5. Pronounce words slowly and have pupils imitate. 6. Pronounce in the ordinary way and have pupils spell by sounds. 7. Direct pupils to do certain things spelling all the words by sound. 8.

Articulate each sound of the vowels and consonants given in the chart, and ask pupils to imitate.

System in all Things.

The key to happiness and progress in the school-room is order. Order is gained by system; every detail must be brought under the dominion of system. The distribution of writing-books often occasions the direct disorder. I have been in school-rooms where the teacher would call out: "Tend to writing." Thereupon every pupil would scramble under his desk for book and pen. Soon would arise sounds like a Babel. "Some one got my pen." "Haint any ink." "Haint any pen."

In my first school I allowed the pupils to keep the books at their desk; in my second school I kept them at my desk and distributed them myself. After that I brought the matter to a perfect system. And this was my plan.

1. *The books.* My table was a common cherry table with two drawers; it stood on a platform. On the side fronting the pupils I had two shelves placed.

On the upper shelf the boy's books were placed; on the lower the girls' books. Then came five rows of desks for boys, and five for girls.

Pens. The pens from the girls' desks were gathered on Friday night, and put in a small cigar box; those from the boy's desks in another. A small pair of pliers lay on my table; on Monday morning the pens were pulled out and new ones inserted, and then distributed. The old ones were put in a box, and could be got by the pupils at any time. I bought pens by the gross; each pupil contributed five cents for fees for the ten weeks, and this usually sufficed.

Pen Wiper. Each one had a pen-wiper. I had a piece of old muslin to cut up for those who had no fancy wiper.

Blotter. I purchased blotting paper by the dozen sheets and cut it up

into suitable sizes. A cent from each pupil covered this cost.

Distribution of Books. The books being on the shelves, signal one brought all into "first position"—sitting erect. Number two brought to their feet the pupils of the rear row of desks, who moved with the "leader" (the one at the extreme left) towards my desk; then each took his books in his left hand and faced about ready for distribution. Watching the "leader" they distributed in unison. Number three each pupil opened his book, took his pen. Number four each held his pen in a correct position—the teacher exemplifying. Number five each began writing on the "practice paper."

Practice Paper. I purchased three reams of foolscap and gave each pupil ten sheets. This lasted them for practicing, etc., for the term usually. These sheets were halved so as to fit in the writing book.

Black board work. As soon as all were at work the copy was taken up by me (all had the same copy) and written out, one word at a time, on the blackboard, and instruction given.

The close. When twenty-five minutes had elapsed, signal six was given. All stopped, wiped pens, used blotter, closed books, and sat in first position; if any did not, a tap of the pencil on the desk was given. Number seven brought the rear pupils up, and the books were gathered and placed on the shelves.

I have given this example to enable me to tell the happiness I enjoyed in a school of 150 pupils where an exercise covering so much detail was to be attended to. There was no confusion, there was no idleness. There was progress, there was happiness. These did not come from the good disposition of the pupils—they arose from the system. Let the teacher bring everything under the domination of system.

Some years ago I was at one of the forts on the frontier. The men came out for parade; there was an inspection of the dress of each private, the coat was examined to see that each

button was on, etc. The result was a collection of fine appearing men. Here every detail is attended to.

The teacher must do the same thing if he would have order in his school-room. He must put every detail of penmanship into a system. If there is disorder it is for want of system.

H. K.

NATIONAL EDUCATIONAL EXPOSITION.—Chicago, July 7th to 16th, 1887.

CHICAGO, ILLINOIS, }
December, 1886. }

DEAR SIR:—The Officers of the National Educational Association have thought it desirable to hold an educational exposition in connection with the next (1887) meeting of the Association, and have asked the undersigned to take charge of the same.

The display will comprise a main exhibition and an annex, as follows:

MAIN EXHIBITION.

1.—General School Work, in all grades; including State Exhibits. A. R. Sabin, Superintendent, Franklin School, Chicago.

2.—Kindergarten Exhibit—with processes. W. N. Hailmann, Superintendent, LaPorte, Ind.

3.—Industrial Exhibit—including work by the defective classes: with processes. H. H. Belfield, Superintendent, Manual Training School, Twelfth and Michigan Avenue, Chicago.

4.—Art Exhibit. W. S. Perry, Superintendent, Worcester, Mass.

5.—Miscellaneous.

ANNEX.

1.—Exhibit of School Furniture, Apparatus and Supplies. Leslie Lewis, Superintendent, Hyde Park, Illinois.

2.—Exhibit of School Books. O. S. Cook, Superintendent, 74 Bryant Avenue, Chicago.

3.—School Architecture—including models, plans and elevations, and elevations, and schemes for heating and ventilating. Alfred Kirk, Moseley School, Chicago.

4.—Miscellaneous.

This general plan is subject to modification on further consultation.

The Director asks that each person who receives this circular will at once interest himself in this matter, and do all in his power to make this exhibition national, instructive and complete.

State Superintendents will please lay the matter *at once* before county and city officials, that ample time may be secured for preparing exhibits which shall be thoroughly creditable to the State and to the several localities. Whenever possible the Legislatures should be asked to provide means for ensuring the best possible representation.

Presidents of the various Technical and Art Schools, and workers in Kindergartens and in other special lines, are urged to take advantage of this unusual opportunity for exhibiting their processes and results.

The educational press is asked to notice this movement, and lend us the full weight of its influence.

The general press is requested to give this practical demonstration of the value of our school system its cordial support.

It is hoped that manufacturers and dealers will see the advantage of very complete representation in the Annex. Ample space will be provided.

The usual concessions will be made in freight and express rates, of which more definite information will be given in a later circular.

The exposition will open early enough to give ample time for a careful study of the various exhibits. The educational effects of time spent in this way must be most marked and beneficial.

The attendance will doubtless be from ten to fifteen thousand.

Correspondence should be, as far as possible, specific; and addressed to the Superintendent of the Department in which the proposed exhibit will appear.

All general correspondence should be addressed to

ALBERT G. LANE,
Director National Educational Exposition, Chicago, Ill.

Whatever the teacher is, the child is very soon, in some degree to become. If the teacher is a trifier, so is the pupil. If the teacher has no high aspirations, neither has the pupil. If the teacher is reckless, hot-headed, passionate, so must the pupil become when put under the influence of such a character. The teacher without inspiration in the direction of developing the character of the pupil as to the full power of self-control and kindred virtues, should be relieved from the duties and responsibilities of the office.

Obedience to properly constituted authority is one of the chief bulwarks of government and society, and of the successfully conducted school as well. Chaos or, organized rebellion is the sure result of disobedience. To secure prompt and willing obedience on the part of the child, requires faithful persistent effort. At the start the child has a will and a way of its own, which are often destructive to its own best interests, and carry an evil influence whenever and wherever they are manifested. This tendency must be curbed and directed in such a way that the best instincts and the highest aspirations may be made to do service in behalf of good order.

"There are some deeds so grand
That their mighty doers stand
Ennobled, in a moment, more king,"
—Shakespeare.

Class Exercises in Number.

The class exercises outlined here are given only suggestively, to be amplified or condensed, omitted or repeated, at the discretion of the teacher; their purpose being mainly, to show what kind of oral work may advantageously supplement the practical work for the children.

By means of such exercises as the following, each of which has its definite purpose, it will be found that memory is cultivated, imagination stimulated, and observation trained; sight, hearing and touch are exercised, and thus a harmonious development of the child's powers is attained; the habit of attention, more or

less sustained, is formed, and prompt action in obedience to command is acquired, as also a ready expression of thought.

1. The teacher calls upon Johnnie to come and find out what she has in her right hand. Johnnie finds "a marble." Jennie finds "two marbles" in her left hand. "Would you rather have Jennie's marbles or Johnnie's? Why?" Who would rather have mine [showing a handful]? Why?"

2. "How many more marbles has Jennie than Johnnie? What can I do so that Johnnie and Jennie will each have the same number of marbles?"

3. "Ned, bring me one little girl; now bring me one little girl again. How many times did Ned bring me one girl? [Putting arms around them and bringing them close together.] How many are there. [Sends one to her seat.] How many did I send back? How many are left here?"

4. "Hold up as many hands as I do. Hold up *twice as many*. Who can show me this many [two] pencils? Show me *half as many*."

5. Now, let me see all the little heads bowed down upon the desks. Shut your eyes tight. Listen! [Claps twice.] Wake up! Who can tell me what he heard? How many claps?"

6. "Who would like to play blind-man? Well, blind man, feel these pebbles and tell me how many there are." She tests him with numbers, from one to three, and then with a large number, calling out the expression "*many pebbles*."

7. Clap your hands this many times. [Makes two rings.] Clap once for each star I make. [Makes ten stars, and covers them quickly.] Tell me, without seeing, how many stars I made. How many times you clapped."

8. "Show me as many counters as you have heads; arms; chins; cheeks."

9. "Who knows of something that

has one wheel? Two wheels? Three wheels? Two feet? Four feet? More than four feet?"

"How many eyes has a cat? What has *one* eye? [Needle.] How many ends has a pin? Name them. How many wings has a bird? A fly?"

11. "If Nellie earns one penny making lamp-lighters to-day and one penny to-morrow, how many will she have? If you had two pencils, and lost one yesterday and one to-day, How many would you have left?"

12. "Nellie, find two blue stars [paper.] Jennie, find one red, one blue, and one yellow star. Walter, find three different colored stars."

"Who can touch two different things? Three different things?"

14. "I hear the clock ticking, a bell ringing, and Will writing on his slate. How many sounds do I hear? Who can tell of two different sounds?"

—From Appleton's "Numbers Illustrated."

A Grammar Lesson.

OBJECT.—To cultivate the correct use of language, with special reference to *may* and *can*.

METHOD.—*Teacher*. Write an assertion of an actual fact. Assert with the verb walk. *Children write*, "George walks to the station."

Tr. Write an assertion in which George is given *permission* or liberty to walk to the station. *Ch. write*, "George *may* walk to the station."

Tr. If you did not know whether George would walk or ride to the station but you wanted to express the *possibility* of his walking, what would you write? *Ch. write*, George *may* walk to the station."

Tr. I want you to use *can*s not *can't*s whenever you are asked to do a right thing. Begin now by telling me some of the things that you *can* do. Children give sentences.

Tr. There is great power in an engineer when he says, I *can* control this engine that draws this long train." There is grand power in a general when he says, "I *can* take

Vicksburgh, I *can* capture Lee. I *can* save the Republic." Now let us remember that we may use *can* to express power—physical, intellectual, or spiritual power. We must not use it to express liberty or possibility.

We will imagine that George does not want to walk to the station. His father wishes to express the *necessity* of his walking; what will his father say? *Ch. write*, "George *must* walk to the station."

Tr. He *must* because his father says so. That is power from outside. A power may come from inside. We call it power of conscience. Suppose that either George or his mother *must* walk. The mother is old and feeble. George is young and strong. If George be the right kind of a boy, what will he say? *Ch. write* "I *must* walk to the station."

Tr. That is the *must* of duty, not of circumstances. We do not like the *musts* so well as we do the *mays* and *cans*; but, if we obey the *must* of duty we won't have much trouble with the *must* of circumstances.

SABRA L. SARGENT.

A Lesson in Direction.

Mary, stand at the north side of the room.

John go to the southern part of the room.

John, walk toward Mary.

Class, in what direction is John walking?

Mary walk toward John.

In what direction is Mary walking?

(Continue this line of questions with pupils stationed in different parts of the town. This method of beginning geography is constantly growing in favor.) Now take chalk in hand and proceed as follows:

This oblong is to represent the school-house. I will draw the line that represents the south side at the bottom, because that is the way all such drawings are made. This line to the right represents the east side of the building and the line to the left shows the west side. Which wall does the top line show?

In which wall is the front door?
I will erase a part of the line to show the door.

In which direction do you walk in passing out of the front door?

Which way do you turn at the gate?

How many blocks (or squares, or about how many rods) do you walk in that direction!

Which way do you turn then?

Which way do you walk as you enter your home?

As you leave your home?

As you come to school?

How many blocks in one direction?

Which way as you enter the school-house?

Point toward your home?

Which way are you pointing?

In which direction is your home from the school?

Think of your mother pointing this way.

Which way is she pointing?

Which way is the school from your home?

Susie, stand at the door. Point to the clock.

Which way is Susie pointing?

Which way is the clock from the door?

In what two directions do the Broadway cars run?

The Eighth street cars?

Which way am I looking;

Tell me of something that is south from here.

Something else.

North.

East.

West.

E. E. K.

How to Prevent Copying in Arithmetic.

Children copy from each other because: (1) the work is too difficult for them; (2) they are slower than the majority of the class, but do not like to stay behind; (3) they have not enough self-confidence; or, (4), they are too lazy to work for themselves.

For the first class, either the teacher must be willing to remain after school and help them, or the class must enter a lower grade. Give the

second class more time than the quicker ones, and the first chance of showing their work and in answering, allowing the quicker pupils meanwhile to work out problems placed on the board, or providing them with other suitable work; or name a certain time in which the work must be done, allowing ample time for the backward ones, then very gradually shortening the time until they no longer hinder the progress of the class as a whole. The third class need principally generous and constant encouragement, mixed with judicious praise, and such trust in the teacher's willingness to help that they would rather ask him or her than any one else. With the lazy class I have not much sympathy; I should *make* them work. If patience, kindness, and all kindred measures did not do so, they would have to encounter the opposite in no little degree; but work they *must*, both for their own sakes, their own generation, and future ones, if—and this is a very serious "if"—the case is *real* laziness, and not a result of a weak constitution or passing ill-health.

In all classes, however, teachers should try to raise the standard of *honor*. Copying in all studies should be condemned, *by the pupils*, as dishonorable, they having been led by degrees to think so; this, of course, means constant and patient care on the teacher's part, but it will pay in the end by the acquirement of an upright and courageous bearing on the part of the children.

BERTHA KUHN.

"Our joy and grief consist alike in this:
In knowing what to will and what to do.
But only he whose judgment never strays
Beyond the threshold of the right, learns this.
Nor is it always good to have one's wish;
What seemeth sweet full oft to bitter turns;
Fulfilled desire hath made mine eyes to weep.
Therefore, O reader of these lines, if thou
Wouldst virtuous be, and held by others dear.
Will ever for the power to do aright!"
—Leonardo Da Vinci.

If you're told to do a thing,
And mean to do it really;
Never let it be by halves;
Do it fully, freely!

—PHOENIX CARY.

PHILOMATHEAN GALAXY.

MOTTO—*Non Palma Sine Pulvere.*

A. S. FLANIGAN, Editor.

The Philos are adding to their membership, and improving the quality of their work every week.

Our large school and enthusiastic faculty make the work of Normal students inspiring and pleasurable.

Philo Hall has had its appearance improved by the addition of two beautiful marble topped stands. And her ranks increased by a large number of new members.

Besides the many other advantages of the Normal, Webster's unabridged dictionary can be had by members of the school, for less than the nominal price by 35 per cent.

"It is faith in something and enthusiasm for something that makes life worth looking at."

The assertion that poets die young is not supported by statistics. Bryant lived to be eighty-four, Longfellow was seventy-five and Dante ninety-two. Browning is seventy-two, Tennyson seventy-six and Victor Hugo was eighty-four at the time of his death.

One of the most curious animals is the chameleon. It leads a double life. It may be asleep on one side and awake on the other. One eye can watch an insect crawling in the rear, and the other in front. When agitated, each half of its body wishing to go its own way, the animal tumbles about as if intoxicated. Three of its five toes on each foot are united in an opposable bundle to the other two. It never moves two feet at once.

This and That.

The Chinese alphabet contains 30,000 characters.

The Czar of Russia received the largest salary of any ruler—\$10,000,000.

The first geography of the United States was published by Jedediah Morse in 1789.

"Genius," says Whipple, "may almost be defined as the faculty of acquiring poverty."

"Every event that man would master," says Holmes, "must be

mounted on the run, and no man euer caught the reins of a thought except as it galloped by him."

Necessity is the mother of invention, and the inventor's wife and children are apt to find that invention is the mother of necessity.

Father—"My boy, whatever you do, begin at the bottom and work up."

Son—"But father, suppose I were going to dig a well."

"I have a theory about the dead languages," remarked a Frehman. "I think they were killed by being studied too hard."

Egypt has a college that was 900 years old when Oxford was founded, and in which 10,000 are now being educated, who will some day go forth to spread the Moslem faith.

How human labor enhances the value of the commonest things, is shown nowhere more than in the manufacturing of iron. A pound of pure gold, coined is worth \$248,062, and a pound of manufactured iron from 2 to 3 cents. But a pound of jewel screws for watches \$3,500 and a pound of hair springs for watches \$16,000.

A person that weighs 75 pounds on the earth, would weigh a ton on the sun, on the moon 9 pounds 6 ounces, and on Vesta, one of the planetoids, could spring 60 feet and sustain no shock.

Two hundred million tons of coal are now annually burned. A century ago, hardly a fraction of that amount was burned, yet this enormous aggregate has not changed the proportion in the least.

It is said that if the air of a concert room could be changed to hydrogen, the bass voices would become irresistibly comic and shrill, while the tenor would emulate railway whistles.

A chestnut tree at the foot of Mt. Etna is believed to be the largest and oldest tree in Europe. It is hollow, and large enough to admit two carriages driving abreast to pass through it. The main trunk has circumference of 212 feet. It is 92 feet high.

"Mother," said a little girl looking up from her book, "what does trans-

atlantic mean." "Oh, across the Atlantic, of course. Don't brother me, you nake me forget my count." "Does trans always mean across?" "I suppose it does. If you don't stop bothering me with your question, you'll go to bed." "Then does transparent mean a cross parent?"

One of Tennyson's friends quoted one of Tennyson's lines in the poet's presence, as a happy instance of the natural expression of a spontaneous thought, whereupon the poet said, "I smoked a dozen cigars over that line."

New chairs are talked of for Philo Hall.

The favorite exercises with the Normal boys thus far are jumping and base ball. Croquet must wait for warmer weather.

Truth is tough. It will not break, like a bubble, at a touch; nay you may kick it about all day, like a football, and it will be round and full at evening.—*Holmes.*

The current of thought, like a river, grows broader and deeper as it flows farther from its source.—*Pain-ter.*

Heaven is gained by striving and perdition by drifting.—*Dr. Noss.*

Education is the only interest worth the deep, controlling anxiety of the thoughtful man.—*Wendell Phillips.*

"A boy is better unborn than untaught."

Some years ago, Washington was spoken of as the hottest city in the Union, and residents were glad to get away from it during the summer. People now stay later and come back earlier from the sea shore and the mountains, the summers have grown more moist and cooler. Mr. Saunders, the botanist of the agricultural department, regards this change as wholly due to the planting of trees of which two or three thousand are planted each year.

Eighty-six years of age would seem to be a little late to commence a literary career in a new field; but this is what the venerable historian, George Bancroft is doing, in an essay on the traits of Shakespeare.

CLIONIAN REVIEW.

MOTTO—*Pedentim et Gradatim.*

JENNIE M. FRITZINS, Editor.

A new hanging lamp lights the stairway, leading to Clio Hall.

Two vocal duets by Misses Laura Ward and Annie Powell, at our first society meeting this term, were highly appreciated.

Mrs. Cleveland was elected an honorary member of Clio, recently.

Clio was the recipient of a handsome banner on Friday evening, April 1, with the compliments of "Miss Orphie Wells."

The Senior Class have finished the classics, "Merchant and Venice," "In Memoriam and Evangeline" and will shortly take up another.

The new dormitory is completed and is very attractive. The rooms are all heated by steam radiators.

Miss Ethel Ward, now president of Clio, delivered an eloquent address upon taking the chair.

Students have a new item on their programme, "Exercise every evening."

Seventy active members for "Clio!" More to follow.

Instead of the usual declamations given by the Senior ladies, in Chapel, during the spring term, original orations are required.

"There was an ape in the days that were earlier;
Centuries passed and his hair grew curlier.
Centuries more gave a thumb to his wrist,
Then he was a man and a Positivist."

Is it possible to freeze a thing and still have it red hot? Try a red pepper.

Messrs. Bell, Berryman and Smith are taking the scientific course.

Mr. Bell, a former graduate here, and Miss Day are added to the faculty this term.

"When Eve brought woe to all mankind,
Old Adam called her wo-man,
But when she wooed with loved so kind,
He then pronounced her woo-man.
But now, with folly and with pride,
Their husband's pockets trimming,
The women are so full of whims,
That men pronounce them wim-men."

Mr. Rader, of the Senior Class, defines a sphere as a circle in every direction.

You never saw my hands as dirty as yours, said a mother to her little girl. "No, but your ma did," was the prompt reply.

He went and told the sexton and the sexton tolled the bell.

Cain hated his brother as long as he was *Abel*.

"If all the year were playing holidays,
To sport would be as tedious as to work."

What five names in the Bible represent a woman telling her husband to whip their son? Adam, Seth, Eve, Cain, Abel.

The motto of the Senior Class: Non Scholae sed vitae discimus.

What fruit did Noah take into the Ark? Preserved pairs.

Clio is way ahead of Philo in the number of new members taken in the first evening of the term.

Surrender of Burgoyne.

Burgoyne, when he was a little boy, was sent to feed the chickens. He had on his head a red cap. Among the chickens there was an old turkey gobbler which became very much aggravated at the red cap and flew at Master Burgoyne and began to whollop him, after a fierce struggle Burgoyne was compelled to surrender.

The music class has been divided on account of size, one section reciting at 8 o'clock, the other at 1.

Mr. Keihl—"Curry, I can prove that an eel-pie is a pigeon."

Curry—"How's that?"

Keihl—"Well an eel-pie is a fish pie?"

"Yes."

"A fish-pie is a Jack-pie."

"Yes."

"A jack-pie is a John-pie?"

"Yes."

"Wherefore," says Keihl triumphantly, "a John pie is a pie-John"—(pigeon.)

OVER eating is not the fault of the food. AFGHAN.

The Senior Class have chosen the following officers and class day performers: President, J. A. Brant; secretary, Effie M. Johnson; treasurer, Vincent Rader; orator, W. D. Cunningham; poet, Hugh I. Keys; prophet, Lizzie M. Sherran; historian, Ethel Ward; consoler, Annie M. Ruple; donor, James B. Hallam; writer of ode, A. S. Flanigan.

A Creole is any native born person in, or near, the tropics.—*Norval Review*. Webster's dictionary and friend Brant, editor of the Clionian department of the *Review*, differ on the above point.—*Valley Messenger*. Mr. Brandt insists that Webster agrees with him and refers the *Messenger* man again to the dictionary.

Prof. W. S. Jackman, '77, of the Faculty of the Pittsburgh High School, was a welcome visitor at the Normal, April 7. He addressed the school at the evening chapel exercises and congratulated all upon the prosperity and excellent work of the school.

There are indications that Wednesday of Commencement week, this year, will be made a day of unusual interest to the alumni of the school. Particular information will be given soon.

Miss Lizzie B. Higbee, a junior of last year, will return to the Normal for the Institute term.

GEMS.

"We must not hope to be mowers
And gather the golden ears,
Until we have first been sowers
And watered the furrows with tears."

—ALICE CAREY.

If there's a hole in a' your coats
I rede you tend it;
A chiel's among you taking notes
And faith he'll prent it.

—BURNS

Every day is a fresh beginning;
Every moon is the world made new;
You who are weary of sorrow and sinning,
Here is a beautiful hope for you
A hope for me and a hope for you.

Every day is a fresh beginning;
Listen my soul, to the glad refrain,
And, spite of old sorrow and older sinning,
And puzzles forecasted and possible pain,
Take heart with the day, and begin again!

—Susan Coolidge.

MUD sticks not to the back of a pankhal fish. (It is too smooth).

Supplementary Reading.

For Beginners.

I. O Ann, I have a pet hen? Is she a red hen? No, she's a black hen. She has a nest in this—(make a picture of a box or barrel.) She had ten eggs in it.

Now she has left her nest. Can you see her? No, I can not see her. I see a rat in her nest.

O Dash, Dash, get the rat! Can he get her? No, she ran into the shed. Let us get a trap and see if we cannot catch him.

II. Do you see Dash? No. Dash has left the shed. Did he get the rat? No, the rat ran and Dash ran. Now the hen can have a rest. The rat bit Dash on the leg.

O Frank! I have a big ship. May I see it, Fred? Yes, you may see it. You must not hit it. No, I will not hit it. If I do it will sink. You will not let it sink will you?

Can Ann see the ship Fred? Yes, if she is with you. She is, and she has on her red dress.

Fred has a ship. It is big and he thinks it will not sink.

Frank will make it sink if he hits it with that bat. O I see it tip. Do not let it sink. No Lily I will not let it sink. If it sinks will you get it Nat. O, now you have it. I am glad it did not sink. May I have a ship?

Now I see the girls and boys. The boys have a black rat in a trap.

The little girls have a fish in a pan. Will the girls let the boys have the fish?

Yes, I think they will.

The girls do not want the rat.

The boys have hit the rat with a stick. Will they hit the fish? No. I do not think they will hit the fish.

FIRST READER.

WHO WILL BELL THE CAT.

Long ago some mice wished to get rid of their enemy, the cat. So they all met one night to find out the best

way to do it. They talked from midnight till morning, but could not think of a good plan.

At last a very young mouse got up to speak. She said, "We cannot get rid of the cat, but we can find out when he is coming. We have only to tie a bell around his neck, and the sound will tell us when he is near."

The mice were full of joy on hearing this plan, and they squeaked out "Good! good!"

Then a very old mouse arose and said, "I should like to know which one of you will bell the cat. It is very easy to talk about, but not so easy to do." The mice looked one another in the face, but no one could answer that question.

At that in came the cat, and all the mice ran off to their holes in a fright.

PUSS AND HER KITTENS.

Let us go and look at puss and her kittens. She is on a mat and her little ones are playing about her.

How many kittens has puss? She has three kittens.

Oh, how in-no-cent the little things look! When they are older they will catch mice.

Some children are so wicked and cruel as to hurt little kittens. We must take good care of them, and when they are large enough give them milk to lap with their tongues.

Good children are careful not to hurt any an-i-mals, and are kind to each other.

If we are kind to our pets they will love and trust us.

SECOND READER.

THE KIND LITTLE GIRL.

Ann was a child five years old. She was good and kind to all. The girls who went to school with her were fond of her, and the animals and birds around the house would come when they heard her voice.

All the fowls in the yard would run to her as soon as they saw her, and she was always glad to feed them.

One day when she came from school she met her mother who gave her a cake, and, as it was a fine day, she went to the field at the back of the house to eat it.

She had just sat down on the fence when a poor thin dog came to look at her. He looked so hungry that Ann threw him a piece of her cake.

He ate it up very fast, and began to wag his tail, trying to tell her how good it tasted. She laughed and tossed him one more piece. He ate that just as quickly, and then came and put his nose in her lap.

She patted his head and talked to him. Ann felt very happy, and told her mother about it when she went home.

THIRD READER.

KITTY GREY'S TWO FAMILIES.

Down in the depths of Farmer May's cellar, which was filled with potatoes, turnips, pumpkins, squashes and the like, up in the darkest corner stood an empty barrel. Empty, did I say? Not quite; for at the bottom, on a soft bed of straw, lay curled up two little bundles of warm fur. This was Kitty Grey's family. Kitty herself had gone on an expedition to the kitchen to see if her breakfast was ready. She was disappointed. It was washing-day, and nobody had thought of her. She had eaten nothing since the day before, when she picked the turkey-bones clean.

"Think of my poor family," mewed puss, as she rubbed against the cook.

"Oh, my hungry children!" she seemed to say, as she peeped into the empty oven.

"Cook, put that cat down cellar," said Mrs. May. "I can't bear her noise."

So poor hungry puss was banished to the cellar, and the first thing she heard when she landed on the stairs was a faint mew. She picked her way carefully and slowly to the barrel, and jumped in. The kittens cried all together. To pussy's ears they

seemed to say, "Give us our breakfast!" Suddenly puss made up her mind. She gave one leap out of the barrel, and, darting through a broken pane of glass, landed out into the back yard; then over the fence, down the lane, across the cornfield, over another fence, and into farmer Haskin's kitchen.

"Why, here comes Kitty Grey!" said Netty Haskins. "Poor little pussy! You have come so far to see us, you must have a nice saucer of milk, and some meat." So Kitty Grey got her breakfast.

While she was eating, little Netty Haskins sat down beside her and told her a sad story.

"Kittie Grey" said she, "this morning our poor black cat, Pinkie, died, and left two sweet little kittens. They have no mother now, and I am afraid they will have to be drowned, or they will starve to death."

Kitty Grey was in such a hurry to eat her breakfast and go home to her family, that when Netty invited her into the wood shed, she hardly knew what to do about it; then she thought of her nice breakfast, and went.

In an old cheese box, behind the wood pile lay Pinkie's little orphans. "Split! split!" said Kitty as she smelt of them. "What ugly black things! Not half so pretty as mine."

"Why, how spiteful you are, Kitty Grey!" said Netty. "Just lie down with them a little while, and nurse them—that's a good pussy—and you'll like them better."

Kitty did as Netty desired, and even went so far as to lap them a little, though she shook her head as though she did not like the taste of them. Pretty soon the "ugly black things" were fast asleep, and Kitty left them and trotted home to feed her own little ones.

After that Kittie Grey had a great desire to go every night and morning over to Farmer Haskins'. Netty says she came after an extra saucer of milk. But I don't believe it; for when she had finished her milk she

always went straight to the wood shed and nursed Pinkie's kittens.

There never was yet such a busy cat as Kittie Grey. With two families to support, quite a distance apart, it kept her nimble feet in motion a great part of the time.

One day a bright idea seemed to strike Kitty. Why not have the two families united? No sooner thought than done!

The next morning the cheese-box was empty, and there were four kittens in the barrel in farmer May's cellar! Kitty Grey loved her adopted children as well as her own; and I think if you could have peeped in through the broken square of glass and seen them playing hide and seek together among the pumpkins and potato-barrels, you would never have believed them to be two different families.

THIRD READER.

OUR LITTLE JOE.

In a Newsboys' Home a visitor observed a child's high-chair standing in a corner of the dining-room.

"Have you a child here?" he asked the matron.

"No. That is our little Joe's" she said.

A sudden silence followed. Even the boys standing near checked their noise and skirmishing for a few minutes.

"Who was Joe?" asked the visitor.

"A little fellow," said the matron, "who came to us when he was but six years old. He was a hump-back and a cripple, never having grown after he was five. But he was bright, pushing little fellow, and a very affectionate child. He slept here and took most of his meals here. That is his chair. I—I gave it to him. The superintendent said I favored him. Well, I was fond of Joe.

"We have a saving's bank into which the boys put their pennies or dimes every week. It gives them the habit of economy. Joe began saving when he first came to us. He would

bring his five or ten cents every Saturday, laughing.

"I'm saving up to have a home of my own when I'm grown up," he would say.

"He had neither father nor mother, nor any kinfolk, and I don't know what was the boy's idea of a home of his own. He was very happy here—a sort of ruler among the other boys. Yet he went on saving, and always for that purpose."

"He was never a strong boy, and when he was sixteen a heavy cold he took, went to his lungs. It only needed a week or two to make an end of his poor little body. One day he said to me, just after the clergyman had been with him,—

"That money I've saved—it will be enough to pay the doctor and buy a coffin for me."

"But, Joe," I said, "how about the home of your own?"

"He did not answer me at first, and then he smiled, saying, 'That's all right!' and he held my hand tight. 'I'll have it. That's all right!'"

"The next day it was all over. We took Joe's money and paid the doctor and bought him a coffin. It didn't need a big one. The boys clubbed together, giving ten cents each and bought a lovely pillow of white roses, with 'Our Joe' on it. Every boy got a tag of black on his arm to go to the funeral. He had his own home then, sir. But wherever he was, I think the roses must have pleased him."

She fell behind as we passed on and dusted little Joe's chair with her apron, setting it reverently apart into a quiet corner.

Fourth Reader.

A ROMPING EMPEROR.

There is an old saying which intimates that the man who is never a fool is always a fool. The meaning of the seeming paradox is brought out by the following anecdotes. Leopold II., Emperor of Germany was the father of 16 children; and a happy father he was.

It is related of him that a certain

ambassador from a foreign court having been directed to the Emperor's closet by an usher, broke in upon Leopold while flat upon the carpet with two children riding upon his legs, while he tossed a third in the air, laughing the while in high glee.

Upon beholding his visitor, he scrambled to his feet, and observing that the man looked wonder-stricken, he asked him if he was a father.

"No, your majesty, I have not that pleasure," the ambassador replied.

"Ah! then wait until that supreme bliss is yours. When it is, come to me, and if then you are surprised at seeing me at play with my children, I will give you liberty to publish my folly to all the world."

On another occasion a foreign ambassador who had come to treat upon an important matter having to do with the welfare of the masses, and who chanced to find Leopold engaged in boisterous play with his children, was impolitic and impolite enough to remark upon it disapprovingly.

"Perhaps you think it beneath the dignity of a great ruler?" said the emperor.

The ambassador answered that he certainly did.

Leopold then asked him if he was a father. He replied coarsely in the affirmative, and indicated that he thought it could be no concern of his imperial host at any rate. Upon this the emperor refused flatly to treat with him. He would not listen to a word. Said he:

"The father who feels not a tender love for his own children is not fit to treat the welfare of mine."

Fifth Reader.

"SHIP OF THE DESERT."

It is quite probable that, if Great Britain should ultimately gain control of Egypt, she will extend the railroad system of that ancient country far beyond its present narrow limits; but no matter to what extent the "iron horse" may be used, the camel will

never cease to be the only available "Ship of the Desert" over the greater portion of Egypt and the Soudan. Mr. Colston, in a recent number of the *Century Magazine*, says:

The desert would be absolutely impassable without the camel. He was created for it, and thrives better there than anywhere else. His broad, soft foot enables him to traverse deep sands where the horse would sink nearly to his knees, and would promptly perish.

He lives on almost nothing, the scanty herbage of the desert, and the twigs of the thorny mimosa, being his favorite food; but his most precious quality is his ability to travel five days without drinking during the fiercest heat of summer, and much longer at other seasons. For this reason wells are very rarely more than five days apart.

The African camel comes from Arabia, and has only one hump. The best breeds are reared between the Nile and the great Arabian chain. They are distinguished by small head, slender neck and limbs, and short hair.

The camel and dromedary differ only in breed, just as the dray horse differs from the racer. The burden camel, called *gamal* by the Arabs, never changes his regular walk of two and a half miles an hour, under a load, which should never exceed three hundred pounds for a long journey, for his strength must be estimated by what he can carry when exhausted by hardship and privation.

The dromedary, or riding camel, called *hageen*, is much swifter. With no other load than his rider, a bag of bread or dates, and a skin of water, he can travel a hundred miles in one day on an emergency.

The walk of the dromedary (as of the camel) is the most excruciating, back-breaking, skin-abrading mode of locomotion conceivable; but when pressed into a pace of five or six miles an hour, which is his natural gait, a good, high bred dromedary is as comfortable a mount as can be

desired; and I can aver, from personal experience, that a fairly good horseman will find himself perfectly at home on camel's back after two day's practice.

One of the most interesting and picturesque sights of the desert is a caravan of several hundred camels just from Central Africa. The sheikhs and chief merchants wear turbans and flowing robes of various colors; the camel-drivers and common people are bare-headed, and with only a few yards of coarse white cotton around the loins, but all armed with swords or lances.

Little by Little.

"Only one stitch at a time, Nellie," said her mother; one stitch at a time without leaving off and your task will be done, for it is not a long one. Remember, that it was by one step at a time that you learned to read, by one stroke at a time that you learned to write."

"One stitch at a time, one step at a time, one letter at a time! Oh, mother, I never thought of that!" said Nellie. "And it is by one stone at a time that the man builds the wall, and by one weed at a time the boy weeds the garden." And her little fingers passed nimbly over the ruffle she was hemming, and in a little while the work was done.

It is by carrying one straw at a time that the bird builds her nest; by one tiny drop of honey at a time the bee fills her hive; by one grain at a time the ants build their houses. Let us think of this, and lay up in our hearts the lesson it teaches.

To train pupils to work; to work for others; to do the work immediately necessary for all-sided growth; to train them to love work; to work systematically; to put all their energies into work; to work with the least possible aid, and for no hope of reward except the joy of overcoming, and the good of others, is the true aim of education,—the end of normal growth.

In beginning the work of teaching pupils whom you do not know:

I. Ascertain by careful, prolonged, thorough, and all-sided examination, your pupils motives and habits of work; what they know, what they can do, and how they do it.

(a) The work given pupils should be directly adapted to their power to do work and their habits of working. If the work is too easy—*ie.*, something that they have done well before—or if the work is too difficult, something beyond their powers, then the result will be a failure.

(b) Discriminate sharply between *means* and *ends*; use all that the pupil knows or can do as a *means for taking a higher step*, but do not take time in attempting to teach pupils what they have already learned, or to do what they have already learned to do well. The most difficult task in teaching is to train pupils to do thoroughly that which they have done repeatedly and done carelessly,

(c) Do not judge a pupil by a narrow standard; find out all that he knows, and all that he can do which comes in the line of character building.

(d) Take all the time necessary to do good work.

COL. FRANCIS W. PARKER.

So live that every thought and deed
May hold within itself the seed
Of future good and future need.

—Milton.

A Bread and Butter Education.

The *bread and butter* argument is a most effective one in school work. Shall a child study only those things that will enable him to earn a living? It is charged by a workingmen's club in New England that the education of children who leave school before they are fourteen years of age is "peculiarly inefficient, and, as a preparation for practical life of little utility, from the fact that they have been employed mostly in beginnings in various branches of knowledge, and have acquired but little that is complete in itself. The studies seem to be, in great measure, only a pre-

paration for the work of the more advanced classes, and they are therefore of uncertain value to those who must leave school at the age mentioned."

This club proceeds to classify those studies and methods that seem to them best adapted to meet the requirements of those children who leave school at the age of fourteen. We present them in a classified manner

They should receive specific instruction as to healthful ways of living, and in the care of their eyes, teeth, digestive organs, and other bodily faculties.

They should be taught the value of pure air, and of pure water, and of some measure of out-door enjoyment, in relation to health of body and mind.

They should be trained to thorough efficiency in the use of the tables and rules used in measuring or ascertaining quantities of all kinds in actual business, such as brick work, stone-work, and everything connected with building operations; in the measurement of articles of merchandise, of surfaces, and solids of various kinds, and in the methods of commutation for interest, percentage, etc.

They should be taught to understand, enjoy, and respect the powers of the English language, and should be trained to speak and write it with directness and sincerity, so that while they subsist by the labor of their hands, the life of working people may be made attractive and interesting to themselves by thought.

They should be taught to depend mostly upon themselves.

They should be taught whatever will be in the greatest degree serviceable in enabling them to make life interesting for themselves and for those about them.

Then follows a declaration of doctrines. They say:

"We believe that the inefficiency of education, and the vagueness and uncertainty of thought or mental vision which it produces, are highly injurious to the interests of the working people of our country."

Concerning our public system of teaching, the *Christian Union* says:

"The present system in vogue in our public schools does not meet the needs of the children of all classes, and to the poorest classes—that is, the children of the mechanic and laborer,—it gives but the very rudiments of an education, and that not of the most practical kind. There is no doubt that there are thousands of fathers and mothers who take their children from school because they know that the studies to which they have access are not those that will be used in earning a living, and that is the paramount question in thousands of homes."

We leave the subject here, simply remarking that there is here much food for thought. Educationally we are in a transition state. Our public school, as it now exists, is of recent growth, and it stands to reason that it may be modified in many ways. Just how and where these changes can best be effected is one of the most important questions before our people.

—*School Journal*.

Avoid Suspicion.

A lady teaching in New York said that suspicion on the part of a teacher was a common cause of badness in the pupil. "I remember," she said, "when I went to — street school that I was a good girl in every way. I found on my arrival, a Sunday School friend, and naturally 'took' to her among a crowd of strangers. When we were called to the classroom I struggled to sit beside my friend and saw I had made a bad impression on the teacher. She set me down in her mind as a girl that needed watching. I was rather amused at first, but supposed that she would see the motives that actuated me, and trust me as implicitly as I was trusted at home. But she suspected me all the time. She was obliged to be absent for a few weeks, and when her successor came in a confab was held, and I know I was pointed out as one that needed watching. I felt indignant and treated the new-comer with coldness. She was a person of discernment, however, and often asked me to assist her. After a week she called me to her and said: 'I don't think you have been understood, I know of no one who tries harder to do right.' I burst into tears and told her of my treatment."

The teacher must disarm himself of suspicion at the outset and all the way along. He has no right to think and ought not to think the pupil comes there from any lower motives than he does himself. (And oftentimes the motives of the pupil are the nobler.) He should tell the pupils in a candid manner that he has to oversee them and watch them because it is his duty and not because he suspects them.

The pupil will read the teacher; he cannot escape. It is far better for him to treat his pupil in a cordial manner. Suppose he says in effect: "Scholars, I have no doubt but that you are in earnest in your efforts to do well here. I am going to try my best and I want you to try your best. You know how things should be done as well as I do, I have no doubt; my business will be to keep you on the track. You have visitors at home and know how to treat people politely; you must act as if you were 'in company' while here.

"I shall have to look around the room to see how things are going on, for that is my duty; but do not feel that I am trying to spy upon you, or that I am suspicious of you. I am not. If I think any one is wrong, I shall tell that person so and listen to his explanation. We are to live together here for several hours a day, and I want the time to pass pleasantly. We may just as well be happy while studying, as unhappy. Let every one help to make these the happiest hours of our lives.

"And, again, if in our intercourse any one thinks he is not dealt fairly with by me, I want him to come here and say so; I intend to deal justly with every one."

A talk like this should be given often enough to let the pupils know that the teacher means to be "fair,"—and this in the pupils mind means a great deal. Sometimes one point can be expanded, and sometimes another.

There are pupils in a school that are not "understood" by their teachers; they do things that are "odd," to say the least; they gradually rouse prejudice in the minds of a teacher. The teacher can not point out any particular thing, but he feels repelled and rebuffed. Unless he is a wise man he will attempt a warfare on this pupil, and the pupil will leave the school; if he stays in by the pressure of his family he will learn little.

A teacher in one of the city schools

said: "I can get rid of a pupil without suspending him."

"How?" was the inquiry.

"I freeze him out."

"How is that?"

"O, I let him know from nine in the morning, until three in the afternoon, that I do not want him, that I hate him, and he stays away."

This is human nature, of course; we love those who love us. The teacher must, however, have a higher spirit. A gentleman who held very important positions and is highly esteemed in California, said: "I went to California because I was meanly treated by my teacher in ——— school. He wanted to get rid of me. He hated me; he accused me of lying; he beat me. My father began to lose confidence in me. And I took myself off to California. After thirty years of absence I returned. I still felt the injustice that had been heaped upon me. I heard the teacher was alive,—an old man. I sought him out, and as soon as I spoke to him he said: "I treated you badly, I have been sorry for it and hope you will forgive me. That was worth coming to New York for."

Let the teacher look into himself carefully when he begins to watch a pupil. Let him call up that pupil and say to him: "I find I am watching you; is it necessary? Are you trying to play tricks? Play tricks if you must, but don't let me feel that I must watch you? It will make my life unpleasant."

In other words, let the teacher keep himself on the high place the teacher should occupy; if he becomes a police officer he will do little character forming.

Evil thoughts are worse enemies than lions and tigers; for we can keep out of the way of wild beasts, but bad thoughts win their way everywhere. The cup that is full will hold no more. Keep your head and heart full of good thoughts that bad ones may find no room to enter.

All that you can depend upon in a boy, as signification of true power, likely to issue in good fruit, is his will to work for the work's sake, not his desire to surpass his school fellows; and the aim of the teaching you give him ought to be to prove to him and to strengthen in him his own separate gift; not to puff him into swol-

len rivalry with those who are everlastingly greater than he. Still less ought you to hang favors and ribbons about the neck of the creature who is the greatest, to make the rest envy him. Try to make them love him and follow him and not struggle with him.—*Ruskin*.

Our lot is greater than ourselves, and gives to our souls a worth they would not else have dared to claim. Hence, the humbleness there always is in Christian dignity. The immortal lot infinitely transcends our poor desert, how we are to grow into the proportions of so high a life, it is wonderful to think. And yet, though it be above us always—nay, even *because* it is above us—there is something in it true and answering to our natures still; so that having once lived with it, we are only half ourselves—and that the meaner half—without it.—*James Martineau*.

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Pedagogical Principles.

Upon which thinking teachers can construct methods. This requires thought and experience, but it is an extremely valuable exercise. Most of these are taken from the last catalogue of the State Normal School, St. Cloud, Minn. T. J. Gray, President.

I. THE ART OF ANALYZING SUBJECT MATTER AND ARRANGING ITS ELEMENTS IN A LOGICAL ORDER IN WHICH THE MIND OF THE LEARNER IS CAPABLE OF RECEIVING IT.

1. The faculties of the intellect must be appealed to in the order in which they can act; perception, memory, imagination, conception, reasoning. Still the mind must be exercised as a unity, not as a "bundle of detached powers."

2. The idea precedes the term; objects before names, thoughts before sentences, knowledge before definitions, real things before their symbols.

Again, "Presentative or intuitive consciousness of an individual object, be it thing, act, or state of mind, immediately present here and now, must precede symbolical consciousness."

3. An order of dependence must be followed.

4. The concrete precedes the abstract.

5. Generals can be gained *only* through a consideration of particulars. First induction, then deduction.

NOTE.—Symbols, general and abstract truths are *nothing*, unless they suggest the real thing, the particular, the concrete. "From nothing, nothing comes."

However, minds possessed of sufficient experience to suggest some of the underlying particulars of a general abstract truth, are greatly strengthened by being presented with its mere form and required to furnish for themselves the particulars necessary to its full content or its verification.

This is no violation of the principle. The general truth is not grasped until *after* the investigation of particulars.

Ideas of terms are filled out in the same way even by children. "Children generalize with few particulars, and then rectify results."—*Taine*.

Hence we have the following principles:

6. The outline should precede details. The indefinite precedes the definite.

7. Knowledge should precede rules. Rules should precede anomalies and exceptions.

8. An epitome systematizes knowledge, and should come *after* it.

9. Proceed from the physical to the mental. Perception of material objects precedes reflection.

10. Proceed from the empirical to the rational.

11. "Every science is evolved out of its corresponding art." The art is in its turn perfected by the science.

12. The individual whole should first be taught, then analysis of the individual into elements, then synthesis of those elements to reform the individual.

13. The individual whole should first be taught, then synthesis of individuals to form classes.

14. First analysis, then synthesis of imitation, then synthesis of invention.

15. Proceed from the simple to the complex.

NOTE.—A simple whole in nature may be found upon analysis to be exceedingly complex. The idea of it as simple should precede the analysis and subsequent synthesis, which result in the idea of it as complex.

16. The unknown should be based upon the known, the connecting links being clear and definite.

17. "The consciousness of difference is the beginning of every intellectual exercise."

18. "Connection of contrasts pervades every step in the growth of an idea."

19. Uniformity in arrangement facilitates acquirement.

20. The affirmative should precede the negative.

II. THE ART OF AROUSING THE SELF-ACTIVITY OF THE PUPIL.

1. What the pupil acquires without aid is more his than it else could be.

2. It is what the pupil does for himself which strengthens his powers.

3. Self-activity is roused by interest.

4. A clear understanding of the subject produces interest. (Hence see principles under I.)

5. Instruct in such a way that an interest may awake and remain active for live.

III. THE ART OF IMPRESSING WHAT IS TAUGHT.

1. One step must be thoroughly mastered, before taking the next.

2. "He who knows one thing thoroughly, knows potentially much more."

3. Concentration is necessary to retention.

4. "The revivability of past impressions varies inversely as the vividness of present feelings."—*Spenser*.

5. "Of good heed-taking springeth chiefly knowledge."—*Ascham*.

6. "Practice makes perfect."

7. "Repetition enables the mind to grasp all the manifold ramifications and connections of a piece of knowledge which elude the mind in the first effort of acquirement."

8. Reason should assist memory.

9. Visual feelings are of all feelings most easily reproduced in thought.

IV. THE ART OF COLLECTING THE INTELLECTUAL POWER.

1. Power acquired lasts longer than the thing learned.

2. The mind is formed by being furnished.

3. Faculties must be cultivated in the order in which they will act.

4. Faculties are developed through the performance of those functions which it is their office to perform.

5. The mind *as a whole* admits of cultivation at every step of development.

6. The strength of any faculty, and the desire to exercise it, are great according as it has been more or less called into activity.

7. The excessive use of one faculty may compromise the power of another.

8. Exercise of powers must be gradual and continuous.

9. The directive and executive faculties are interdependent. The higher the grade of intellectual work, the greater is the dependence.

10. Easy or monotonous exercises injure the mind. Drudgery may stultify the intellect.

Miss Nellie J. Whiting, of Fayette City, having attended another good State Normal School two terms, has joined our junior class.

Col. Sanford's lecture, in the Normal Chapel, will be on the 22nd instead of on the 15th of April, as formerly announced.

Mr. J. F. Bell, '84, is engaged at the Normal this term, teaching two or three classes, and pursuing the studies of the scientific course. Mr. C. M. Smith, '86, and Mr. J. W. Berryman, '83, are also pursuing scientific studies.

Mr. W. S. Heath, a student of last year, writes us that he values the *Review* above all other educational papers. He has just closed a very successful school term, and has been urged to teach the same school next year.

Members of the senior class, under the direction of Prof. Wood, have constructed many ingenious and useful pieces of apparatus to illustrate their work in Physics. Visitors at the school should see this home-made but valuable apparatus.

Many of the alumni of the Normal will teach select schools, or Normal classes this spring, among them Mr. L. W. Lewellen, '85, at Masontown; Miss Kate Wakefield, '84, at Connellsville; Miss Lizzie Morgan, '85, at North Bellevernon; Mr. G. W. Snodgrass, '86, at Coal Center; Mr. C. F. Kefover, '84, at Merrittstown; Geo. P. Baker, '82, at Millsboro; Mr. A. C. Spindler, '80, at Claysville; Mr. D. C. Murphy, '79, at Millersburg; Mr. J. A. Berkey, '84, at Somerset.

Mr. J. C. Hockenberry, '86, expects to enter Allegheny College soon.

Subjects for Composition.

1. Write a telegraphic dispatch, not exceeding ten words, and containing three distinct statements.
2. Write for your country paper a short description of a serious accident of which you were an eye witness.
3. You are shortly to move into a new store some distance from your present stand. Prepare a circular to be sent to your customers apprising them of the change.
4. Write a telegraphic dispatch, not exceeding ten words, and containing four distinct statements.
5. You are in want of a situation as clerk in the grocery business. Prepare an advertisement for the papers setting forth your desires.

6. Write, in favor of your clerk, an order on a boot and shoe merchant of your town for goods to be charged to your account.

7. Your fall stock of dry goods has just arrived. Prepare a suitable advertisement announcing this fact.—*Popular Educator.*

The Pennsylvania State Teachers' Association will be held this year at Clearfield, the National Association at Chicago, both in July.

Mind.

The mind is the standard of the man—*Watts.*

Infinite riches in a little room—mind.

Each mind has its method.—*Emerson.*

'Tis mind that makes the body rich.

There is no art to find the mind's construction in the face.—*Shakespeare.*

Man carries under his hat a private theater wherein a greater drama is acted than is ever performed on the mimic stage, beginning and ending in eternity.—*Carlisle.*

Stern men with empires in their brains.—*Lowell.*

"It is much easier to think aright without doing right than to do right without thinking aright. Just thoughts may fail of producing just deeds, but just deeds always beget just thoughts. For, when the heart is pure and straight, there is hardly anything which can mislead the understanding in matters of immediate concernment, but the clearest understanding can do little in purifying an impure heart, or the strongest in straightening a crooked one."

"He overcomes a stout enemy that overcomes his own anger."

Fleas have been trained to show their strength and docility. The so-called "learned fleas," exhibited in Paris, went through military evolutions, standing on their hind legs, and shouldering tiny spears; and two of them drew a companion in a little wagon, a fourth sitting on the coachman's box and wielding the whip. The spectators viewed this wonderful exhibition through magnifying glasses.

It is a poor saying of epicures,

"We are a sufficient theme for contemplation, the one for the other." As if man, made for the contemplation of Heaven and all noble objects should do nothing but kneel before a little idol, and make himself subject though not of the mouth, yet of the eye, which was given him for higher purposes.—*Bacon.*

Know then thyself, presume not God to scan,
The proper study for mankind is man.—*Pope.*

Language Lesson on Prepositions.

You may read these sentences: The pudding is in the pot. The cover is on the pot. The stove is under the pot. The steam is above the pot. The fire is beneath the pot. The pipe is behind the pot. The chair is before the pot. The kettle is beside the pot.

Which are the most important words in these sentences? You think pudding and pot are important, but not the other words? How about in? —not important? Then I will erase it. What word shall I erase from the second sentence?—the third?—etc. (Erase all the prepositions.) Now we will read the sentences without those unimportant words. The pudding is the pot. The cover is the pot, etc., etc., etc.

What?—they won't do without the little words?—then I will put them back. Tell me what they were. (Write the prepositions as the pupil recalls them on another part of the board.) Now tell me about this little word *in*,—it is so very little—it doesn't matter which sentence I put it in, does it? No? Then I will put it here in the fifth sentence, (etc., etc., etc.) Now read the sentences:

The pudding is under the pot. The cover is beneath the pot. The stove is above the pot. The steam is behind the pot. The fire is in the pot. The pipe is before the pot. The chair is beside the pot. The kettle is over the pot. What?—that won't do either? You are very hard to please. *Must* the little words be put in the right places. Then help me untangle this dreadful piece of confusion. Where should the pudding be?—and the cover? etc., etc., etc.