

The Normal Review.

Vol. 2. No. 10.

California, Pa., June, 1887.

50c. a Year.

Entered as second-class matter.

A warm welcome awaits all alumni and former students at Commencement.

Mr. B. W. Peck, '79, has been elected County Superintendent of Fulton Co. A good choice.

Fall term opens Sept. 5. The indications are that the coming year will be the most prosperous in the history of the Normal.

Rev. Edward Everett Hale, of Boston, will lecture in the Normal Chapel. June 8, on "The Human Washington."

The exercises of commencement week at the California State Normal School promise to be of unusual interest. The attendance of visitors will probably far exceed that of all former years; but with the large new hotel and the recent extension of the ladies' dormitory, in addition to former facilities, all who come can be accommodated.

The Normal Campus has been much enlarged and improved in appearance by moving out the front fence fifty feet.

Rev. E. E. Higbee, D. D. State Superintendent of Schools, will preach the baccalaureate sermon, on Sunday evening, June 26.

On Tuesday, June 28, the examination of teachers by County Superintendent Geo. A. Spindler and L. M. Herrington will be held.

ALUMNI RE-UNION.

As a departure from previous usage, the re-union of the alumni will be held this year on Wednesday instead of Thursday. The whole day will be devoted to social recreation, visiting old friends in town, and inspecting exhibits of school work done during the year. The formal alumni exercises will begin at 2:30 in the afternoon. An address will be delivered by the president of the association, Prof. W. S. Jackman, of the Pitts-

burg High School. This address will welcome to the alumni ranks the class of 1887. A brief reply will be made on behalf of the class, by Mr. Vincent Rader. At the conclusion of these exercises, an informal social will be held on the campus. The cornet band of California, will furnish music for the occasion.

ANNUAL CONTEST OF THE SOCIETIES.

On Wednesday evening, the Clionian and Philomathean Societies will hold their annual contest.

The contestants in reading are Miss Minnie Roley, (Clio,) of Bellevernon, and Miss Josephine Mellon, (Philo,) of Beaver Falls; in recitation, Miss Maud Sutton (Clio,) of California, and Miss Josephine Musgrave, (Philo,) of Shousetown; in essay, Miss Nellie F. Whiting, (Clio,) of Fayette City, and Miss Maggie B. Laird, (Philo,) of McCoysville; in oration, Mr. Frank J. Boyd (Clio,) of West Middletown, and Mr. Norman W. Phillips (Philo,) of Library; in Debate, Mr. Newton Miller (Clio,) of Amity, and Mr. J. Pressly McDonald, (Philo,) of Dawson.

The question to be debated is "Would the annexation of Canada to the United States be inexpedient for our government?"

COMMENCEMENT PROPER.

On Thursday morning, June 30, the commencement exercises will be held. The graduating class numbers twenty-three. Both ladies and gentlemen will present original addresses. These will be followed by the conferring of diplomas, by the Principal.

The closing exercises of the week will be those of the "Class," on Thursday afternoon. They will consist of the President's address, the class oration, poem, history, prophecy, etc.

The past year has been one of growth and substantial prosperity to the school.

Will our readers kindly show the REVIEW to their friends, and advise them to subscribe. Every teacher

should take an educational journal. Why not subscribe for the Normal REVIEW? It is surely the best for the money.

Principal Noss is a member of the examining committee of the Bloomsburg State Normal School, which meets June 14.

The new catalogue will appear probably on commencement day. Send for a free copy for yourself or for any one likely to be interested in the school.

This number of the NORMAL REVIEW completes the second year of its existence. We again earnestly commend the REVIEW to all former students of the Normal. The aim has been to make the REVIEW indispensable to all old students of the school.

Now, we ask that, you help us by subscribing, if you have not already done so, and by bringing the merits of the REVIEW to the attention of others.

We are grateful to the alumni who have in large numbers supported the paper from the start, but there are some whose names have not yet appeared on our subscription list. If every friend of the school will take a personal interest in the matter we can easily double the subscription list for the REVIEW.

The board of trustees, in 1865, consisted of twenty members. L. W. Morgan was president, Rev. A. Jackson Vice-President, Samuel Sickman Secretary, and G. M. Eberman Treasurer.

The NORMAL REVIEW is published solely in the interest of Truth. It advocates the broadest possible religious, moral and intellectual liberty. It believes that the nineteenth century is the best of all centuries, America the best of all countries and character the best of all possessions.

Our Public Schools.

THEIR NEEDS—SUGGESTIONS.

There are very many subjects of practical value, which may well engage our attention at this moment, and receive immediate application in educational work from those who have the legislative and executive authority necessary to inaugurate reform.

WHAT WE NEED.

We need, in many places, increased and better accommodations in school edifices for the better prosecution of the work; and in the grade of work done, high schools are much required in town or villages of from five to ten thousand inhabitants. The increased wealth of the state, at the assessed valuation from year to year, comes largely from the intelligence, industry, and moral principle inculcated through the schools. It will facilitate the accumulation of the wealth in the true and highest sense, to foster and develop in the most generous and sagacious manner, the machinery and equipment of our public schools. If more buildings and higher grades of schools are needed, higher taxes should be quickly imposed and levied for so beneficent and enriching a work.

In the school building the pupil meets the teacher. Better schools mean better teachers. Money does not always represent real value. The amounts paid for certain kinds of labor rather indicate the tastes and character of the community which pays

WHAT KIND OF WORK PAYS.

There is scarcely a kind of labor more necessary and enriching to the state than that of the school teacher; but the average pay in money is relatively small. Last year the average salary of the thirty-one thousand teachers of the state was seven hundred and one dollars in cities, and *two hundred and sixty-one dollars* in towns. If the public desire better instruction for the children, let

them show their desire by increasing the money valuation which they put upon the instruction given. I think that it would be but just, and perfectly consistent with public policy, to raise the pay of primary and intermediate grade teachers ten, nay, twenty-five, even fifty per cent., and justice requires an equalization as far as possible, of the pay of the heads of schools, whether male or female. Then, too, let us have done with all favoritism and wire-pulling in the appointment or promotion of teachers. In our cities especially, gross injustice is often done by these evils.

Our nine normal schools do not graduate teachers enough to fill more than one in ten of the vacancies occurring in the ranks of instructors.

EXAMINATIONS.

I would have examinations for appointment of teachers before the school commissioners, and liberty left to the commissioners to adjust themselves to the circumstances, within the limits of a general standard of efficiency prepared and circulated from the central educational authority of the state.

THE NUMBER OF STUDIES.

The medium of commutation between the teacher and taught is the curriculum of instruction—the course of study. Will not experience lead us to reduce the number of studies in the year, in many schools, and so lessen the superficiality of knowledge, and increase the thoroughness of concentrated and fruitful thought? May we not have too much analytical grammar, and too little mental arithmetic?

INDUSTRIAL EDUCATION

And now we have, in certain localities, the industrial education craze, if I may so term it. Many men, good men, too, say that our system of public education is a failure because we do not educate the "whole man," in our schools. They cry aloud for the state to evolve and carry into execution a system by and through which the boy may be educated in the hand

as well as the head. In other words there is a certain demand for industrial education,—manual training—in our public schools, I am decidedly of the opinion, from a present standpoint, that the state would better not engage in this undertaking, in connection at any rate, with our public school system. Technical education seems to me unwise and impracticable, because of the expense of plant and suitable instruction, and diversity of tuition in order to train the right class of pupils in the trade for which they are adapted and in which they are calculated to excel. Nor do I view with favor the sentiment at the antipodes of this that I have mentioned, which would educate American children in the language and customs of France and Germany, or ancient Greece and Rome.

WHAT WE WANT.

We want to develop American manhood and womanhood, and in that is the highest approach yet made in the history of the race to the ideal man. "A sound mind in a sound body;" that was the prayer of the Roman Juvenal. The Greek education was largely physical, seeking to develop the graces of bodily motion and strength of corporal endurance along with intelligence and refinement of mind. Calisthenics and judicious out-door sports may be more systematically and generally introduced in our schools. Gymnastic exercises may be added to the course in high schools, and there may be circumstances where perambulations and outings of pupils in groups of ten or twenty with the teacher, may facilitate powers of observation, refining intercourse, as well as physical pleasure.

TEMPERANCE INSTRUCTION.

We may reasonably expect that the course of instruction on physiological effects of narcotics and stimulants will improve the tone of our physical manhood, and I submit whether our American womanhood could not be practically advanced by instruction in the use and preparation of food, so that the sound mind in the sound body

may be preserved by sound food. The educated mind needs an educated stomach. Through the working of intelligent, moral and religious principle, honesty may require, the purity of food, and accuracy of weights and measures so that they shall be exactly what the children learned them to be or represent, in their early and innocent days. I would respectfully refer this matter of the use and proper preparation of food, for further consideration to Mrs. Dr. Agnew and Miss Dodge, the two most worthy ladies recently appointed and installed members of the board of education of the city of New York.

The health of the children in the schools is a matter of great importance; and in the outlay of funds for increased and improved accommodations the feature of ventilation, an warming, and exercise, should not be overlooked. The forenoon recess may be justified on this account, but in many places it might well be dispensed with.

MORAL EDUCATION.

The moral element must not be disregarded. The conscience must be instructed and trained in reference to lawful authority, and rights of property should and must be respected. The true basis of morality and authority will be found in the mandates and promises of revelation, and the educational ideal is the Christian man and woman, and the Bible as a text-book of this ideal, is surely to be retained to be read to the children as the ultimate charter of our liberty

Hints for Teachers.

BY EVELYN S. FOSTER.

I. My little pupils had a pleasant time, reviewing their spelling last week. I allowed both classes, (I have two in my room,) to recite together. We had what we called, a "War of Words." The whole school stood in a row across one side of the room. When all had spelled one word, we imagined, we had had a battle. Each pupil, who failed, went to his seat and wrote the word, on which he failed, twenty times. Failing, we imagined, was getting wounded; going to the seat, was going to the hospital; writing the word and learning to spell it, was getting cured; after spelling the word correctly, the pupil was able to leave the hospital and engage in battle again. Some pupils were able to get through the war unhurt. They were, naturally, proud and happy. In their anxiety to get out of the hospital, some of the dull children managed to learn some hard words that day.

II. In a village, where I once taught, one of the teachers introduced a game into her school, that pleased her committee so well, that he described it in his report. She would call a pupil to stand before the class, and let him describe some object in the room, not giving its name. The other pupils would then try to guess the name, the one, who guessed right, was allowed to take his turn to describe some object. This game improved the children's command of language and increased their knowledge of the properties of objects.

all right, has his name written upon the blackboard with a small colored star beside it. When he has had his examples right two days, two stars are placed beside his name, and so on until there are five small stars beside the name; then these are erased and a large five-pointed star takes their place. On another board a similar plan is followed for spelling. This device admits great variety. The large star alone might be drawn with yellow chalk to represent a golden star, the small stars being drawn in duller colors. With pupils of the grammar grade, a week of perfect work might be required for winning a star, the large star representing a month's good work.

No doubt the bright teachers, who read the POPULAR EDUCATOR, will think of other variations.

V. Now that spring has come, the little children can bring leaves to school, and for busy work, lay them on their slates and draw around them. I know a teacher who offered a prize to the pupil finding the greatest number of kinds of leaves. She succeeded in awakening much enthusiasm among her pupils.

A teacher has need of the esteem of her pupils without which she has neither authority nor influence over them; but she obtains it,—not taking into consideration the moral qualities, as truth and justice,—only by the prestige of her knowledge. Now children have a very subtle scent for discovering a teacher's weakness; not that they are capable of appreciating the true worth of her knowledge,—they attain that, if they attain it at all, only gradually, and at a later period of their lives,—but a sure

Examination Questions.

ARITHMETIC.

1. Express decimally 210 per cent and 7-8 per cent.
2. Bought a barrel of syrup for \$20. What must I charge per gallon to gain 20 per cent on the whole?
3. A builder sold a house for \$8,250, which was 12 per cent. more than it cost him, what was the cost?
4. Paid \$50 a month for house rent, which was 9 per cent. on the value of the house, what was it worth?
5. Bought books at a discount of 20 per cent on the retail price, and sold them at the retail price, what per cent did I gain?
6. On what amount of sales is \$241.75 the commission at 15 per cent, after deducting \$18.20 for expenses?
7. If one-fifth of goods valued at \$1,500 are sold at a loss of 10 per cent, what must the remainder bring to gain 20 per cent on the whole?
8. Willis sold some books for \$12; and thereby cleaved one-fifth of the cost; what would he have lost per cent, by selling them for \$8.
9. What is the base of computation in profit and loss? Rate and percentage being given, how is base found?
10. What is meant by "net proceeds?" What is the business of a broker?

GRAMMAR.

1. Define sentence, subject, copula.
 2. Name and define all the parts of speech.
 3. What is the indicative mood? Name its tenses.
 4. Write a sentence using the verb discovered in the passive voice. What is the passive voice?
 5. Give the case and construction of each word in italics in the following:
 - (a) We can manage the business *ourselves*.
 - (b) Poor little shivering *child*! How I pitied her.
 - (c) How do you like your new *home*?
 - (d) Be wise to-day, 'tis *madness* to defer.
 - (e) He called several *times*.
 6. What are the principal parts of a verb? Illustrate by using three irregular verbs.
 7. In what mood, tense and voice is each verb in the following:
 - (a) The picture should have been seen.
 - (b) My friend has heard the story.
 - (c) Speak the truth under all circumstances.
- Re-write the above sentences changing the voice.
8. Re-write the following using periods, quotation marks, capitals, etc., correctly.

A thoughtless person acts in a thoughtless manner he cannot be relied on his opinions are good for nothing for he seldom has any his room is better than his company.

9. How are sentences classified as to form? How as to use?

GEOGRAPHY.—SOUTH AMERICA AND EUROPE.

1. Locate the two highland regions, the selvas, pampas, and the llanos of S. America.
2. Name the three great river systems of S. America.
3. Name two things upon which vegetable-life chiefly depends.
4. What part of S. America is covered with tropical forests?
5. Give the two chief sources of moisture which supports this rich vegetation.
6. Name five of the forest products of the Amazon region.
7. Name five cultivated products of S. America.
8. Why is there no rain on the western side of the Andes of Peru and Bolivia?
9. Why do the western slopes of the Andes of Chilli and Patagonia have an abundance of rain?
10. In what part of S. America do we find all the large cities and the most civilized people?
11. Why is the rich valley of the Amazon chiefly inhabited by savages?
12. What is the principal water-shed of Highland Europe and what four important rivers rise there?
13. Locate the two groups which include the lakes of Europe.
14. How does the climate of High Europe differ from that of Low Europe?
15. Name in order the five leading nations of Europe.
16. What is peculiar about the surface of Holland?
17. For what is Italy famous?
18. Tell an important fact about each of the following: Vienna, Cologne, Bordeaux, Liverpool and Glasgow.
19. What does the straight of Bosphorus connect? What does it separate? What large city situated upon it?
20. Name five countries of Europe largely engaged in the fisheries.

Leaves from a Teacher's Question Book.

NORTH AMERICAN REVIEW.

1. Name the countries of N. America in the order of their importance. In the order of their size.
2. What European countries have possessions in N. America? What are they?
3. In what zones is N. America.

4. Give the prevailing climate of each of the countries.

5. Give the three great natural features of the surface, and tell how far each extends.

6. Name six of the most important river systems and tell into what each empties.

7. Which is the largest of these?

8. What does it drain?

9. Name five large rivers belonging to this system.

10. Name the three most important water-sheds, or divides.

11. What is the difference in the climate of Central America and Canada?

12. What causes this difference?

13. What effect does it have upon the people and their occupation?

14. What effect upon vegetation?

15. What are the chief agricultural products of Canada? Of Mexico and Central America?

16. What are their chief exports? Tell where each is obtained.

17. Why is the climate of California and Oregon warmer than places in the same latitude on the Atlantic coast?

18. What are the chief agricultural productions of the northern part of the United States?

19. Of the southern part?

20. What are the causes of this difference?

21. Where is the great wheat belt of our country? The corn belt? The cotton belt?

22. Where are our prairie lands? What is raised most extensively upon them?

23. Where are the great plains?

24. What is the character of their soil? Why?

24. What is the leading occupation on these plains? Why?

26. Where are the heaviest forests of the United States?

27. Of what kind of trees are they chiefly composed?

28. What are the most valuable forests of N. America?

29. What occupations are carried on most extensively in mountainous districts? In valleys?

ARITHMETIC.—REDUCTION OF COMPOUND NUMBERS.

1. What is a square, a cube, a two inch cube, a two inch square? What is meant by 2 square inches?

2. If 8 cubic feet cost \$1 what will one cord cost? Analyze.

3. A farm one mile long contains 320 acres, how wide is it? How far would a man walk if he walked around it?

4. A cubic foot of ice weighs 57 pounds, how many tons can be stored in an ice-house 20 yards long, 8 yards 1 foot wide and 20 feet high?

5. How many two inch cubes can be packed in a box 1 yard long, 1 foot 6 inches wide and 1 foot 3 inches high?

6. What will 7 piles of wood, each 132 feet long, 12 feet wide, and 8 feet high, cost at \$3.81 a cord?

7. I bought 3 silver goblets for \$24 at the rate of 4 cents a pwt., what was the weight of each?

8. If a man can walk a mile in 20 minutes, how long would it take him to walk 150 miles?

9. What will it cost to plaster a room 24 feet square and 9 feet high at 15 cents a square yard?

10. What would a carpet for this same room be worth at 85 cents a yard if it is a yard wide?

Home Lessons.

Whether or not it pays to give children lessons to prepare at home is a question well worth the consideration of teachers. The subject may be looked at from three points of view—the teacher's, the parent's, the scholar's.

It is manifest that if the children can be got to prepare in the evening some of the lessons for the next day, the teacher will be spared a great deal of drudgery, especially if such tasks consist of memoriter lessons. The teacher knows, too, that the proper preparation of home tasks is not only useful in fixing the lesson in the mind, but it is of even greater service in assisting to form the habit of self-dependence. At school the child has the teacher to assist her in her difficulties; but at home she has to trust to herself alone.

Parents are not agreed, however, in their estimate of the value of home lessons. Some look to the home lessons of their children as an index to their progress at school. Many parents are also glad to have home tasks set as a means of preserving their children from the contamination of the streets. There are other parents, however, who, look upon the question in quite a different light. There is the baby to mind and errands to run. Many children contribute to the income of the family by their labor before and after school hours. Girls are

thus employed by many people in domestic work. Boys find employment in cities in selling papers, tending stores, as errand boys; and in many other ways. It is but natural that the parents of children so employed should consider the infliction of home lessons as an injustice.

There may be children who look upon home lessons as a blessing and a privilege; but such children are probably few and far between. It is certainly not child-like to love over-much school work.

When children have had five hours' work in school they naturally desire some recreation; but what opportunity is there for play, when after school hours the child has "those horrid home lessons" to do, in addition to the work for her parents or employer? The daily strain upon a young child's body and mind, which attendance at school and the after preparation of home tasks induces, must result in some cases in permanent injury to those children who are either underfed and neglected, or are of a nervous and excitable temperament.

Another thing should not be forgotten, that a very large number of the children who attend our schools have not the conveniences at home necessary for the preparation of lessons.

Then, again, home lessons are a fruitful source of friction. If the rule of the school is that all children must prepare them, all who do not must be punished, either by the infliction of corporal chastisement or by keeping in after school hours to perform the neglected task. Children thus frequently suffer for no fault of their own; but for doing the work allotted to them by their parents, or for the unsuitable arrangements of their homes. It is a question whether the time spent by the teacher in setting and correcting home lessons would not be better employed in *teaching* the children in school hours. To set and carefully correct home tasks must occupy at least half an hour a day in most schools; and it is doubtful, at

any rate, whether so much good is got by the children from these lessons as would be derived from half an hour's work with the teacher in school. It is well known that when written exercises are set, such as sums, several children often copy the work done by one individual; and friends, brothers, sisters, and even parents at times do the work in order to obtain extra credit for the pupil or to save her from punishment. In such cases the immediate result to the child is the searing of its conscience by the practice of dishonesty. How many a child has played truant rather than go to school with its lessons unprepared? How many a sleepless night has been passed by little ones troubled about the lessons which they have been unable to master? And how many cases of over-pressure are the result of home lessons?

If home lessons are set at all they should not be made compulsory; but it should be left to the discretion of the parents whether or not they should be prepared. The scholars who take them might stay behind a few minutes after the other children have left to have their lessons corrected and the next tasks allotted. We have known schools in which this plan has been adopted with most satisfactory results, both parents and children rapidly learning to look upon the working of home lessons as a privilege rather than as an unwelcome task.—*Popular Ed.*

A boy of fourteen said, the other day, to the master of a school, to whom he had been sent because of his misdemeanors, "I can be a good or bad boy, just as I choose; but my teacher is to blame part of the time. She lets her temper fly at times, and I fight back with the same weapons; and I always get beaten. If she would be patient, why, I would be, too; and it don't cost much for a teacher to say kind words. She snarls at all for the bad conduct of one or two, and that sets me against her." The lad had some grains of true philosophy in his plaint.

Good Speaking and Good Reading.

BY Z. RICHARDS, A. M., WASHINGTON, D. C.

We often hear the expression that, "There are very few good readers and good speakers." The truth of this remark cannot be questioned. So self-evident is this truth, that elocutionary teachers and schools of elocution are rising up in every part of the country.

It is a humiliating fact that a majority of our teachers are anything but good readers. And it is a still more humiliating fact that a large portion of our prominent educators practically demonstrate, at our educational conventions, that they can neither speak nor read with such distinctness and propriety as to make their listeners hear and understand all they say.

Very many of our public speakers, when they are excited or wish to be emphatic and forcible, run into a loud, hurried utterance, combine the different elementary sounds in such a close and monotonous manner, that oftentimes nine-tenths of their hearers have listened to an unknown tongue. Some seem to think that eloquence consists in a loud, passionate utterance of some sentences, with very little if any regard for the sentiment; and then in dropping the voice so low, even to a whisper, that no one can distinguish the utterance, because the drum of the ear has been paralyzed by the previous vocal thunder.

But what are the remedies for these notorious defects? They are simple and easily applied; and it is astonishing that our so-called, best school-teachers do not apply these remedies, if they know them; or if they do not know them, they should learn and apply them. One thing is certain, the true work of elocutionary training must be begun in our elementary schools.

There are three distinct characteristics of good speaking and reading, viz.: 1. Distinctness, which re-

quires (a) perfect enunciation, or utterance of all the elementary sounds; (b) perfect articulation, or joining of sounds, and, (c) accurate pronunciation; or the proper accent of syllables and emphasis of words. 2. There must be a clear knowledge of the meaning of the words and the language read. 3. The ability to so read the language as to cause the hearers to understand it.

The pupils must be trained to *distinctness* of utterance, by correct instruction, under correct examples, from parents and elementary teachers. If the children at first utter sounds and words imperfectly or incorrectly in the family or in the school, it will be almost a miracle if they ever entirely overcome wrong habits early formed. Good elocutionary training may modify, but rarely eradicate such habits. Here we see the primary cause of so much poor reading.

The children must be early taught to enunciate sounds, as well as pronounce words, correctly. The correct sounds of every *new word* should be enunciated just as soon as its form and meaning can be recognized. If this training is carefully and correctly given in the beginning, there will be very little difficulty in training up all children to distinctness in reading and speaking.

But in addition to the above qualification of distinctness in vocal utterance, the *good reader* will have a clear knowledge of the meaning of the language used.

The training for this must also begin when the children begin their first lessons in language. Every word and sentence should be taught from the beginning, as a representative of a thought or of ideas. Hence the *idea method* of language-training should be used in our elementary schools. This will make good *silent* as well as good oral readers. Without this training the oral reader will utterly fail to be benefitted by what he reads.

But with this training he will so appreciate the meaning of language,

that he will consequently be able to so read orally, that he will cause his hearers to understand his reading.

"So they read in the book, in the law of God, *distinctly*, and gave the sense, and caused them to understand the meaning" (Neh. 88).

Alcohol, Muscle, and Brain.

We put a drop of alcohol into a man's eye. It poisons it. We try it upon the lining of a living stomach. Again it poisons it. We study after death, the stomachs of drinking men, and find that alcohol produces in regular stages redness, intense congestion, morbid secretions, deeper hurt, destruction of parts, utter ruin. We study its influence upon the health and strength of sailors and soldiers, and find it helps to freeze them in the Arctic regions and exhaust them in the tropics. We watch two regiments on a long march in India, one with, the other without grog, and are driven to the conclusion that even moderate quantities of alcohol weaken the muscles and break the endurance. We visit the training grounds of oarsmen, pedestrians, and prize-fighters, and learn everywhere the same lesson—alcohol is a poison to muscle and brain.—*Dio Lewis.*

Reproduction Exercises.

We regard reproduction stories as a very valuable exercise. Besides supplementing the writing, spelling, and reading exercises of the lower grades, indeed we may say of all grades, it aids in forming habits of accuracy, strengthens the memory, and develops the imagination. If conducted in a sprightly way by the teacher, it gives much pleasure to the pupils. And later, when the language lessons must combine with, or merge into, technical grammar, the dry lesson is already understood from some principle previously taught in the reproduction exercises.

Just when to commence this work we cannot say, but as soon as the

child can write legibly, he is ready for the first steps. Let him tell in a few lines the story contained in the reading lesson. It has been found by experience it is not best to limit the pupils as to length, only so far as to prevent the lazy ones from shirking. The incorrect expressions, and mistakes in spelling and capitals should be corrected carefully each time, and then have the pupil read his own production. We notice no dull, slow reading when he reads his own version of the story. All is life and sprightliness.

Next give a simple little picture and have pupils tell the story they see in it. This makes them observe closely, and helps their imagination. The child who has been read to a great deal at home, will usually produce the best story at first, but the others soon learn. Then give them about ten words that can be used in connection with a picture, and ask them to put it into a story. It enlarges their vocabulary, and teaches them to use correctly the words they earn.

Now try reading them a short story, and having them reproduce it. In this, require them to be very accurate in stating the leading facts. It aids the memory, and we firmly believe that, if carefully pursued, this course would do much toward eradicating the habit of carelessly listening to, and inaccurately repeating what is heard, the habit that so often makes great trouble in life. At this stage we would have them carefully copy the exercise when corrected, being sure that they observe their mistakes and understand the correction. Allow no poor work of any kind, and margins, capitalization, and punctuation will never be the trouble to them, that we find it is to those who never even copied a paragraph from their reader and noticed the periods.

The work already spoken of may be all that can be done before reaching the grammar grades, where diagramming and parsing begin to receive attention. We have then taken

some simple piece of poetry, analyzed the thought, studied the meaning of the words, and then reproduced the piece in prose. It is a pleasant and profitable exercise, and will teach children to enjoy poetry.

From this glide to original composition work, being careful to give them some points on the subject, that they may not be compelled to seek help elsewhere. The subject should be selected by the teacher, that there may be no chance for copying some short article, and passing it in for original work.

Just how much time each day or each week should be given to this work we do not say. Never let the pupils get tired of it. They often bring stories with the request that it be their next lesson. If possible use the story, and if there are not points enough to merit observation, have the work read in class and correct the mistakes orally.

This article was not intended to reach to the province of rhetoric and composition, but to trace the steps in reproduction work, and to show the benefits of the course, benefits which no other exercise can give so completely and pleasantly—*Carrie A. Beattie*.

Arithmetic.

The following methods of operation in fractions, decimal and federal money are worthy of attention:

1. With regard to the manner of writing the quotient; instead of placing it at the right of the dividend, it was written above, every figure of the quotient being placed directly over the figure brought down in the dividend. When naughts occur in the quotient there is less liability of omitting them. In division of decimals, the location of the decimal point could be more easily determined by following this plan: Required to divide .0047 by 4.7. Remove the decimal point to the right until the divisor is a whole number; remove the point in the dividend the same number of

places; then place quotient figure 1 directly over the 7. The answer is plainly thousandths, one forty-seventh of any number of thousandths is thousandths, of hundredths, hundredths, and so on. If, in the above, the divisor were 470, then both dividend and divisor should be divided by 10—dividend to be divided by 10 by moving the decimal point one place to the left, divide as before, placing the quotient 1 over the 7 in the dividend.

2. In discussing federal money, he emphasized the principle,—drill on difficulties and leave what the pupils will do naturally alone; for instance, pupils have no difficulty in writing dollars and cents when every place is full, and therefore need no drill on that, but in such expressions as nine dollars, nine cents or four dollars, six cents, five mills, they are liable to make mistakes, hence give much drill. In division of federal money reduce both dividend and divisor to mills, thus abolishing the decimal point.

3. Fractions.—Fractions should be written first in words or the child will confound the *expression* of a fraction with a *fraction*. For instance, write, two thirds, then 2 thirds, finally $\frac{2}{3}$.

Show pupils why some fractions are called proper and others improper. Show objectively that $\frac{3}{4}$ of 1 is the same as $\frac{1}{4}$ of 3 by placing three oblongs side by side. Divide one of them into four parts, take three. Then divide the other oblongs into four parts. Take one part of each of the three oblongs,—proves the same as the $\frac{3}{4}$ of the first oblong. In teaching common fractions, the teacher can give much preparation for decimals and percentage that will follow in the higher grades. Train pupils to see quickly the best way of obtaining results and work in the explanations afterwards.

Paper shoes are now made in England. They are made of *papier maché* and are said to answer in all respects the purpose of leather.

CLIONIAN REVIEW.

MOTTO—*Pedelentim et Gradatim.*

J. D. BERRYMAN, Editor.

Let every old California student be here for alumni day, Wednesday, June 29. A cordial welcome will be extended to you. Come one, come all!

The Cantata "David the Shepherd Boy," met with such success on the 30th, that it will likely be given again in the near future.

Major Montooth, who delivered the oration on Memorial Day, was emphatically cheered for his soul stirring tributes to the memory of Generals Logan and Grant.

The contest this year promises to be exceptionally good. Miss T. E. MacPherson is busily engaged in training the contestants.

Happy is the deaf man, for he can hear no evil of himself, And the dumb man, too, for he can speak no evil of any one.

One of the enjoyable times looked forward to at the College is "Field Day," when all assemble on the campus to have a jolly good time, and engage in all manner of physical sports. It is to be hoped that Clio will maintain a good record.

Major E. A. Montooth, of Pittsburgh, is the latest addition to Clio's long list of honorary members.

Memorial Day saw the familiar faces of many former students at California.

Clio society, for the second time, has elected a lady president, Miss Minnie E. Roley, who now occupies the presidential chair and governs the society with strength and justice, as its prosperous condition shows.

The Reunion of the Alumni, to be held Wednesday afternoon of Commencement week, promises to be the grandest ever held in the history of the school. Prof. Jackman, '77, of the Faculty of the Pittsburgh High School, is to deliver the address of welcome. Mr. Rader, of the present class, is to reply to the same. The occasion will be enlivened by music furnished by the Brass Band.

The aim of the Normal is to furnish unsurpassed facilities for the thorough preparation of teachers. No pains

are spared to make the school first-class in every respect. To parents, we can promise the safeguards of the best homes for their children. To students, we offer the advantages of a well-equipped school, and the stimulus of enthusiastic and highly competent instructors.

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

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

Quite a novelty has recently been introduced into the chapel exercises. Dr. Noss, at morning chapel reads a number of queries, and at evening chapel promiscuously calls for answers. The plan has a good effect. The students all expect to be called upon, and so give attention to both the reading and the answer.

A drunken Irishman fell down a second story flight of stairs, landing at the top of the first flight. Gazing down the latter he said: "Begorra, if it paralyzes a mon loike that to fall up stairs, Oi wonder phere Oi'd be if Oi fell down."

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

Mr. Minor Day, a brother of Miss Day, of the faculty, recently visited the Normal, and made a host of friends while here.

The Cantata, given for the benefit of the Societies, was a financial success; each society receiving quite a nice purse.

Friday evening, May 27, '87, Clio was tendered quite an ovation. The Philo brethren adjourned their society and almost the entire society visited Clio. We were so glad to see them, for such occasions rarely happen, that we gave each one an opportunity of making a speech. Some of Philo's most prominent speech makers spoke in words that suited the occasion. All had an enjoyable time, Mr. Rader said he enjoyed one of the best sleeps he'd ever had.

One-fifth of our gentlemen students are going to be book-agents the coming summer. Farmers, buy a bull dog!

Clio Society lately received a visit from Mr. M. A. Rigg, '84, who has been engaged in teaching near Meadville, Pa.

The members of the present Senior Class have prepared more apparatus for the college than any preceding class. They are now engaged in mounting flowers. Each member of the class are expected to gather, press, dry and mount twenty different specimens. Prof. Smith superintends the work, which is a sure sign that it will be well and neatly done. All this work will likely be placed for inspection by visitors, at the close of the present term.

The improvements in the College grounds are sure to attract the attention of visitors. The beautifully arranged beds of flowers, the shady trees; the pleasant grounds and the recent addition to the front, contribute to make California one of the most attractive places to go to school.

Mr. Rader says, "People who are always wishing for something new, had better try neuralgia."

Dr. Noss appointed Saturday, June 4, as the day on which to hold the 2nd Annual Field Day exercises.

Honesty is the truth of the heart and the truth of the lips; it is true heart feeling; poured forth in true utterance, whether of word or deed. The life of an honest man is a strong and sound rock, on which men may build securely.

PHILOMATHEAN GALAXY.

MOTTO—*Non Palma Sine Pulvere.*

ELLA M. TEGGART, Editor.

The lecture, June 8, in the Chapel by Edward Everett Hale is much talked about.

There will be a grand rally of old Normal students at Commencement. From far and near they write they are coming.

No investment will pay a teacher better than a Normal course. The young person who enters any profession without a special training for it, makes a mistake that he will regret when it is too late to correct it.

There is a growing demand for Normal trained teachers. Young teachers should heed the signs of the times. Why teach at low wages, and for short terms, when better preparation would open to you desirable positions, and place you in the line of advancement?

The Institute class is well represented this spring.

"Our Society" continues to prosper. Enrollment of membership to date, 84.

What animal took the most luggage into the ark? The elephant who took his trunk with him, while the fox and the rooster only had a brush and a comb between them.

"Philo" has always one or more excellent original orations included in her program. A number of her members have distinguished themselves in this line.

Miss Lola Griffith of last year's Junior class, at present a nurse in West Pennsylvania Hospital, was a recent and welcome visitor at the Normal.

Ruskin says. "It is no man's business whether he has genius or not, work he must whatever he is, and the natural and unforced result of such work will always be his very best, and just the thing God intended him to do. If he is a great man they will be great things, good and right, but if his work is done restlessly then they will be false, hollow and despicable."

Philo contestants are: Essay, Miss Maggie B. Laird; Select Reading, Miss Joe Mellon; Recitation, Miss

Josephine Musgrave; Original Oration, Mr. N. W. Phillips; Debate, Mr. J. P. McDonald.

The more people do, the more they can do. He that does nothing renders himself incapable of doing anything. While we are executing one work we are preparing to undertake another.

The California Normal is as cheap as the cheapest, and equal to the best. Think of a well-furnished room, spring bed, brussels carpet, steam heating, and excellent board, all for \$3.25 a week. No Normal school in the State offers as much for the price. Besides this, the school guarantees that the State aid will be paid *in full*, and deducts it from the tuition bill, *in advance*.

Mr. J. P. McDonald, Philo's contest debater is the youngest of three brothers, all of whom have been appointed to the same position by the same Society. The older brothers easily won the debate in '79 and '83 respectively.

It is sometimes said that city boys are brighter than their country cousins but the opinion will hardly be verified by the following true story. A Boston school mistress is in the habit of giving her pupils word lessons, that is, she describes some familiar object, going more and more into particulars till some one of the children makes a sign that he knows what it is. On this occasion she began to describe an animal which had two legs and two wings, was covered with feathers, lived most of the time in trees, and so on, when finally one little fellow put up his hand. "Well, what is it, Johnny?" she asked. "I think it is a cow," Johnny answered triumphantly.

The Philo Society recently ordered eight dozen cushioned chairs for their new hall. Come and try one.

It is not so much in knowing when to stop talking as it is in knowing how to keep from talking at all that human wisdom manifests itself.

"Say do you think its true that red-headed girls are quick-tempered?" "Suppose you ask one of them about it?"

Teachers who are ambitious to succeed should take at least, one reliable educational journal. Why not subscribe for The Normal Review. It is unquestionably the best, and most instructive paper that can be had for the money.

Philos were highly pleased to see so many of their friends at the cantata. Hope to see all at contest and commencement. The exercises for June 29 and 30 are very promising.

Ben Franklin was dining with a party of distinguished gentlemen when one of them said: "Here are nationalities represented; I am French, my friend there is English and Mr. Franklin is an American. Let us each propose a toast." It was agreed to and the Englishman's turn came first. He rose and in the tone of Briton bold said: "Here's to Great Britain, the sun that gives light to all the nations of the earth." The Frenchman was rather taken back at this, but he proposed: "Here's to France, the moon whose magic rays move the tides of all the world." Our Ben then arose with his air of quaint modesty and said: "Here's to Geo. Washington, the Joshua of America, who commanded the sun and moon to stand still, and they stood."

Education.

What is it? It is the training, developing of the powers of the mind, and the regulating of principles for governing the actions of the heart.

It is not the mere accumulation of facts, it is not the developing of the intellectual faculties.

It is true there is such a thing as intellectual, moral, and physical education.

One may be educated for any object or vocation, but in the generally accepted sense of the term it means the training and developing of the activities of the mind and heart, until the action of those organs come forth spontaneously.

It is the harmonious culturing of all the powers with which man has been endowed.

Eyes, and They See Not.

BY WINTHROP.

Ordinary things are often extraordinary things to children's minds. The commonest phenomena are rarely observed, and as rarely commented upon. To test a theory relative to the every-day appearances of the worlds about us, I prepared and asked the following questions, and have tabulated the results. There were 161 children in the three classes in which the questions were put, of whom 52 were boys in the sixth grade of the grammar, and 109 girls of the fifth and sixth grades of the grammar.

1. How many never saw the sun?.....	0
2. " " " " the moon?.....	0
3. " " " " the stars?.....	0
4. " " " " the sun set?.....	52
5. " " " " the sun rise?.....	33
6. " " " " the moon rise?.....	71
7. " " " " the moon set?.....	77
8. " " " " the evening red?.....	32
9. " " " " the evening star?.....	39
10. " " " " an eclipse of the sun?.....	120
11. " " " " an eclipse of the moon?.....	135
12. " " " " a star fall.....	67
13. " " " " the dipper?.....	42
14. How many do not know where the North Star?.....	117

Good Examples.

The editor finds among his papers, four very simple examples that he once used when, as a school committee, he visited some forty grammar-school classes and found few of them, even the first classes, that would get seventy per cent. They were given one at a time, and all the time necessary allowed. They were performed mentally, and the answer written. There was not a single school in which ninety per cent. of the pupils got even the easiest example right. There is no means of determining whether these examples were original or taken from some book or school report. Try them with your class.

1. What will 6½ pounds of sugar cost at 12 cents a pound?
 2. What cost 12 apples, at the rate of 2 for 3 cents?
 3. Bought 9 three-cent postage stamps, and gave a fifty-cent piece; what change did I receive?
 4. How many apples, at the rate of 2 for a cent, can I buy for 20 cents?
- American Teacher.*

It may occasionally be found useful to place the following diagram on the blackboard, to be reproduced by the scholars on their slates or paper. In the naming column the teacher may write a list of promiscuous names taken from the map, about which the scholar is studying. The map of the New England States is here chosen to illustrate the plan.

No.	NAME	WHAT	WHERE	REMARKS.
1	Katahdin	Mt. City	Me. Mass.	Detached
2	Boston	R. City	N. H.	Largest
3	Connecticut	Capitol	N. of Me.	Longest
4	Concord	I. Cape Sound	Mass.	Capital
5	Mt. Desert	Sound	S. of Conn.	Summer Resort
6	Cod	Mr.	N. H.	
7	Long Island	Mr.		
8	Washington			
9	Buzzard's			Highest
10				

NEW ENGLAND STATES.

The work for the scholars is to fill out the explanatory columns by referring to the map. By writing the names on the board, the scholars must do all the work of finding the places on the map.

Should the teacher not have time to copy the names on the board the scholars may be required to write in the first column, all the names on the map that commence with A; then all that commence with B. and so on, filling in the other columns as the case may require.

In the class the teacher can ask each how many names he or she has which commences with A; if John has ten names and Mary six, then Mary has not attended strictly to business. —*Popular Educator.*

In the army signal service, signals have been flashed from mirrors to a distance of from forty to fifty miles.

A Lesson Without a Name.

They came at noon,—the noon of a gray day. The day was one of the last of February's twenty-eight, and the snow lay deep on the ground. When Miss Oddways walked home from school at noon she was tired, because the day was gray and the winter had been long. When she went back the sky was blue and the air was clear, while her face wore a glad smile. She thought the silver-gray pussy-willows she had found waiting for her at home made all the difference. A group of boys were playing marbles on the icy sidewalk. "They are right, the boys and the willows," thought Miss Oddways; "spring can not be far away."

When she visited the C. Class, that afternoon, it was time for a Place Lesson, so the program said. But after the children had greeted Miss Oddways, must they not also give greeting to the clear brown and gray pussy-willows that she wore?

"What are they?" she asked, enjoying their interest in the newcomers. All the children knew, and wanted to tell. One little lad called them "brown kitties."

"Where do they grow?" "All along the Lake road!" "And the road to the Geyser." "All wet, swampy places." "Down in the woods, back of my house." "And oh," cried Harry, "such big gray ones grow down by the brook, at my grandfather's. I'll bring you some!" "Thank you," said Miss Oddways, seeing the child so happy in the thought of his giving. That will make us both glad."

"Who can guess why I wear these to-day?" "Because they are so pretty." "Because they feel so soft on your hand." "To make you remember the one that gave them to you." "Because you like them." These were the answers that came.

"Still another," Miss Oddways said. "Do you know, little people, that I wear these little 'brown kitties,' as John calls them, because they have a message for me! What do you think they are saying?"

Then their eyes were earnest, and they wondered. But never a word came.

"Let me tell you a secret," said the teacher. "See these little brown jackets the pussies wear? Shall I tell you when they were made?"

"Oh, I know," cried Bennie; "they've been on all winter, for last fall I found some and pulled them off, and there was the gray inside."

"Ah, yes; Bennie knows my secret. Now see how the gray has peeped out, underneath and all about the brown! Think how long it has waited under its brown coat; think why it comes out now; then tell me what it says."

They all knew,—glad knowing. "Spring's coming! spring's coming!" they chorused.

"What then?" "Oh, the May-flowers in the Ten Spring Woods!" "And the birds!" "And the violets all over everywhere!"

They were friends of theirs,—all the spring blossoms. They had not thought before, but they thought now, that the willows sent their silvery heralds to tell of the May flowers and violets and birds. And now they learned how the dear gray things had waited through all the long, cold winter months, till the time came for them to bear their message of hope and cheer.

Miss Oddways saw that they knew her meaning, but she did not say anything about patience nor faith. "You see, the willows were sure, all winter, that spring would come when it was time. So they waited. 'Twas a happy waiting, I think, don't you?"

There could be no Place Lesson. They had talked the time away.—*Exchange.*

Miss Greene's Way.

BY MISS IDA M. GARDNER, PROVIDENCE, R. I.

When the bell rang for recess, Christie and Arnold presented themselves at Miss Greene's desk. With drooping heads and flushed counte-

nances from which the smiles had not wholly departed, they managed to say, in a shame faced manner,—

"Miss Allen sent us to you."

"Sent *you* to me?" asked Miss Greene, in a grave, surprised tone. Lowering her voice, she added, "For what?"

The smiles had all gone now. "For laughing in the class."

"Had Miss Allen asked you not to laugh?"

"Yes'm."

"And you refused to grant her request?"

"Yes'm." The heads were lower now.

"What would you think, boys, of a gentleman who refused to grant a lady's request, provided the request was a proper one?"

A long pause. Silence was a very effective weapon in Miss Greene's hands. She never hurried her pupils for an answer, when conscience was working within. Still, the boys knew she was waiting for an answer. At last Christie ventured to speak.

"Shouldn't think he was very gentlemanly."

"You did not think of that, I presume, when you refused to grant Miss Allen's request."

Another silence.

"Boys, I am *ashamed* of you!"

The little faces were very serious now. The amusing incident was forgotten. Toes squirmed in shoes in a way toes have when boys feel uncomfortable. At last Arnold looked up, with an earnest, troubled look on his dear face.

"What can we do about it, Miss Greene?"

"What *ought* you to do about it? What would any gentleman, who had offended a lady, do?"

After some thought, Christie answered:

"He'd say, 'Scuse me.'" Arnold added, "He'd 'polergize."

"Yes, he would, and he ought to; that is, *if he did not intend to offend again*. If he did, it would be adding insult to injury."

"May we 'polergize to Miss Allen?"

"Certainly you may, if you do not intend to offend her again. That is just what a gentleman would do; and I know, boys, that down deep in your hearts you mean to be gentlemen."

The quick, glad look of relief from their shame passed over both faces.

"But, boys,"—Miss Greene's voice was very impressive in those firm, low tones,—"boys, remember this, either you must govern yourselves, or I must do it for you. If you can take care of yourselves, I would so much rather you would; but if you can not, then I must."

The lesson was not soon forgotten, and Miss Allen never again had occasion to send those boys to the principal. If ever they began to grow restless, she had only to say quietly, "Boys, must I send you to Miss Greene?"

The assistants in Miss Greene's building used to say, "I do not know how she does it, but the goodness that comes to a boy after he has been to Miss Greene always seems to *come to stay*."

Months after the incident described above, Arnold gave, unconsciously, the clew to Miss Greene's success with her boys. His little brother George was fractious and giving his mother much trouble. The following dialogue was reported by the mother:

"George, I wish you went to Miss Greene's school!"

"Why?"

"'Cause then you'd have to mind!"

"What'd she do to me if I didn't?"

"*D!* She wouldn't *do* anything, but she'd make you feel as if you *must*'—*American Teacher.*

There is a great deal of manual labor to be done about large schools, such as collecting books, pencils, pens filling ink-wells, lowering windows, distributing crayons, etc., all of which should be done by scholars.

The Mexican owl, while enjoying a nap puts itself under the guard of a kind of rat, that gives the alarm on the approach of danger.

Supplementary Reading.

FIRST READER.

A little boy went out to play. It was a fine May day and he ran into the woods to get some wild flowers. But he lost his way. He had his hands full of the pretty flowers, and was not afraid, at first. He thought he could find his way out. The big trees hid the sky, and it began to grow dark. Then little Ned began to cry. He was so tired and hungry. At last he came to a little creek, and sat down on the bank to rest. He fell asleep, and his papa and big brother found him before he woke up. How glad he was to see them.

Grandma's Glasses.

"When grandma puts her glasses on
And looks at me—just so—
If I have done a naughty thing
She's sure somehow to know.
How is it she can always tell
So very, very, very well!

"She says to me: 'Yes, little one,
'Tis written in your eye!
And if I look the other way,
Or turn and seem to try
To hunt for something on the floor,
She's sure to know it all the more.

"If I should put the glasses on
And look in grandma's eyes,
Do you suppose that I should be
So very, very wise?
Now, what if I should find it true
That grandma had been naughty, too?
"But, ah!—what am I thinking of?—
To dream that grandma could
Be anything in all her life
But sweet and kind and good!
I'd better try, myself, to be
So good that when she looks at me
With eyes so loving all the day,
I'll never want to turn away,"

SYDNEY DAYRE.

SECOND READER.

JIMMY'S HAPPY FAMILY.

Once there was a little girl named Bessie. She had a brother, not much older than herself, whose name was Jimmy. Bessie was very fond of dolls, and each Christmas brought her a new one; she did not throw away the old ones, for the blacker and more grimy they grew, the better she seemed to like them. What could she do for a sick doll, unless she had one with a broken nose or a crack in its head?

Bessie and Jimmy were just beginning to go to school. Jimmy did not care much for dolls; we don't expect that a little boy will; but he had just as much fun in his own way.

One night Jimmy happened to be awake, and he heard what he thought was an awful noise among the nuts in his closet. As soon as it was morning he jumped out of bed, and ran into his mamma's room, with eyes as big as great buttons, to tell her what he heard. She told him it was only a mouse getting a nut. As pussy did not catch it she would get him a trap, and he might see if he could not beat pussy.

The trap was bought and set, and the next morning when Jimmy jumped out of bed, and looked, sure enough! in the little wire trap there was a sleek little mouse. Jimmy ran to his mother and begged her to let him keep it. And, though every mamma has as many mice as she wants, she could not refuse Jimmy when he told her what a nice box he had, with a wire front, and how he should like to take care of it. So a soft bed was put in one corner of the box, and the mouse was put into it and well fed, with cheese and every dainty that Jimmy could think of.

He put the box on a stand in his

own room. It was the last thing he looked at before he went to bed, and the first thing he saw in the morning. And one morning, what do you think? Jimmy did not know what to think or say, for, instead of one mouse, there were six mice in that box.

There was the mamma mouse, and there were five little mice tucked away in the corner, where the mother mouse had tried to hide them, under bits of paper, so that Jimmy could not find them. But he did find them, for all that. And oh, what joy for Jimmy! Now he had a whole family to take care of, and he was the proudest boy you ever saw. He never forgot his little family, but kept it well fed, with milk and other good things; and the little mice grew, and they grew.

Now Bessie was getting tired of her dolls, and wanted something alive to play with. So she left them with their noses flat on the floor, and took one of the very best night-gowns, which Aunt Annie had made, and put it on pussy and put her into dolly's little bed. Pussy seemed to like it very much, so Bessie tucked her up and went to school, leaving her there. Pussy slept till Bessie came home again, just as happy as could be, and Bessie was delighted.

The next day pussy was put to sleep again, but this time she slept her nap out before Bessie came home again. So she got up and out of her night-dress, without making any fuss, and with no one to help her, and walked off.

Bessie's mamma was sewing, in her own room, when she heard a strange noise coming from Jimmy's room, and stopped sewing and listened.

Pretty soon she heard it again, and she thought it was time to see what it

all meant. So she hurried into Jimmy's room, just in time to see pussy, with the mouse's cage on the floor, with the door open and the mice all scampering, except one, which pussy had in her mouth. They all ran after their mamma, down into the hole in the closet.

Now we all know that cats like mouse-meat better than any other kind of meat, and, as pussy did not know any better, we will not blame her. But, poor Jimmy! we feel sorry for him. And Jimmy's mamma, too,—we feel sorry for her. She thought she had as many mice as she wanted before.

And now, if Jimmy never sees any of his "happy family" again, if he listens he can hear them, any night, among the nuts in his closet.

MARY W. F.

THIRD READER.

BRONK, THE FAITHFUL DONKEY.

"Ah me! ah me! who now will go with Bronk?" sighed the peasant's wife. "What will be done with all the milk, and the customers will go elsewhere!" This is what a poor Spanish woman said, when her husband was so ill that he could not go into the city, the great city of Madrid, with his panniers full of milk-cans, trudging by Bronk's side, his faithful donkey, "Ah me! ah me!"

Then a thought came to the man, lying ill upon his pallet of straw. He called Bronk in and fed him as he would have done a child, with all the toothsome bits that could be found. Bronk, with his funny, wise face, seemed to understand that there was trouble in the master's cabin.

With a neighbor's help the milk-cans were filled and set into the panniers. They were firmly strapped to Bronk's back. The village priest

meanwhile had written a paper, asking that each customer should measure his own milk, and that the empty cans should be sent back. Bronk was told exactly what to do, and then sent out to jog slowly along his well-known route. He had an excellent memory, for, as was afterwards learned, he stopped at the door of every customer. He waited a little while, and if no one came to him he pulled the wooden handle of the bell-rope with his mouth. When he had served all his customers he trudged home with empty cans. This he did regularly as long as his master was ill.

You may be sure that Bronk never lacked for petting, or a nice bite from the children's supper. Every night the faithful creature had many love-pats from every one in the family.

F. P. CHAPLIN.

FOURTH READER.

AMERICAN WONDERS.

The greatest cataract in the world is the Falls of Niagara, where the water from the great upper lakes forms a river three-quarters of a mile in width, and then being suddenly contracted, plunges over the rocks in two columns, to the depth of one hundred and seventy feet each. The greatest cave in the world is the Mammoth Cave in Kentucky, where any one can make a voyage on the waters of the subterranean river, and catch fish without eyes. The longest river in the world is the Mississippi, four thousand one hundred miles long. The largest valley in the world is the Valley of the Mississippi. It contains five hundred thousand square miles, and is one of the most fertile and profitable regions of the globe. The greatest city park in the world is in Philadelphia. It contains over 2,900 acres. The greatest grain port in the world is Chicago. The largest lake in the world is Lake Superior, which is truly an inland sea, being

four hundred and thirty miles long, and one thousand feet deep. The longest railroad in the world is the Pacific railroad, over 3,000 miles in length. The greatest natural bridge in the world is the Natural Bridge over Cedar Creek, in Virginia. It extends across a chasm eighty feet in width, and two hundred and fifty feet in depth, at the bottom of which the creek flows. The greatest mass of solid iron in the world is the iron mountain of Missouri. It is 350 feet high, and two miles in circuit. The best specimen of Grecian architecture in the world is the Girard College for orphans, Philadelphia. The largest aqueduct in the world is the Croton Aqueduct in New York. Its length is forty miles and a half, and it cost twelve and a half million dollars. The largest deposits of anthracite coal in the world are in Pennsylvania, the supply of which appears inexhaustible. The highest structure in the world is the National Washington Monument at Washington. It is 556 feet high, and is built of marble. The interior is lined with memorial stones of exquisite workmanship, the gift of nations and societies throughout the world. Ascent is made by a flight of winding stairs, of nearly 1,000 steps. The scenery from the summit is really grand, covering an area, as it does, of forty miles square.

FIFTH READER.

CELEBRATED ENGLISH WRITERS.

By Nellie Chase.

SIR WALTER SCOTT.

On the 15th of August, 1771, there was born in the city of Edinburgh, a child whose genius was to work an era in the literature of the whole English speaking people. This was Walter Scott, a fair, sunny-tempered, blue-eyed child, born of a proud, but not very wealthy Scotch family. An attack of fever in early childhood left him lame, but his constitution was robust, his mind unusually bright and

vigorous, and as he enjoyed the advantage of a University education, and possessed a remarkably fine memory, his brain was early stored with an amount of classical lore that proved to be invaluable to him in after life. But after all, his passion for tramping over the country, during vacation, in search of picturesque castles, romantic legends, and quaint old songs, laid a firmer foundation for his bent toward medieval literature than did his school studies. He learned Latin, (but never Greek,) German, Spanish, and Italian. Romances of all sorts he eagerly read, and he himself said that those written by Cervantes first tempted him to take up the pen himself.

The work which introduced him to the world of letters was "The Minstrelsy of the Scottish Border," a collection of old songs, interspersed with sundry new ones from his own pen. Its success seemed to arouse him to his own powers as a poet, and in the same year in which it was published, (1802) he began to write his first long poem, "The Lay of the Last Minstrel," which appeared in 1805. It met with such unbounded success that his publishers offered him £1,000 for another of the same length. Scott, in 1808, sent him "Marmion," his greatest and most fascinating poem. It was followed by "The Lady of the Lake" (1810,) and "Rokeby," (1814,) all three being so popular that Constable felt justified in offering him £1,500 for "Lord of the Isles," a truly fabulous price.

Over these poems an enthusiastic public fairly went wild with delight. The rich and the poor, the learned and the unlearned, the grave and the gay, were alike unanimous in his praise. The clergyman in his study, the soldier on the battle-field; the king on his throne, and the laborer in his cottage, each and all found time to read and admire the stirring poems of the already famous "Wizard of the North."

Scott had one great ambition—to possess a fine estate in the most beautiful part of Scotland. The proceeds

of his literary work enabled him to purchase, in 1812, a place which he called "Abbotsford," where he at length built a magnificent castle, and where he spent all his leisure time in planting trees, and in every way beautifying the estate which was to descend to his heirs from generation to generation as a grand baronial domain. Here as his fame increased, was held, a sort of literary court, of which Scott was sovereign. The wisest, the wealthiest, the most famous in art and science thronged about him to do homage to the famous *litterateur* whose open handed hospitality welcomed all. Though even in the noon-day glory of his prosperity, he performed an amount of literary work, that would have forced one less genial to close his doors against all intrusive guests. For Scott was always in debt, forever working like a beaver, to complete some work for which he was already paid; yet sanguine in his own poems, he lived like a prince, confident that his "magic wand," as he called his pen, would extricate him from every difficulty, and enable him at the last, to leave his children wealth enough to keep up the estate which he so idolized.

"Waverly," his first novel, was completed in 1814. It met with the same enthusiastic welcome which the public had accorded to his poems, and was followed in rapid succession by one after another of those great historical novels which made the name of Scott a household word throughout the land. In 1820 he was knighted by George IV, and this added a fresh impetus to the ardor he had already displayed in embellishing his estate, which was now of additional importance in his eyes since the title descended with it to his heirs. Immediately he made arrangements for enlarging his already broad acres, by pledging *four unwritten* novels for money to carry out his ambitious schemes. All of these novels—"Peveril of the Peak," "Quentin Durward," "St. Rowan's Well," and "Redgauntlet,"—his tireless pen pro-

duced in less than five years, and then Scott began "Woodstock," which alas! marked the turning point in the affairs of the noble author. For it was in the year 1826 that two great publishing firms with which Scott was connected, failed disastrously, and he was financially ruined, having become liable for their joint debts amounting to the enormous sum of £117,000! But neither Scott's pride, nor his sense of honor would allow him to take advantage of the smallest loophole to elude his creditors. Although fifty-three years old, in mind and body he was still so vigorous, in will and courage so undaunted, that he scarcely quailed under the terrible blow which was in time to rob him of every thing he prized except his sterling integrity.

His estate was put into the hands of trustees until his debts should be paid, and he went to work with more energy than ever, determined to use his pen as a lever to move that mighty weight of debt,—heavy enough to have crushed any ordinary man. But Scott refused to be crushed; in an incredibly short space of time he finished his "Life of Napoleon" and "Woodstock," both of which met with enormous sales. In less than two years the fruits of his pen diminished his debt by £40,000! But Scott was killing himself fast. His incessant application, together with his troubles, brought on in 1830 a brain disease which eventually proved fatal. Still he refused to give up the pen, and the same year, with only half a brain, he produced "Count Robert of Paris," which for the first time disappointed him cruelly by proving unsuccessful. It was followed in 1831, by "Castle Dangerous," his last and fullest novel.

The last year of his shattered life was spent in traveling on the continent. His mind had failed him to such an extent that he believed he had, at last, discharged his debts, and the hallucination gave him some relief. Upon his return to Scotland he was once more taken to "Abbots-

ford" where he wept with joy at the sight of his faithful hounds, the groves he had planted, the home that had once been so happy and full of hospitality, and the few warm friends left of all the innumerable throng of admirers who had once made him their idol. His old library, his manuscript novels, his pen which had delighted thousands, all tempted him to fancy that he could still write. "But," says Hutton, "when he took up his pen his fingers refused to clasp it, and he sank back with tears rolling down his cheeks." All that had made life worth living, had been taken away from the noble old man,—his loved wife, his estate, his popularity, his warmest friends, his health, his mental vigor, even the ability to handle his cherished pen. Death came to his relief soon afterward, in September, 1832.

During his life-time he had discharged £63,000 of the debt which he had so earnestly striven to cancel. Within the next nine years, the sale of his works in addition to his life insurance, (10,000) completed the object of Scott's double ambition—to leave his name unstained by debt, and to restore "Abbotsford" to his heirs.

SIXTH READER.

BOYS WHO ATTENDED COLLEGE.

Heber, the eminent missionary, attained a greater degree of classical scholarship than most students who passed through Oxford University, and had he chosen a purely literary career, would certainly have reached great celebrity. But he chose a nobler work, and his life was spent in India teaching the heathen. One of his most noted literary works was written while at college. It is now forgotten, while his hymns, notably "Greenland's Icy Mountains," will live as long as the language.

Wordsworth like his brothers of the "Lake School," Coleridge, and Southey, had a classical education, graduating at Cambridge at the age of twenty-one.

Tennyson was a close student at Cambridge, where his most intimate

friend was Arthur Hallam whose early death so saddened the life of the Poet laureate, and which led to the publication of "In Memoriam," many years later.

Thackeray also received his education at Cambridge where he seems to have imbibed a passion for the study of art, but soon after leaving college he gave up the pencil and the brush for the pen.

Carlyle, the peculiar and irascible Scotch thinker and writer was educated at the University of Edinburgh, and became a school teacher, but when about thirty years old he abandoned that profession for the pursuit of literature.

Seldom did Cambridge have the honor, long as is its list of noted students, of sending forth so brilliant and popular an essayist and historian as Macauley, who even in his college days was far in advance of his fellow students not only in scholarship, but in breadth of intellect.

In the above slight review of some of the great writers of English literature, we find them not only to have enjoyed the advantages of a college education, but usually noted for their brilliant scholarship.

NELLIE CHASE.

Manual Training.

What is the effect of industrial training on intellectual culture? If they are opposed to each other, we should be cautious how we advance; but we have yet to hear of a single instance where industrial work has not been an aid to intellectual training. The testimony of those who have actually tried it is overwhelming. Then if it does not retard, but aid, we are bound to accept it as speedily as possible.

The amount of manual training that can be introduced without interfering with ordinary courses of study is astonishing.

Some of the different forms of manual training are:

1. Kindergarten work, first and most important. No normal school

is complete unless provided with means for giving a thorough course in this work.

2. Table-work is an unlimited field for manual training.

3. Drawing.

4. Modeling in clay.

5. Handling and placing models.

6. School mechanics—including the entire workings of the school room.

Some Settled Points.

1. Industrial and artistic avocations require an education as much as the so-called scholarly professions.

2. Training for entirely different ends cannot be the same throughout. It must be adapted to the end it would attain.

3. The whole boy must be sent to school; not only his head, but the entire boy must be educated.

4. That manual or industrial education is both educational and economical.

5. That woman shall share equally all the advantages of education.

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THEO. B. NOSS, Ph. D.

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As the success of the Alumni Reunion rests on all, let each one take the responsibility upon himself of being at his place at the appointed time.

How many of Clio's members are aware of the origin of her name? The titular head of our society was one of the Muses that dwelt on Mount Olympus, and whose special province was Epic, Poetry and History. It should be the aim of each member to follow in the footsteps of our illustrious Muse.

Clio society is steadily improving in the amount and quality of work done. Our miscellaneous debate is, at present, one of the most important parts of society work. The enthusiasm rises every evening when some of the old war *hosses* take the floor. Brant uses the big words; Jones throws in the humor; Scott sticks up for 'Americky;' and McGinnis smooths the whole with similes and metaphors. When they all get thoroughly roused up, it reminds one of the days of Patrick Henry. Visit the society at any time, and you may expect to see order, industry and earnestness in all its departments.

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The Senior class numbers 23, and the Junior class about 50.

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

The master purpose of a true life is to be useful to others. There is no duty so mean that will not be ennobled by this motive. There is no function so dignified that it will not receive from this motive fresh dignity and lustre.

The newly appointed state trustees of the Normal are: Hon. J. K. Billingsley and Hon. G. W. Neff, both well-known members of the present State legislature.

The California Normal is in the front rank of our State Normals, both in size and merit, and has fairly earned its high degree of prosperity. The fall term opens September 5. We commend the Normal to those seeking a thorough course of study, amid the quickening and helpful influences of a live school. Send for a catalogue.

Mr. D. S. Hutton, '83, graduated in March, at the College of Physicians and Surgeons, Baltimore, Md., and is now practicing medicine at Shaner's Station, Westmoreland County. It is now "Dr. Hutton."

Nothing can be more evident than that those expecting to teach should avail themselves of the advantages of a first-class Normal School. Scores of young men and women in this country are wasting the precious years of their youth teaching at low wages with poor prospects of ever doing better. Such work is but thankless drudgery. One or two years at a

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THEO. B. NOSS, PH. D.

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The faculty of the "Normal College" in 1865 were J. C. Gilchrist, principal, G. L. Osborne, professor of mathematics; W. N. Hull, professor of languages and penmanship; Mrs. H. C. Gilchrist, teacher of English and mathematics; Mrs. S. C. Hays, teacher of model school and Miss Caroline Knox, teacher of music, of these Professor Gilchrist is now principal of a Normal School in Northern Iowa, Prof. Osborn is principal of the State Normal School, at Warrensburg, Mo., and Prof. Hull is an honored member of the faculty of the Cedar Rapids Normal School, Iowa.

We cannot all be masters, nor all masters
Cannot be truly followed.

—Shakespeare.