

The Normal Review.

Vol. 2., No. 9.

California, Pa., May, 1887.

50c. a Year.

Entered as second-class matter.

Total enrollment of students this year over 500.

Cantata of "David, the Shepherd Boy," in Normal Chapel, May 30.

Much space is given in this number to historical jottings concerning the school.

On the bank of the river, where California now stands, Rev. Capt. Steele, of Carlisle, in 1767, met the scattered white settlers of this region, for the purpose of inducing them not to encroach on the hunting grounds of the Indians.

According to earliest records the land on which California is situated belonged to "Indian Peter." He transferred it to one Samuel Young, who, in turn sold it to Robert Jackman. In 1784 Jackman obtained a patent for the land. His grandson, W. W. Jackman was one of the proprietors of the town and has been a trustee of the Normal school since its establishment.

The town of California covered part of a 300 acre farm, bought in 1848, from John Ringland, by a company of six men: Job Johnson, Abraham Fry, W. W. Jackman, Geo. W. Hornbake, John Wood and Samuel Ashmead. These six men, as proprietors, laid out the town, May 1, 1849, and gave it a name suggested by the excitement over the discovery of gold in California.

As early as the fall of 1851 a public school was opened in the brick building which was afterwards expanded by the addition of a story and then an annex into the "Academy." Mr. Samuel Rothwell, still a worthy citizen of California, and now above "three-score-and-ten," was the first teacher.

From the very first the school in California aspired to be more than a mere public school. In 1852 it claimed to be an "Academy." It was soon

after placed in charge of Prof. E. N. Johnson, of Mount Union, Ohio, a nephew of Job Johnson, the leading spirit in the founding of the Academy. Prof. Johnson, it is said, sought to establish a school on the plan of the college at Mount Union.

The lot for the original school house was donated by the proprietors of the town. The township joined with the village, we understand, for the erection of the house, which was to be one story high. There being no place for public meetings, a subscription was started and money enough raised to add a story to the proposed school house, for use as a town hall.

In 1859 a bill was passed through both houses of the legislature, incorporating the California Academy with the privileges of a State Normal School, without requiring that the conditions of the law (as to buildings, etc.,) be met. This bill was vetoed by Gov. Packer—fortunately for both the school and the State.

The trustees of the Academy in 1861 were William Forsythe, President; Job Johnson, Secretary; Ellis Lilley, Robert Gregg, James M. Harris and Hiram Milier.

The Borough School Directors in the same year were A. J. Harris, J. S. Vanhorn, Joseph A. Lambert, G. M. Eberman, Wm. McFall and Wm. J. Harris. The faculty, in the same year, consisted of J. C. Gilchrist, Mrs. H. C. Gilchrist, Miss N. L. Newkirk, Miss M. E. Rothwell, Miss A. E. Hays, Miss S. E. Riggs, J. C. Totten.

Among the students of the Academy in 1861, were Hon. J. K. Billingsley, Prof. Joseph Jennings, Dr. N. C. Veatch, Mr. Jos. W. Smith and Mr. T. P. Morgan.

The question is often asked, "Why is the Normal School so frequently called a "College?" The answer is found in the fact that in 1865 (March 16) the school was chartered by the State as the "Southwestern Normal

College." This was the proper title of the institution for nine years. This charter name it is said was borrowed from an earlier school at Millsboro, this county.

The corner stone of the present main building was laid by Gov. Jno. W. Geary, Aug. 26, 1868. This stone is in the north corner of the north tower of the building.

The main building was first occupied for school purposes in the spring of 1870. The next building finished was the North Dormitory, about 1874, then the South Dormitory, about 1876; and this year, 1887, the fifty-foot extension to the North Dormitory.

Sayings of Experienced Teachers.

Govern by quiet signals as far as possible.

Be slow to promise but quick to perform.

Pull forward and not back, and lend a hand.

Do not be satisfied with one correction of an error.

Be courteous; do not goss'p, especially about other teachers.

Never find fault without showing why, and indicating the better way.

Study to acquire the art of aptly illustrating a difficult subject.

In all things, set before the child an example worthy of imitation.

Do not encourage pupils to report each other for misdemeanors.

Give due credit to those who work with and for you, for what they do.

Do not continue recitations beyond the regular time appointed for them.

Examinations Again.

BY LUCY A. OSBAND, STATE NORMAL SCHOOL, YPSILANTI, MICH.

"Several of my best pupils failed on examination to-day," said one teacher to another; "some who had not failed in recitation during the whole term. This shows that there is no real test of scholarship but the final examinations."

"The same thing happened in my class," was the reply. "Most of the failures were, I am convinced, due to physical causes, and I have come to regard the final examination as of no value at all in estimating the work of the term."

So the Doctors disagree, and still the question recurs, what shall the conscientious teacher do about examinations?

To the writer this seems to be one of those questions which, like duty, are as many-sided as the conditions produced by the ever-shifting combinations of circumstances. For instance, here is a small class which has been under daily drill. The teacher knows exactly how much work has been accomplished, how thoroughly each has reviewed. Examination in such a case can add but one item of information, namely, how each particular type of mind behaves—to use a technical phrase—under the process of cramming. Is it worth while, under such circumstances, to burden teacher and pupil with the worse than useless formality of an examination?

Or if there is a class in which half a dozen ambitious, hard-working students have done exceptionally good work, the close of the term finds them worn and nervous, needing wholesome rest and freedom from anxiety. Why subject such students to the additional strain of examination? And what more fitting recognition of their faithfulness than to pass them on the standing so diligently earned? The writer has long pursued his course and found it to work admirably.

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Again here is a very large class, too large to allow the teacher to know with exactitude the relative standing of all its members. Even in this case something may be done to reduce the magnitude of the burden. In every such class there will be many concerning whose work there is, in the mind of the teacher, no doubt. Why not release these at once, on their term work? Then there will be others whose poor work should exclude them from the attempt to pass and in their case the teacher is entitled to be excused from examination drudgery. After this sifting process, the matter is much simplified and the teacher's work lessened.

It may be objective that this arrangement places too much responsibility on the teacher. But does not the responsibility for all standings fall upon the teacher? Besides any dissatisfied pupil may be readily tested, if he desires it by an examination.

An experience of more than thirty years in the school-room has led the writer to look with apprehension upon the results of most school-examinations. The anxiety and worry which accompany them destroy their usefulness as tests, and the physical harm they inflict is beyond estimate. The law forbids the sale of stimulants to minors, but permits the teacher to stimulate and worry the immature brain of the child till nature rebels and lays the foundation for a revolution, which, in future years, may develop that frightful Reign of Terror we call insanity. To dispense with examinations entirely may not yet be feasible; but he who regards the welfare of his pupils will make them as few and as free from anxiety as possible.

Don't Forget.

BY WAUMBECK.

1. To have a pleasant word for the children in the morning.
2. To praise as well as to condemn and criticize.
3. To keep your temper during the day.

4. To look neat and tidy in dress, and clean in personal appearance.

5. To keep your own desk in order.

6. To speak in a quiet and firm voice and on a moderate pitch.

7. To dismiss promptly at the close of the session.

8. To have a program of exercises for each day, and follow it, but not too slavishly.

9. To change your rules, if circumstances have changed.

10. To laugh sometimes in school.

11. To be in every respect the lady and the gentleman.

12. To live before your pupils a life worthy of emulation.

Origin of Familiar Words and Phrases.

Academy.—From *Academus*, the name of the owner of the grove near Athens where Plato taught philosophy.

Alphabet.—This word is composed of the first two letters of the Greek alphabet. Alpha and Beta. In the same manner we say, "he does not know his A B C's" meaning his alphabet. The alphabets of different nations vary in the number of letters as follows:

English 26.	Russian 35.
French 25.	Greek 24.
Latin 25.	Arabic 23.
German 26.	Persian 32.
Italian 29.	Hebrew 22.
Spanish 27.	Sanscrit 44.

Animals drinking.—All carnivorous animals lap up water with the tongue. Herbivorous animals, as the horse, ox, suck it up.

Antipodes.—This word is derived from two Greek words, *anti* opposed to and *pous* or *podos* a foot. It means those who stand on the earth's surface exactly opposite to each other, the word has no singular, Antipodes.

April Fool's Day.—The Jews have a tradition that the custom of fooling people on the first of April originated in this manner. This day in our calendar corresponds to the day Noah sent the dove out of the ark on its luckless mission, and when any one forgot this date he was sent on some pretended errand and fooled simply to remind him of the day.

Artificial teeth.—The earliest known allusion to artificial teeth is by Martialis in the first century when he writes to several ladies:

"You use, without blush,
False teeth and hair,
But, ladies, your squint
'Tis past repair."

Ben Johnson also mentions false teeth in the silent woman in 1609.

Assassin.—This word comes from a military and religious order in Persia. When about to kill or murder any one, Hashish or Indian Hemp was freely used as a stimulant to nerve for the bloody deed. The literal meaning of an assassin is a *drunken maniac*.

Avocation and vocation.—These words have been used synonymously but erroneously. *Vocation* means a man's calling, his business, his occupation. *Avocation* means something calling him away from his vocation. (Explain.)

Bulls and bears in stock exchange.—A bear is one who looks forward to a fall in stocks and sells in the hope of still buying at a lower price before the time comes for delivery. A bull in the stock market means just the opposite *i. e.*, one who looks forward to a rise in stocks. The name bear is supposed to be derived from the story of the man who sold a bear's skin before he had caught and killed the bear.

Beside or besides.—These two words are not synonymous although many good speakers and writers use them so. *Beside* is always a preposition. *Besides* is used in an adverbial sense, scarcely ever having the sense of a preposition.

Biscuit.—This word is a compound of the French words *bis*, twice, and *cuit*, baked, meaning baked twice—hard. In olden times the bread used on ships was made in thin flat cakes, was baked twice in order to be hard and dry, hence the name biscuit. We hardly would accept our biscuits in that condition now.

Bogus — boycott.—These words come from the names of men to whom first applied, Bogus, a man who at one time supplied the West with counterfeit bills, hence the name is applied to anything not genuine. Boycott means, as you all know, to refuse to patronize or buy from. It originated with a man by that name, hence, when a storekeeper is slighted by his customers it is said they boycott him. This term is heard frequently in our large cities in connection with the Knights of Labor and other organizations.

By jingo.—Jenco, translated jin-

go in the Basque language is the name of the devil. It, of course, is slang and never used by persons of good training. Boys who use the word had better be careful since they know its meaning.

Catching a Tartar.—In a battle between the Russians and Tartars, a Russian soldier cried out to his captain, saying "I have caught a Tartar," "Bring him along," says the captain; "Ay, he won't let me," says the soldier. The captain discovered the Tartar had caught the Russian. So when a man thinks to take another in and gets caught himself, we say he's caught a Tartar. (Some of my hearers may know something about it.)

Cats paw.—To employ a person as a cats paw is to get him to do something dangerous or degrading. It originated with the monkey in the fable when he had roasted some chestnuts in the fire and finding them too hot persuaded the cat to draw them out with her paw which she did, but was badly burned.

Cheap.—This word is from the Anglo-Saxon *ceapin*, to buy. An article, if well bought was said to be good-cheap. If too much was paid it was said to be bad-cheap. It is now used entirely for "good-cheap" and the word good is dropped, being superfluous.

Country dance.—This word has nothing to do with the country or country people. It is from the French, meaning a dance in which the partners stand opposite each other from the word *contre*.

Curtain lecture.—We understand where this lecture is given and about the size of the audience. Its name comes from the fact that in former times curtains were affixed to beds in sleeping apartments. Dryden says:

"Besides what endless brawls by wives are bred,
The curtain Lecture makes a mournful bed."

You see Dryden says the fault, or rather the lecturer, is always a woman. I cannot say how this may be in modern times.

Lynch law.—This term is said to have originated with a Virginia farmer by the name of Lynch, who having been troubled with thieves and the authorities being too lenient in their modes of punishment to prevent depredations, he took the law into his own hands and caught the thieves, tied them to the nearest post and flogged them severely, a method of

punishment then largely in use. The word is now in common use to mean punishment without the operations of law.

Neighbor.—Boor from the Anglo-Saxon word means a *rustic*, a *peasant* and *neah* is *nigh*. Neighbor is nigh boor, the boor who lives near, hence, we have *neighbor*.

Alike.—This word is often wrongly coupled with both, as both alike, as hats are both alike, etc., or both just alike. Story Sam and Jem, who were very like each other, especially Sam.

Amateur—novice.—These two words are often used synonymously, they are very remote in their meanings. Amateur is one versed in, or a lover of any pursuit, but not engaged professionally. A novice is a beginner, one new at any business, unskilled. An amateur may be an artist or workman of great skill and experience, but not engaged professionally, not engaged in a work as a *vocation*.

Author—author.—Goold Brown says in his grammar of grammars, that this distinction is superfluous. Poet means simply a person who writes and an author a writer, not a man only, but a person. Nothing in either word indicates sex, hence, authoress, poetess, editress, and like terms are not only superfluous but they are absurdities. If we have the distinction in the words here given, why not in secretariness, superintendentess, treasurers, writers, etc., etc., with scores of like words derived from nouns.

Bad cold.—As colds are never good, why say a bad cold? We may say correctly a slight cold or a severe cold, but not correctly a bad cold.

Bring—fetch—carry.—Bring, a single act, convey to or toward; fetch, a compound act, go and bring; carry, implies going from the speaker. These are plain simple directions easily understood by even a child knowing nothing of the laws of language, yet violated every day by those who do.

Dearest.—A gentleman once began his letter to his intended bride thus: "My dearest Maria." The lady replied: "My dear John, you must either mend your morals or your grammar. Do I understand that you have other Marias, that you address me dearest Maria? Who is your dear Maria?" (Comparison—Two objects compared—better of the two.) Good writers losing that distinction. Comparative degree omitted. The least of

the two: the best of the two. A person having but two children speaks of his *oldest and youngest child*, not *older and younger*.

Healthy—wholesome.—Healthy is often used for wholesome, as "potatoes are healthy vegetables." A person who eats wholesome food should be healthy. A healthy animal makes wholesome food. We speak of healthy surroundings, healthy climate, etc., wholesome food, wholesome advice.

Learn—teach.—These two words are often improperly used by teachers who should know better. You can *teach* your pupils, but you *may not learn* them. To *teach* is to give instruction, to *learn* is to receive.

Marry.—John Jones—Sally Brown, J. Jones to Sally, with Sally, or are they married to each other?—woman loses her name—Sally Brown married to John Jones, proper announcement Mr. John Jones married Sally Brown. Quakers, some person married them. Active or passive form (passive) John Jones was married to Sally Brown. (active) J. Jones married Sally Brown. Rev. Mr. Smith married Miss Brown, what do we understand by this? Was Rev. Mr. Smith an active agent in this transaction? Better make things plain and definite. L. S.

How to Teach History.

BY ALICE OLDHAM, B. A., IRELAND.

There are, I think, three great rules in teaching history, which should be observed if good work is to be done. The first of these is to *insist on a clear and accurate acquirement of facts*. Without this all theorizing is empty vaporizing, and its effect transient. Nor is this rule hard to apply. If pupils see that thoroughness of work is expected, work will be thoroughly done. There is little need to press this point, because it is now insisted upon in every good school.

One point, however, should be borne in mind? A thing is remembered in one of two ways—either by its making a very vivid impression, or by its being repeated often enough. Now, the former means is always to be preferred, as more effectual and less laborious. Hence we should try to present facts in a striking or inter-

esting way, so that they may be more easily remembered. There are many aids for this: giving facts an orderly arrangement—a mass of confused, disconnected facts is hopeless. Any incident connected with individual life (always interesting); thus, the details of the one government of Cromwell, the intensely despotic champion of liberty, become comprehensible if a conception of his character and religious and political views be given. In short, the more we rouse all the faculties to play round a fact, the better the fact will be remembered. Then, having given all the help we can to memory, we should require perfect accuracy in the learning of the lesson.

The second great rule is to *make men and their surroundings life-like*. This is necessary, not only because one of the functions of history is to train the imagination, by leading it to picture to the mind various aspects of life, but also because *all* our success in making the study valuable depends on the sense of reality we produce. We must try to make our pupils feel that here are real men and women, like ourselves, toiling and acting, suffering and rejoicing. To this end, every aid must be sought. One of the most effective is to give vivid personal pictures of prominent men and women—to try to show them in their habits as they lived. Another, is to give accounts of the social life of a period. For instance, a sketch of the details of life in feudal times, as it was led by men in the various social classes; or descriptions from contemporary memoirs of Puritanism, as it appears to those living amidst it. Extraneous aids are of much use. Those that teach through the eye—as portraits of men, fac-similes of handwriting and important documents, pictures of places, buildings, costumes, etc. In another direction, we can often produce a more vivid conception by quoting a contemporary letter, story or ballad, than by any description of our own. Take, for example, the dispatches of Cromwell from Ireland,

describing his massacring human creatures, "in the righteous judgment of God;" the memoirs of Pepys, illustrating Charles II.'s Court. And how vividly do national ballads show us the popular feeling concerning men and events—as that on the death of the Irish leader, Owen Roe O'Neill,

"We thought you would not die—we were sure you would not go
And leave us in our utmost need to Cromwell's
cruel blow,
Sheep without a shepherd, when the snow shuts
out the sky
Oh! why did you leave us, Owen? Why did you
die?"

Or the ballads showing the passionate feeling of Scotland for the young Pretender:

"Over the water, and over the sea,
And over the water to Charlie;
Come weal, come woe, we'll gather and go,
And live or die for Charlie."

The third great rule, and most important of all is *in every series of events to try to trace cause and effect*. For every event there is a cause; the whole course of the past is the result of each factor developing all its properties to their ultimate consequences—each circumstance is the outcome of all previous circumstances. To obtain the best fruits of historical study, these causes, properties and influencing circumstances should be constantly sought for. As instances of some conspicuous causes, which we must always weigh, there are the *physical position and characteristics* of a country; the racial peculiarities; the intellectual, æsthetic and religious movements with which they have been brought in contact.

Avoid moroseness in the school-room. The last resort in discipline is to anything that brings unhappiness to the child. It may be necessary, as the prison is; but let it be the last resort. Some one has aptly styled the Devil the worse god; and he is certainly his best servant who most effectually makes man morose, and he is chief among his servants who sows the seed, or forms the habit of moroseness in children. No teacher can afford to render such service to the foe of humanity.

Boston Diploma Examination in Arithmetic.

Time from 9:10 to 10:40 A. M.

1. Mr. Henry Blank paid the following bills on May 1: For groceries, \$28.77; for meat, \$15.82; for fish, \$4.63; for gas, \$2.56; for wood and coal, \$16.24; for boots and shoes, \$9.96; for clothes, \$32.18; for newspapers, \$1.25; for books, \$17.39; for house-rent, \$85.75; for furniture, \$58.38; for carpet and matting, \$65.57; for expressage, \$7.69; for land, \$596.50. How much did he pay in all?

2. Mr. Lowell sold 674.8 acres of land for \$114,614.78. For how much did he sell it an acre?

3. Messrs. John Alden & Co., took account of stock in their store on January 1, as follows:

- 21 barrels of flour, at \$6.85 a barrel;
- 43 bushels of wheat, at \$1.09 a bushel;
- 156 bushels of oats: at \$0.57 a bushel;
- 87 bags of meal at \$1.28 a bag;
- 9 bushels of barley, at \$0.89 a bushel;
- 62 bushels of rye, at \$0.73 a bushel;

What was the whole value of their stock?

4. Mrs. Stetson owned three pieces of land. The first piece containing $5\frac{1}{4}$ acres; the second piece, $6\frac{1}{4}$ acres; and the third piece, $10\frac{1}{2}$ acres. She gave her son $11\frac{1}{2}$ acres of this land. How many acres had she left?

5. Find the compound interest of \$5250 for two years, 3 months, and 18 days, at 4 per cent., the interest being compounded annually. Find the simple interest on the same principal, for the same time, at the same rate per cent. How much more is the compound than the simple interest?

6. Solve either (a) or (b):

(a) Of the two shorter sides of a field in the shape of a right triangle, the length of the first side is 536 feet, while the length of the second side is $\frac{3}{4}$ the length of the first side. How many feet long is the third side?

(b) A field lies between and borders on two parallel streets. On one street it is 460 feet long; on the other street it is 600 feet long. The width of the field is 250 feet. How many square feet in the field?

They are never alone that are accompanied with noble thoughts.—SIR PHILIP SIDNEY.

Cautions Against the Improper use of Capitals.

Do not begin with a capital any of the words described below, unless it stands first in the sentence:

1. The word *heavens*, when it means the sky; as, "*The heavens were not obscured by a cloud.*"

2. The words *god* and *providence* when they do not mean the Deity; as, "*His watchful providence (care) our want supplies.*"—"They worship gods of wood and stone."

3. A title used in the third person without a proper name; as, "*The king was displeased with the general.*"

4. The words north, south, etc., when they simply denote direction; as, "*New Jersey is east of Pennsylvania.*"

5. The names of seasons; as, "*In autumn fine fruit abounds.*"

6. The word *oh*; as, "*It wounded him, oh, so cruelly.*"

7. A quotation used as if it were one's own language; as, "*Everybody knows that 'birds of a feather flock together.'*"

8. Where doubt exists as to the propriety of using a capital, it is usually better to employ a small letter.

Impatience in Recitation.

BY ELLA M. POWERS.

Let us step into your school-room. A class in arithmetic is reciting. You suddenly turn upon one of the members of the class; and, with a quickness peculiar to yourself, abruptly ask a question. You wait just long enough for the pupil to discover to whom the question is directed; and, before he has time to arrange his answer in his mind, with a startling suddenness, "Next" rings out from your lips, and the answer is hastily seized from another; and in the same confused haste, the recitation is conducted. Those who lag behind in a road where others are traveling, are always in a cloud of dust. How dusty then, must be the brains of those who are less quick, and hesitate from timidity? How can this cloud of dust become settled? Perhaps their dullness is made more prominent by such words as: "Think quick, John!" "Havent you mastered this lesson, Jane?" "I can't have any hesitation; now think." If the answer was half formed, such words would drive it into infinitesimal particles of dust, and nothing is manifested except that clouded, dusty mind. They are human, and cannot be driven like dumb

beasts. Give them room, light, freedom of thought and soul.

The *American Lancet* thinks that emulation, which, in a variety of ways, has taken largely the place of the rod of forty years ago, is working greater injury to the child than the ferule ever did. "The whip," it says, "does its work quickly and is over, the child going about his tasks or his play. But the goad of emulation never ends. Its influence upon the older girls is especially powerful. By it all sanitary precautions are swept away." It might have added that other punishments which have taken the place of the rod, the biting sarcasm, the unnatural positions of body, the detention after school, are more potent in injuring both body and disposition of the child than the punishment of "forty years ago." At the same time it ought to be said that there is not the same need of severity in punishment that there was a half century ago. Children are less unruly now than then. Homes are more civilized and have a finer tone. Whether the greater refinement of to-day argues physical deterioration we are not prepared to say, but trust not. That, however, we are confident, is one of the dangers which the future educator will have to meet.

Mottoes for the School-Room.

We can do more good by being good than in any other way.—ROWLAND HILL.

Cheerful looks make every dish a feast.—MASSINGER.

The best hearts are ever the bravest.—LAURENCE STERNE.

A man should blush to think a falsehood; it is the crime of cowards.—SAMUEL JOHNSON.

He that is good at making excuses is seldom good at anything else.—FRANKLIN.

He has but one great fear that fears to do wrong.—C. N. BOVEE.

Dost thou love life? Then do not squander time, for that is the stuff life is made of.—FRANKLIN.

"I'd rather be right than be President of the United States."—HENRY CLAY.

"A foe to God was ne'er true friend to man."—EDWARD YOUNG.

The most manifest sign of wisdom is continued cheerfulness.—MONTAGUE.

Reading—A Personal Experience.

BY E. L. COWDRICK, YATES CENTER,
KANSAS.

I once visited a school where the manner of reading by pupils using the fourth and fifth readers, struck me as being particularly good. They seemed to understand and appreciate the meaning of what they read. Their modulation was excellent—force, accent, inflection, and pronunciation the same. It seemed as if they had been trained, and trained well; but that "appearances are deceitful" was never more thoroughly exemplified than there; for, a little more than a year from that time, I took charge of the same school. I thought that here, at least, I would have no work to do in the breaking up of bad habits, and the forming of good ones; but how great was my disappointment, when, instead of good, I found poor readers—the most wretched, in fact, I had ever met. They stumbled, they hesitated, they skipped the hard words, they ran over pauses at lightning speed, they halted at a comma long enough for a period, and at a period long enough for lunch; they read in a monotone, they read in a *polytone*; they read too high, they read too low, too loud, too soft, too fast, too slow; they let their voices fall where they should have risen, and soared high in the air where they should have used the falling inflection. They read comedy as though it were tragedy, but rattled off a dirge as though it were "Mother Goose."

I felt a strong temptation to have one and all begin with the primer and first reader. But as that was out of the question, I did the next best thing. I tried to make good readers of them, using the best text-books I found in their hands. After some months of faithful work, the inflections of "Old woman, old woman, old woman, said I; Oh, whither, oh, whither, oh, whither so high?" and "Earth to earth and dust to dust," did not exchange places so often as when the work was begun.

I began by assigning very short lessons, which I required to be read at the time of recitation, by each pupil. Each day I explained very carefully the meaning of what was to be read the next day, encouraging pupils to ask questions about difficult points, and to seek information concerning the subject matter of the lesson, and ended by reading the lesson to them at least once, sometimes two and even three times, in order to give them an idea of how it was to be read. In short, I aroused their interest in the next day's lesson before I dismissed the class, and after each recitation I stimulated them by careful praise, and strengthened them by yet more careful criticism. As soon as sufficient improvement was made, I had them read to the class selections of their own choosing, at first short, then increasing in length with the proficiency of the pupils. In almost all cases the selections were well chosen and much better read than were the regular lessons. So, finally, I confined the reading exercise almost wholly to this supplementary work, and the improvement was more marked in proportion as I did so. When they were through reading their selections, we discussed the leading points, accuracies or inaccuracies of statements, forms of expression, etc. Toward the close of the term I frequently gave them selections of my own choosing, allowing them no previous opportunities for study, and found this a splendid test for them, as it taught them self-reliance and quickness of apprehension; and it also encouraged them to new effort, besides strengthening them in many ways. I also drilled them in writing compositions in connection with reading. This gave them facility in expression, and was an aid in the understanding of the thoughts of others. I induced them to provide themselves with popular dictionaries, which contained all the words in common use, giving the most obvious meaning. Those little, cheap books did more real good in this instance than an unabridged dictionary would have done.

Now for the result. When the school closed, the great majority of those pupils could take up any newspaper and read so as to be understood by those around them. They could read intelligently, and could give a connected account of what they had read. In reading aloud, they would make no more mistakes than are made by nine out of ten persons, when an article is read for the first time by them. Moreover, they had acquired such an interest in the subject, that they enjoyed reading the books and newspapers which fell within their reach. They realized that reading was something more than the mere calling of words, one after another. I did not attempt to teach them elocution; but, simply to read in an easy, natural manner—as though they were talking instead of reading. Perhaps I should say that the teacher who preceded me had drilled them on a few selections, for the purpose of "showing off," and that the real subject was not touched at all while he had charge of the school.

A Recreation for Friday Afternoon.

THE LOST KNIFE.

"CHARACTERS: Four girls—Nellie, Fannie, Carrie, and Julia, wearing hats, and carrying books as if just arriving at school. Fannie and Carrie are first on the scene, and are joined by Nellie."

SCENE—A school-yard.

Nellie. Girls, what do you think? My beautiful pen-knife is lost!

Fannie. Why you had it at school yesterday.

Carrie. O, what a pity, Nellie, How did you lose it?

N. It was stolen.

F. Stolen? That is dreadful! Who would do such a thing?

N. Who? Kate Winship, to be sure.

C. O, Nellie, are you certain?

F. I did not think she would do such a wicked thing. How did you find her out?

N. It did not take any finding out. I know she must have taken it.

C. What makes you think so?

N. I was cleaning out my desk yesterday after school—

F. That was no small job! You do get your desk in dreadful confusion.

N. And I laid my knife down on the outside of my desk. Kate picked it up and said she wished she had one like it.

C. That is nothing! We have all wished that a dozen times.

N. Yes, but there was no one else to take it.

F. How soon did you miss it?

N. I finished cleaning up, and had my hat on to go home. Then I asked Kate for my knife, and she said she had put it back on the desk.

C. Didn't you look for it then?

N. Of course I did. I searched my desk all through, but I did not find it.

F. Where was Kate while you were looking?

N. She had gone. She went as soon as I had asked her for my knife.

C. Felt guilty, I suppose.

N. She said she had to hurry home—had waited that long only to oblige me by holding up my desk lid.

C. Then she does not know that you accuse her of stealing?

N. No, but she soon shall. I mean to let her know it as soon as I see her.

F. But hadn't you better look again. You know how careless you are sometimes. Maybe you have overlooked it.

N. I am just as sure as can be that Kate Winship has my penknife.

(*Julia enters.*)

J. Good morning, girls. Has anybody here lost anything lately?

N. O, Julia, have you found my knife?

J. (*holding up knife.*) That looks like it, does it not?

N. Yes, oh! yes. Where did you get it?

F. I am so glad Kate did not take it.

J. Where do you think I found it?

N. I cannot think. Where?

J. In the school scrap-basket. I went all the way back to school last evening to look for an exercise I had lost. I thought it might have dropped

on the floor and been thrown into the waste-basket. Sure enough, there it was, and there, too, I found your knife, Nellie.

N. Thank you, thank you. How glad I am to get it.

F. But how could it have got in the scrap-basket?

N. I suppose it must have got mixed with the old papers that I cleaned out of my desk, and I must have thrown it there myself.

C. O, Nellie, suppose you had told Kate you thought she stole it!

F. You were so sure she had taken it. You had better not be so positive another time.

N. I ought to be ashamed of myself; and I am—I really am.

C. I think it would be well for us all to learn from this how easy it is to be mistaken, and how unwise it is to judge too hastily.

An Observation Class.

Have you tried an "Observation Class?" I am so much pleased with the workings of one organized at the commencement of our summer school, that I have concluded to ask a little space to present the plan adopted, and to give a few of the queries arranged for our first month's work.

The class includes some twenty-four pupils, varying in age from ten to eighteen years. Strange as it may seem we began with the subject of astronomy. Five questions were asked on the first Friday afternoon, to be answered the next Friday. This gave a full week for observation, and I can assure the reader that more eyes were reading the story of the stars than ever read it before in that little community. The interest was really wonderful, and almost every one was ready and anxious to be called upon to tell what he had learned during the week. I say *learned* because it is surprising how little even older people *know* of the stars by whose beams many have been guided all their lives. The fact is, most people do not make good use of their eyes.

QUERIES FOR FOUR WEEKS.

1. Do all the stars appear to rise and set?

Are there stars that seem to move around other stars?

Do we see the same stars in the same place in the heavens night after night?

Do all the stars look alike in color? Are there any stars that do not twinkle?

2. Is there a star that is always in the same direction?

How many clusters of stars can be seen?

How many very bright stars can be seen in the evening?

How many in the early morning? Are they the same stars?

3. Can we see the same number stars on every clear night?

Does the "Milky Way" span the whole heavens?

What direction does it extend?

Are there more stars in one part of the heavens than in another?

Do we see all the stars at midnight that we see at seven o'clock in the evening?

4. Are the full moon and sun in the same part of the heavens?

Does the new moon appear in the east or in the west?

Does the form of the moon change from night to night?

How long can twilight be seen after sunset?

Does the sun ever shine into a north window?

The teacher should be a careful observer and should always come prepared to supplement the knowledge gained by his pupils; and especially should he try to add one or two interesting facts to close the exercise.—*Cadmus in School Education.*

A Good Suggestion.

Children are often dull in class-work simply because they are required to sit still, when a very little movement, directed by the teacher, would greatly awaken their interest. The teacher of devices (and he is no true teacher who is not full of them) will plan for some bodily movement in every recitation, if it is no more than simply prompt rising and sitting, or passing to the board—somewhere in the recitation there will be opportunity for brisk movement on the part of the pupils.—*Ill. School Journal.*

CLIONIAN REVIEW.

MOTTO—*Pedentim et Gradatim.*

PRISCILLA DARSIE, Editor.

Mr. J. R. Willson, a former student of the Normal, now holds a position in a bank at Marion, Kansas, and is a stockholder in the same institution.

Mr. J. R. McCullom, '83, has been elected superintendent of schools in Wright county, Iowa.

Mr. John Simpson, of Mt. Pleasant, Westmoreland county, Pa., recently paid the Normal a visit.

Col. Sanford, in his last lecture at the Normal, said, "Dress don't make the man or woman, but after they are made, they look better dressed up."

An Oriental potentate once bade his prime minister compose for him a motto that would answer both for seasons of prosperity and adversity. Here is the sentence which he had engraved upon his signet ring: "This too shall soon pass away."

The following are a few specimens of sentence-making to illustrate the definitions of words, found in small dictionaries:

Frantic—means wild: I picked a bouquet of frantic flowers.

Retorted—Returned: We retorted home at six o'clock.

Athletic—Strong: The vincgar was too athletic to be used.

Turbid—Muddy: The road was so turbid that we stuck fast in the mud.

Press bravely on, and reach the goal
And gain the prize, and wear the crown;
Faint not! for to the steadfast soul
Come wealth, and honor, and renown.

An author, no less eminent than judicious, makes the following distinction between the words, "innocence," "wisdom," and "virtue." Innocence consists in doing no harm, and occasioning no trouble to society. Wisdom consists in being attentive to one's true interest, in distinguishing it from a seeming interest; in a right choice, and a constant adherence to it. Virtue loves the good of society and often prefers it to its own advantages.

Never excuse a wrong action by saying some one else does the same thing; this is no excuse at all.

A Visit to the Museum.

Being informed that wonderful sights could be seen in the museum, I determined to embrace the first opportunity presented and visit it. On the first floor of the building I met our old friend Brant, the head cook and bottle washer of the establishment, who said, before I surveyed the wonders before me, I should allay the pangs of hunger, and forthwith proceeded to his *Bakery*, and such a tempting repast as I sat down to was never set before the gods—Delicious *Foxts*, *Mellons* so ripe that when you thumped them they would go punk, savory (Cunning-) *hams*, tender *Greene Plants*, and other dainties too numerous to mention. This scene was completed by the fastidious *Butler* who waited on me. My cravings in this direction having been satisfied, my attention was attracted by a loud *Guffah(ey)* issuing from the throat of one of those darling little creatures—a donkey. After this I *Goed* to another quarter, and the next thing I saw was a *Bear*, trying to *Curry a Kidd*, but the Kidd, at a given signal from the manager, *Horners* the Baer in the head, and the Baer attempting to *Ward* off the blow, loses its balance and *Walters* on the floor as if it were dying. At this point a *Berry*-man passed whose head is covered with black-berries instead of the usual covering; following in his tracks is a wonderful *Singer* that imitates the cry of every bird in the universe. In the cabinet rare specimens of Arkansas *Kiehl* were found. In turning a corner we came face to face with one of the grandest works of art the world ever exhibited. *Day* was just breaking, and the summit of *Mount-Sier* could be seen in the far distance. At the crossing of the *Rhodes* was a *New-Kirk*. I *Dar-sic* it is Sabbath, for the *Bell* is ringing, soldiers are marching from *Camp*, and *Semans* are gathering from the *Westbay*. From this I go to the *Flora* department, and one almost imagines he is in *Sutherland*. A beautiful *Birdie* is warbling in the branch of the *Underwood*, and near by is a *Lilley* of the Valley. Seeing a look of weariness on my face Brant asks what *Ailes* me, and learning that so many sights have been too much for my nerves, assures me that he

Hath a-way out, and so conducts me through the *Hall*, and with his ponderous *Keys* unlocks a curious structure known as *Applegate*; we go out and are *Scott* free once more.

The literary societies are arranging to give the cantata, "David, the Shepherd Boy," on the evening of the thirtieth of May. The work is already well underway. The society members receive the musical and dramatical drill besides the pecuniary benefit.

To the original cantata of ten scenes there have recently been added two scenes, introducing two charming duets between David and Jonathan, and Saul and Jonathan. The twelve scenes make an evening's entertainment of some two hours length, instructive and charming. The interesting story of the shepherd of Bethlehem, who afterward became Israel's greatest king, needs no word of explanation.

The words are selected and composed by H. Butterworth, the poet of the *Youth's Companion*, and are historically accurate, and written with the author's usual excellence.

The music is composed by Dr. Geo. F. Root, the American composer, whose works are more generally known in England than those of any other writer and is conceded to be the greatest of his many excellent works.

The managers expect to provide accommodations for getting to and from the college, and are negotiating for transportation at excursion rates.

The cantata will be beyond question the best musical and dramatic entertainment ever given in the valley.

Let all society members interest themselves to make it all it should be in attendance.

That the school is well supplied with musical instruments can be seen by the enumeration of a few. We have six pianos, three flutes, two guitars, two violins, indefinite number of mouth organs and Jews' harps, two reed organs, six kazoo horns, and one cornet horn. What other school can say as much?

PHILOMATHEAN GALAXY.

MOTTO—*Non Palma Sine Pulvere.*

FRANK M. SEMANS, Editor.

The Institute term opens May 16.

Next year promises to be a very prosperous one for the Normal. The Senior class will be larger than usual and the attendance of students in the lower classes is likely to be quite large.

Philo's enrollment of membership to date is about 70.

Eight of the twelve male members of the Senior class are Philo's.

The contestants for the coming annual contest between the two literary societies, have been selected and are already at work.

Mr. W. E. McCrory has our sympathy in the loss of his mother on Friday, April 21. Mrs. McCrory had been ailing for some time and her death was not unexpected. Mr. W. E. McCrory attended school here in '84 and was an active member of the Philomathean Literary Society. He is at present engaged as book-keeper for Brooks Oil Company, Cleveland, Ohio, where he has been for two years past.

The sweetest word in our language is *love*; the greatest word is *God*; the word expressing the shortest time *now*. These three words make the greatest and sweetest duty we can perform. *Love God now.*

The Seniors have begun their chapel exercises and those who have delivered their orations are to be commended for their work. Mr. W. D. Cunningham, a Philo, and a good one, too, delivered an excellent oration on "*Eloquence of Decay.*"

The model school flourishes under the management of its efficient and highly respected principal, Prof. F. R. Hall. Nearly all of the Seniors have taught their required time (21 weeks) but owing to their love for their work they continue their teaching.

Philo society has been favored every evening of this term with some very fine selections of vocal music by the choir, consisting of members of the society. The committee on music deserve much credit for their efforts spent in this direction and are to be congratulated on the success resulting from them.

Prof. Wood, teacher of Physics, gave a number of exceedingly entertaining and very instructive experiments in the Normal Chapel on the evening of April 9th. A large number were present, both students and friends of the school, to witness the exercises and all were highly pleased with the evening spent, congratulating themselves upon being present and highly commending the professor on the complete success of the evening's exercises.

The Spring term of '87 finds Philo in a more prosperous condition than ever before. She neither lacks that *interest* which is the foundation of all successful literary work and which all must strive to obtain before success crowns them in any profession or work; nor that *earnestness* which towers above all other conditions requisite to one's success in life.

Mr. F. P. Keller, of Monongahela City, formerly a student of the California Normal, expects to enter Cornell University soon for which he is now making preparation. We wish Mr. Keller the success in his future undertakings that he has achieved in the past.

The annual examination of the Juniors and Seniors will be held June 21. Both classes are of good size, the Seniors numbering 23 and the Juniors over 50.

The lecture given in the Normal Chapel on Friday evening, April 22, by Col. Sanford on "the Old and New," was a good one and was highly appreciated by the audience. Col. Sanford has a power of holding the attention of his hearers, possessed by few lecturers but desired by all. In recommending his lectures we would say, if you ever have the opportunity to hear him, don't fail to do so.

The four classics required to be read and commented upon by the Senior class in the form of essays have all been completed except one. The one remaining to be read is Milton's *Comus*. This kind of literary work was never required before. The class enjoy the work and think it an excellent thing.

The Philomathean and Clionian Literary Societies have arranged for the cantata "David, the Shepherd Boy," which will be given May 30. As the benefits from this entertainment are for the societies, all who are interested in them should avail themselves of the opportunity not only of hearing this excellent cantata, but of helping along the societies.

The music class, composed of the Juniors and Seniors, are doing good work under the direction of their esteemed and efficient teacher, Prof. W. K. Stiffey. The text book in use at present is the cantata, "David, the Shepherd Boy." The class are enjoying this work and hope to be able to produce the cantata in fine style.

Mr. Vincent C. Rader, a prominent member of the Philomathean Literary Society, received a telegram on Saturday evening, April 16, informing him of the sad accident his father met with during that day and which we learn afterwards resulted in his death. The cause of Mr. Rader's death in few words, was as follows: Mr. Rader had entered a coal bank with the intention of getting a load of coal. While in there gas had been communicated to this bank from another mine and this gas having become ignited, it shut off his road of escape. Though every effort was made to reach Mr. Rader and release him from his imprisonment, it was all to no avail. It was with the greatest trouble that his body was recovered several days afterward. Mr. Rader was 51 years of age and leaves a family of three children. Our sympathy is extended to Mr. Vincent Rader and his brothers, in this, their sad bereavement.

Miss Ewing, music teacher at the Normal, has favored Philo society with a number of fine selections of instrumental music, some of which we understand, were of her own arrangement. Miss Ewing is an honorary member of Philo and one held in esteem by the society.

Miss Jennie Ache, formerly a student at the Normal and also a *good Philo*, is attending a summer school at her home in Masontown, taught by Mr. Leroy Lewellen, class of '86.

How Agassiz Taught His Children.

From Life of Agassiz: Houghton, Mifflin, & Co.

Agassiz collected about him, by invitation, a small audience of friends and neighbors, to whom he lectured during the winter on botany and zoology, on the philosophy of nature. The instruction was of the most familiar and informal character, and was continued in later years for his own children and the children of his friends. In the latter case, the subjects were chiefly geology and geography, in connection with botany; and in favorable weather the lessons were usually given in the open air. One can easily imagine what joy it must have been for a party of little playmates, boys and girls, to be taken out for long walks in the country, the hills about Neufchatel, and especially to Chaumont, the mountain which rises behind it, and thus to have their lessons, for which the facts and scenes about them furnished subject and illustration, combined with pleasant rambles.

From some high ground affording a wide panoramic view, Agassiz would explain to them the formation of lakes, islands, rivers, springs, water-sheds, hills, and valleys. He always insisted that physical geography could be better taught to children in the vicinity of their own homes than by books or maps, or even globes. Nor did he think a varied landscape essential to such instruction. Undulations of the ground, some contrast of hill and plain, some sheet of water with the streams that feed it, some ridge of rocky soil acting as a water-shed may be found everywhere, and the relation of facts shown perhaps as well on a small as on a large scale.

When it was impossible to give the lessons out of doors, the children were gathered around a large table, where each one had before him or her the specimens of the day, sometimes flowers, fruits, or dried plants. To each child in succession was explained separately what had first been

told to all collectively. When the talk was of tropical or distant countries, pains were taken to procure characteristic specimens, and the children were introduced to bananas, coconuts, and other fruits, not easily to be obtained in those days in a small inland town. They, of course, concluded the lesson by eating the specimens, a practical illustration which they greatly enjoyed. A very large wooden globe, on the surface of which the various features of the earth as they came up for discussion, could be shown, served to make them more clear and vivid. The children took their own share in the instruction, and were themselves made to point out and describe that which had just been explained to them.

There was no tedium in the class. Agassiz's lively, clear, and attractive method of teaching awakened their own powers of observation in his little pupils, and to some at least opened permanent sources of enjoyment.

The Number Circle.

BY WINTHROP.

This device is by no means a new one; but it is always serviceable, and a good thing cannot be repeated too often. Make a circle on your black-board of the nine digits, something like this:

	4	
	9	6
5	8	2
	3	1
	7	

There need be no order in the arrangement of the figures, and the circle may be erased after the exercise, and easily put on the board whenever it is desired to use it. It may be used in a great variety of ways. One or two of the simplest methods are offered as merely suggestive:

1. The teacher points out the numbers with no regard to their order, and the pupils silently add. Any sum may be determined upon by the teacher, or she may call for the sum after any number of figures have

been touched by the pointer. Pupils may point, also, for others to add.

2. The teacher points, using any number as a repeater with each number; *e. g.*, $8+7+5+8+9+8+3+8$, etc. This serves to fix in the memory combinations.

3. Begin with 100, or any number and have the pupils subtract the numbers as the teacher points to them.

The alert teacher will develop many methods other than these, and daily use of the circle will make it valuable in rapid and accurate work in numbers.

General Exercises.

Let the pupils write or tell lists of articles found for sale in groceries. Have this list neatly written on the board in full sight of the pupils, as early in the week as Wednesday. Have it understood that on Friday afternoon, that with the maps before the school, and with the books of reference near by, time will be spent in talking about these various things. From what countries they come, how they are produced, for what they are used, etc. Let all who can, find pictures to illustrate any of these points. The teacher needs to have a little supply of general knowledge, in order to "chink in" and to direct the talk along certain lines. The tea, coffee, spices, dates, olives, flour, sugar, etc., will bring out many interesting ideas. It will assist this exercise, if, as in the Dowagiac schools, a large map of the United States or of the world be outlined on a blank floor space. Move off the teacher's desk and make the map on the rostrum. On this map let the various articles be piled as nearly in the locality of their growth as possible. Control the talk and make of it all a language lesson.—*Michigan Moderator.*

An enthusiastic teacher can rouse a lethargic class or room in a few moments, and a great exertion to overcome personal languor for a little while can make the whole day a success in lessons.

Geographical Cards for Busy Work.

[CUT THESE OUT AND PASTE ON THE BACKS OF OLD CARDS.]

1. What kinds of trees grow in your State?
2. What grains grow in your State?

1. What minerals are found in your State and how do men get them?
2. What are farmers? Miners? Manufacturers? Merchants?

1. In what city, county, and State do you live?
2. Name the other towns in this county.

1. What State lies west of your State? East? South?
2. Draw a map showing the shape of your State.

1. What is an ocean? Name one.
2. What is an island? Name one.

1. What is a desert? Name one.
2. What is a lake? Name one.

1. What is an oasis? A prairie?
2. What are hills? Name a range of hills.

1. What is the shape of the earth?
2. How do you know the shape of the earth is what you say it is?

1. What two motions has the earth?
2. What are caused by these two motions?

1. What is the earth's axis?
2. What names are given the extremities of the axis?

1. Name three gulfs on the coast of North America.
2. Name three large islands on the coast of North America.

1. Name three large rivers of North America that flow southward.
2. Name three large rivers of North America that flow eastward or westward.

1. What is meant by *domestic* commerce? By *foreign* commerce?
2. Name the three largest countries of North America.

1. What is meant by the *circumference* of the earth?

2. How many miles long is the *circumference* of the earth?
1. What is meant by the *diameter* of the earth?
2. How many miles long is the *diameter* of the earth?

1. Name three food productions, three wild animals and three kinds of forest trees, belonging to the hot climates.
2. Name the same as in No. 5-13, belonging to the temperate climates.

1. Name the oceans which touch North America.
2. Describe the Yvkon, St. Lawrence and Missouri Rivers (source, general direction and outlet of each).

1. Name three bays on the coast of New England.
2. Name and locate the two largest cities of the Middle Atlantic States.

1. Name the two most important occupations of the people of New York.
2. Name the two most important occupations of the people of Pennsylvania.

1. Name three rivers which rise in New York and flow into, or on the border of, Pennsylvania.
2. Name and locate the capitals of New York, Pennsylvania, New Jersey, Maryland, Virginia and West Virginia.

1. What causes the change from day to night?
2. In what direction does the earth turn?

1. Why does the surface of the earth appear flat to you?
2. Name four bays on the Atlantic coast of the U. S.

1. What State has two capitals? Name them.
2. Name three rivers of New York, one flowing *northward*, one *eastward*, and one *southward*.

1. Name and locate the capitals of Maryland, Virginia, Georgia, Mississippi and Louisiana.
2. Name the States that border on the Pacific.

1. Name three valuable metals found in the Pacific States.
2. Describe the Columbia River, (source, general direction and outlet.)

1. What State has three of the Great Lakes on its borders? Name the three lakes.
2. Locate Chicago, St. Louis, Cincinnati, Denver.

1. Name three rivers flowing into the Mississippi from the west.
2. Name four States or Territories west of the Mississippi River which produce very large crops of grain.

1. Define peninsula and name these peninsulas in North America.
2. Define isthmus and tell what continents are connected by the isthmus of Panama.

1. Define mountain and state the position of the Rocky Mountains; the Apalachian.
2. What is a gulf or bay and name three large ones.

1. Define a spring and tell how a spring differs from a well; how from a cistern.
2. Why are springs, rivers and lakes called inland waters?

1. Where is the Suez Canal, and when was it dug? Why do the Egyptians value the Nile River?
2. Tell what you can about the interior of Africa.

Pointing at words in reading is now regarded, and rightly, too, as a pedagogical crime. There is no possibility of the best interpretation, or any, indeed, when there is so little familiarity with the words and their arrangement as to make it necessary to follow the word with the finger. If the habit was acquired before you took the class, break it up at all hazards.

"I have no 'because' with the little children, no explanation of processes. The things I aim at with the little folk are accuracy and rapidity, and they will see the reason as early as they can understand it; if not, there is time enough for that after the process is acquired," said a teacher whose class was doing some fine work in processes. We liked it as we saw it handled by her.

ETERNAL VIGILANCE is the price of good order.

What is Profitable Work for the Primary Schools?

BY ANNA JOHNSON.

Teachers who have more than one grade to teach find the need of quiet, busy work, which shall be useful, practical, and entertaining. They want work that will so occupy the mind that there will be no disposition to play, to be indolent, or troublesome. The following contains some suggestions:

Cut from the daily, weekly, monthly papers, and old magazines, suitable notices and advertisements that contain useful words for spelling. To make durable, paste them upon cards or stiff card-board, and distribute to the children to copy. Suitable advertising cards may also be used. Bill-heads of different kinds of business may be collected for copying; thus business forms are learned, together with spelling and penmanship. Correct forms of notes, bills, receipts, and letters, when not obtainable in print, may be written upon smooth card-board. Little items of information may often be culled from papers and old magazines. These may also be pasted upon card-board for copying. Bits of poetry, "Golden Thoughts," and wise sayings of great men may be used in the same way.

Outline drawings, so simple that children could copy, are often found in papers. These the children could copy, and write simple sentences about the drawings.

The children may write lists of actions that are being performed around them; as, John is reading, Mary is cleaning her slate, My teacher is walking, etc. They may also write lists of objects in the room, naming to what kingdom they belong, of what material made, of what use as a whole, or as to their parts.

Furnish rules and let the children measure slates, desks, and books; and, if able to multiply, they can find the square contents of each. They may draw lines a certain number of

inches, also squares, and divide into smaller squares, triangles, rhombs, etc.

Get many varieties of leaves, trace the shapes on card-board, cut out and draw in veins. Write names of leaves and their parts upon the traced leaves, and give to children to trace on slates or paper; draw veins, and write the names as in copy. In this way, all the parts of the leaf may be learned, also the names of the principal trees, as well as garden and house plants.

This employment will keep them quietly busy and be pleasantly instructive. The doing impresses the memory better than anything else.

2.—PREPARATION. Learn thoroughly the great body of knowledge which pupils are to acquire; study the relation of one subject to all other subjects and the *relation of all modes of expression to thought*.

(a) In order to teach a grade, the teacher should not only know the work of that grade, but the steps which lead to and the steps which lead beyond to the highest grade.

3. Prepare each and every lesson with the greatest care; no matter how well you think you know the lesson, go over thoroughly every step of the ground.

(a) First get the *thought* of the lesson; acquire distinct precepts which you wish to build into the minds of your pupils; prepare yourself to answer every proper question which they may ask.

(b) If the pupils are to read, *master the thought* you wish them to get by reading; if there are problems to perform, understand thoroughly the relation of the *numbers*, and use *figures* simply to express, or get thought.

(c) In teaching geography, acquire distinct general concepts of the continents or countries to be taught, then learn all the details that you wish your pupils to put into the concepts. Prepare carefully the reading that is to aid in acquisition of concepts.

(d) Observe in science teaching all you wish your pupils to observe;

place yourself continually in the position of a pupil and work out the same problems he is to work out.

(e) Use all authorities possible in acquiring the details of a history lesson.

4. The preparation of technical work is of the greatest importance; by technical work is meant skill in the expression of thought, to-wit., speech, writing, molding, modeling, making, painting, drawing, music, and gesture.

(a) All expression should be along the lines of the least possible physical resistance consistent with the highest degree of intelligibility and legibility.

(b) It is a very important fact for teachers to know that their approximation to perfection in skill of expression by whatever mode, diminishes to a very great degree the effort on the part of their pupils to acquire the same skill.

(c) Therefore teachers should be constantly striving to make themselves perfect in all forms of expression, in perfecting writing, drawing, moulding, etc.

It was one of America's most hearty and social superintendents who responded to our inquiry, how it was possible for him to find so much time to visit his schools, that he preferred to be in school, especially a primary school, than attend any amusement in the world; and the beauty of it is that his devotion proves it.

Much is said and written on the "examination craze," and some political pedagogues seem to think it possible to erect monuments to their glory by a crusade for their abolishment. It is their abuse, and not their use, that should be attacked. Some teachers winnow these examinations of all abuses, and use them as a proper and effective stimulus to study.

A good question: "What will six quarts of molasses cost at sixty cents a gallon?" Try it with your pupils.

History.

BY W. R. COMINGS, NORWALK, O.

As travelers pass the homes, the shops and the school-houses of a country in their search for ruins and picturesque views, so children in reading history overlook its philosophy, its social and political lessons in their interest in heroes, wars and incidents. Few travelers are philosophical students of causes and results as shown in the home life of a people; few children are able to trace causes and results in history, or even to fully appreciate them when pointed out and they are still less able to read from the part a lesson for the present. They enjoy narratives, glory in the successful issues of a battle, and are devoted hero worshippers. Little more than this can justly be expected of even the oldest pupils in our common schools.

The study of history must be left for mature minds; the reading of history can hardly be begun at too early an age. The question then is, how shall the reading be done so as to accomplish the most good and, furthermore, what shall be read?

School work in history must of necessity be limited either to short periods of time or to mere outlines. At best but few pebbles can be gathered from the sea-shore. Naturally children like the bright pebbles best, that is, the important events or the outlines of history. In any case, it is best to establish such habits and methods of thought and of reading as will best pave the way to careful study or reading after the pupil has left school. The aim should be not the committing of a part or all of the text to memory, not preparation for examination; but making the study so interesting that the pupils will leave school with an appetite whetted for its further pursuit.

The dates of a few of the most important events should be firmly fixed in the mind and around them other events may be clustered.

Aside from this, committing to

memory as a preparation for recitation is not advisable, for what is so learned is easily forgotten, and the more so as such work is irksome and does not excite interest.

Lessons should be assigned by topics, not by pages. In their preparation pupils may be allowed to use any text-book, to ransack libraries, or get from any other available source items of interest. Nothing is more pleasing to a student than such research, and no pride is more justifiable than that felt by a pupil able to make a good presentation of matter of his own collection.

There should be frequent written and oral reviews, essays upon the habits and customs of the people, and biographies of a few of the leading characters. Biography is sometimes overdone. It is better to know a few heroes well than to have a little information about a great many.

Geography and history supplement each other. A little history will often add interest to geography; and the location of battles, the march of armies and the changes in the boundary of a country, if traced upon a map, will help to fix history in the memory. But there is no logical reason why the two should be combined more than incidentally. In the history of the United States the location of colonies, the increase of territory, the battle-fields and many other things, unite geography and history; but geography includes much that is not historical, and history should take account of great inventions, of customs, of religion, of education and of great men and their deeds, that are not geographical.

Each branch should have its own time for study and recitation. The class should be supplied with a fair selection of reference books, and above all should be led in their study by a teacher considerate, well informed and possessed of a lively spirit of inquiry. The interest in American history will be heightened by reading at appropriate times such poems as the following:—

Evangeline, The Ride of Paul Revere, The Building of the Ship, and Courtship of Miles Standish, by Longfellow;

Under the Old Elm, The Present Crisis, and some of the "Biglow Papers," by Lowell;

God Save the Flag, Grandmother's Story of Bunker Hill Battle, and a Ballad of the Boston Tea Party, by Holmes;

Barbara Fritchie, Yorktown, The Slave Ship, and others, by Whittier;

The Rising, and Sheridan's Ride, by Read;

The Landing of the Pilgrims, by Mrs. Hemans;

In Memoriam—A. Lincoln, by Mrs. Bugbee;

John Burns at Gettysburg, by Bret Harte;

The Black Regiment, and On Board the Cumberland, by G. H. Baker, and others.

Many of these are excellent for declamation for Friday afternoons, as are also the speeches of Patrick Henry, Clay, Calhoun, Lincoln and others. The poems and speeches will give a more decided coloring to the sentiments of loyalty and patriotism which are almost overlooked in our modern school text-books.

Some of the books most interesting and suitable for supplementary reading in connection with American history are Irving's *Life of Columbus*, Parkman's *Discovery of the Northwest*, Prescott's *Conquest of Mexico*, Higginson's *Young Folks History*, *Boys of '76 and Boys of '61*.

The true teacher will beware of introducing into his class any short cuts by using the diagramed, tabulated question and answer, or other superficial works that are said to be so successful in fitting pupils for examinations. The true teacher will look beyond facts to principles and methods.

The cleanliness of all classes of children in the public schools is one of the surprises of life. We have seen a building with hundreds of children from the humblest homes, and not one to a room, on the average, that was not neat and tidy. Who will estimate the character influence of this?

Word Game Amendment.

FOR THE LOWEST PRIMARY GRADE.

In the October, 1886, number of the *POPULAR EDUCATOR*, the following "Word Game" is published:—

"The 'Word Game' is played in this way. A pile of small cards on which words are printed is placed in the centre of the table. The child who can tell correctly the most words on the cards until the centre pile is gone is the victor this time. But one word is given at a time. If the child does not know the word given him, the card is put back in the centre pile and another given."

I tried the plan and found it useful for several reasons. Other ideas were also suggested by it. Instead of using printed words, I wrote the words that had occurred in the reading lessons on little slips of paper. If, however, a teacher prefers the printed words, it seems to me that the most inexpensive way would be to buy a reader and cut it up.

Every teacher must have found that words are too often known and told by a child, from their associations with a picture or with the rest of the sentence, but are not known by themselves. As we cannot get good expression in reading until the words are thoroughly known, the above method seems to be a great help to that end.

To know all the words in the primer part of the *New Franklin Primer and First Reader*, a child must have command of a vocabulary of one hundred and forty words; and this is only one of the four or five books that must be read during the first year of school! The first stories are indeed much the same, but a great many new words are introduced in each book. Hence for a young child to become thoroughly familiar with so large a number of words, too many ways of impressing them on the memory cannot be devised.

If ruled paper is used in the above exercise it will serve a double purpose; for then one or two words may be taken to the seats and copied. To allow the children to select their own words adds a new interest.

Words commonly used to begin sentences in the Primers may be repeated on another slip of paper beginning with a capital.

Again, all the words at one lesson may be of objects, (this is called by my children "the *seeing* game;") another, of verbs, ("the *doing* game;")

others, of colors, number-words, proper names that have occurred in the books, of fruits, etc.

If a child cannot tell the word, before putting it back in the centre pile, write it on the board and have help from the rest of the class. Perhaps, at first, some may have my experience, *viz.*, that at the close of the exercise, there will be quite a list of words on the board. The use and meaning of these words may be still deeper impressed, if the exercise has not already been too long, by having the words repeated either in concert or by the pupils in turn.

A pleasant variety is to have the word put in a sentence, and, if so desired, the teacher may thus write it upon the board. This helps associate reading with talking.

I keep my words in envelopes marked "Objects," etc.

Recognizing numbers to one hundred may be taught in the same way; and, in this case, the child failing to answer may himself make the number on the board after he has learned it.

At the close of the exercise, each child counts his slips of paper, and the one who gets seven knows he beats because seven is more than one, two, three, four, five, six. It was surprising to me to find that at first my youngest division were unable to tell who was the victor.

Perhaps the original idea, a *game*, may be lost in all this *work*.

M. S. T.

Devices to Awaken an Interest in the Reading Classes.

BY SYLVIA MANNING.

No doubt many teachers have had difficulty in securing the proper attention in the reading-class, and awakening an interest in the lesson. Especially, such is the case, when the pupils have been using the same reader for a length of time until they are familiar with all the lessons and have become, to a certain extent, tired of reading the same lessons from year to year.

I have tried a plan which works admirably in my school, and will suggest it to other readers of your valuable educational paper. Suppose you have a class of sixteen pupils in the Fourth or Fifth Reader. Two pupils may be selected to choose, or

form sides as in an old-fashioned spelling-match. Assign a reading lesson and give proper time for its preparation. Call on a pupil in one of the divisions to rise and read a stanza. Question him on what he has read in regard to location of place, also the meaning of difficult words, or their correct use in a sentence. While this pupil is reading, those in the other division will be carefully watching for mistakes, either in reading or in the manner of answering questions. After the pupil is excused, the teacher asks if any mistakes were noticed. Those on the other side correct mistakes. The teacher then places on the board the figure one, signifying that one pupil in that division has failed to read without a mistake. A pupil in the other division is next called upon. In the same way, questions are asked and mistakes noted. So continue, until all have read.

An account is kept of the number of pupils who make mistakes during the week. At the close of the lesson on Friday, the side which made the least number of mistakes during the week is designated as the "winning side."

Two other leaders are then chosen and sides formed for the next week. Since the adoption of the above plan, I have noticed that the lesson is much better prepared, and more attention given at the time of recitation. It is possible that some confusion may arise in regard to correcting mistakes. But by proper management on the part of the teacher, this may be avoided.

If there are any questions to be asked in regard to this method they will be cheerfully answered through the *Letter Box* by the writer.

Lesson on Lines.

Have slates and pencils distributed. Attention at the board. Draw a vertical straight line upon the board. "What have I drawn?" "A line." "What kind of line?" "A straight line." "In what position?" "Up

and down." "When it is drawn up and down it is said to be vertical. Make ten vertical straight lines upon your slates." Teacher draws another line upon the board. "What have I drawn?" "A line." "What kind of line?" "Straight." "In what position?" "Right and left." We call that horizontal." Draw ten horizontal straight lines upon your slates." Teacher draws a straight oblique line; a crooked line; a curved line in horizontal position; a curved line in vertical position; parallel lines in horizontal position; parallel lines in vertical position; diverging lines. Then question and let the lines be made on the slates as before. Erase the copy, and let the children draw the lines unaided. Have the slates collected. Then let the children tell you of horizontal lines in the room, as, the top of the door, the bottom of the door, the edges of the desks. Vertical lines,—the sides of the door and windows. Curved lines,—edges of cup or pitcher, stovepipe, steampipes, etc. Parallel lines,—opposite sides of door and windows.

W. WOODER.

Rulers of Sixty of the Principal Countries of the World.

BY DR. N. B. WEBSTER.

PRESIDENTS.

Argentine Republic; Dr. Juarez Celman.
Bolivia; G. Pacheco.
Chili; Jose Manuel Balmaceda.
Colombia; Rafael Nunez.
Costa Rica; Gen. Bernardo Soto.
Equador; J. M. P. Caamano.
France; Francois Paul Jules Grevy.
Guatemala; Don M. S. Barillas.
Hayti; Gen. Salomon.
Honduras; Gen. Luis Bogran.
Liberia; H. W. R. Johnson.
Mexico; Gen. Porfirio Diaz.
Nicaragua; Dr. Don Adan Cardenas.
Orange Free State; Sir John H. Brand.
Paraguay; Gen. Caballero.
Peru; Gen. Carceres.
Salvador; Gen. F. Menendez.
San Domingo; Gen. Ulises Henriaux,
Switzerland; N. Droz.

Transvaal; S. J. Paul Kruger.
United States; Grover Cleveland.
Uruguay; Gen. Maximo Tajes.
Venezuela; A. Guzman Blanco.

KINGS AND ONE QUEEN.

Abyssinia; Johannes II.
Belgium; Leopold II.
Denmark; Christian IX.
Prussia; William I.
Bavaria; Otto I.
Saxony; Albert.
Wurtemberg; Charles.
Greece; George I.
Hawaiian Islands; David Kalakaua.
Italy; Humbert.
Netherlands; William III.
Portugal; Luis I.
Roumania; Charles I.
Servia; Milan Obrenovitch.
Siam; Khulaloukorn I.
Spain; Alfonso XIII. (His mother regent.)
Sweden and Norway; Oscar II.
Great Britain and Ireland; Victoria I.

MISCELLANEOUS TITLES.

Afghanistan; Abdur Rahman Khan (Ameer.)
Beloochistan; Mir Khodadad (Khan.)
Bokhara; Seid Abdul Ahad (Ameer.)
Borneo; Hasim Alana Akamaldin (Sultan.)
Egypt; Mohammed Tewfik (Khe-dive)
Japan; Mutsu-Hito (Mikado.)
Morocco; Mulai Hassan (Sultan.)
Nepaul; Surandar Sar Shunishir Jung (Maharaja.)
Persia; Nassr-ed-Din (Shah.)
Tunis; Sidi Ali Pasha (Bev.)
Turkey; Abdul Hamid II. (Sultan.)
Canada; Marquis of Lansdowne (Gov. Gen.)
India; Earl of Dufferin (Viceroy.)

EMPERORS AND ONE EMPRESS.

Anam; Chang-Mong.
Austro-Hungary; Francis Joseph I.
Brazil; Dom Pedro II.
China; Kwang Hsii.
Germany; William I.
Russia; Alexander III.
India; Victoria I. (Queen of Great Britain.)

ANY teacher is at fault that thinks unduly of the rank at promotion.

JANUARY is one of the best months in the year for good solid school-work on the part of both teacher and taught.

WE regret that we are obliged to

put the interesting facts and beautiful illustration of Dr. Angell on page 158, but it was the only full page we could command, and we could not well abbreviate it. We hope the teachers will avail themselves of its suggestions.

WE have not advanced very far when we load the memory with facts; that contributes but little to perfecting the intellectual powers. They must be developed and strengthened by thinking.

It is refreshing to see with what ease the half, thirds and fourths may be taught to the youngest pupils. It helps to make early number-work interesting, and beyond that it paves the way for the easiest introduction to more extended fraction-work.

It may be carried too far, but it is a good principle to have all answers in sentences. If, however, an unnatural sentence has to be framed in answer, it is a mistake. Common sense should always reign in school-work, whatever rules are established.

In many studies a large amount of outside work is done which the pupil does not recognize as real study. In the lower grades much study is little more than dreaming over books.

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MAURY'S NEW PHYSICAL GEOGRAPHY.

A work on Natural Science, wonderfully interesting to teacher, parent or scholar. Specimens, \$1.20. University Publishing Co., 19 Murray St., New York.

May 26, 1874, was a red-letter day in the history of the Normal, for then it was, that by the appointed committee the school was accepted and officially recognized as the State Normal School for the Tenth District. Principal Ehrenfeld gives a glowing picture of the scene at the formal announcement. Says he: "The day of recognition; the enthusiasm of the multitude present; the outbreak of joy, solemn and tearful with many, when the decision of the committee was announced at the public meeting in the College Chapel; the fire and elevation of the speeches; the singular impressiveness of the meeting, as if the muses and all the virtues and religion were hovering over the assembly, and had kindled a divine warmth in all hearts and had loosened the tongues of the orators in unwonted eloquence—these things have consecrated the opening of the school's new era in the hearts of very many."

Prof. J. C. Gilchrist took charge of the school at California about 1863, and served as principal until his election as County Superintendent in 1866. In 1869 he resumed the duties of the principalship, but resigned in 1870, and removed to Iowa, where he has since been engaged in Normal School work.

From 1870 to 1871, Prof. G. G. Hertzog, who has long been Secretary of the Board of Trustees and Professor of Mathematics in the School, performed the duties of the principalship.

In 1871, Prof. C. L. Ehrenfeld, a Lutheran Minister from Hollidaysburg, Pa., was elected principal. He served until 1877, when he resigned to accept a clerkship in the school department at Harrisburg. Shortly after he was appointed state librarian and remained in this position several years. He resigned a few years ago to accept a professorship in Wittenberg College, Springfield, Ohio, where he is still engaged.

Prof. George P. Beard succeeded Prof. Ehrenfeld in the spring of 1877, and administered the affairs of the school ably and successfully for a period of six years. He resigned in 1883, and is now principal of the State Normal School at Lock Haven, Pennsylvania.

Theodore B. Noss, who had served about three years as vice principal, was elected principal in 1883, and is

now completing his fourth year in that office. He has had a longer connection with the school than any of his predecessors.

The annual enrollment of students in the Normal Department of the School, since its recognition has been as follows:

1874.....	134
1875.....	255
1876.....	283
1877.....	228
1878.....	366
1879.....	344
1880.....	309
1881.....	351
1882.....	355
1883.....	339
1884.....	333
1885.....	338
1886.....	358

The examination of the Senior and Junior Classes will begin June 21. The baccalaureate sermon will be preached Sunday evening, June 26. The Alumni will hold their reunion Wednesday, June 29. Annual contest on the evening of the same day. Commencement, Thursday forenoon, June 30. Class-day Exercises in the afternoon.

Facts Worth Considering.

It is not what we earn, but what we save that makes us rich.

It is not what we intend, but what we do that makes us useful.

It is not what we eat, but what we digest that makes us strong.

Persistent people begin their success where others end, in failure.

It is better to write one word upon the rock than a thousand on the water and the sand.

A man too busy to take care of his health is like a mechanic too busy to take care of his tools.

The best education in the world is that obtained by struggling to get a living. That this maxim is a true one can be shown by referring to the greatest literary men the world has ever produced. *Dickens*, during his childhood, endured every necessity of fortune, even being compelled to earn his own living when but nine years of age.

Bunyan, as is well known, was not only poor but ignorant in his youth. When imprisoned for preaching the gospel, the magic words that no

book but the Bible had ever taught him, and which his tongue was forbidden to utter, found vent on paper, and *Pilgrim's Progress* is the result.

Robert Bloomfield was a wretched shoemaker, who, while toiling in a garret, friendless, poor, ignorant, incessantly shut in from the beauties of nature by the dingy walls of his attic room, and as one would suppose, with no place in his starved soul for poetic sentiment wrote: "The Farmer Boy," which was not only popular in England, but was translated into several other languages.

Mr. W. L. McConegly, '86, is now engaged in temperance work with the young temperance lecturer, Burwell. His home is in McKeesport, Pa.

Revenge.

Revenge is a momentary triumph which is almost immediately succeeded by remorse; while forgiveness, which is the noblest of all revenges, entails a perpetual pleasure. It was well said by a Roman Emperor that he wished to put an end to all his enemies by converting them into friends.

Wise men sometimes say very foolish things, and when they do say them every fool remembers them.—Col. Sanford.

If a man would keep both integrity and independence free from temptation, let him keep out of debt. Franklin says: "It is hard for an empty bag to stand upright."

Mr. Keys' invention for renewing old love letters: Take a hair pencil and wash the part that has been effaced with a solution of the prussiate of potash in water; and the writing will again appear, if the paper has not been destroyed.

"Life is a succession of lessons which must be lived to be understood. All is a riddle, and the key to the riddle is another riddle. There are as many pillows of illusion as flakes in a snow-storm. We wake from one dream into another dream."

The invention of the telegraph is a thousand times better than all the lost arts of ancient times.—Col. Sanford.

Miss Hettie M. Porter, '85, has taught during the two years since graduation in Room No. 3, of her home school, at Stoneboro, Pa.