

The Normal Review.

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50c a Year.

Entered as second-class matter.

The Normal attendance is larger than ever at this season of the year.

The work on piping spring water into the Normal buildings is approaching completion.

Prof. W. H. Payne of the Chair of Pedagogics, Michigan University, has resigned, to accept the presidency of the State Normal College of Tennessee.

A room has been set apart for the exhibit of school work done by students at the Normal.

A minister who preached in a jail began his discourse one Sunday, "My friends, I am glad to see so many of you here this morning."

What is to hinder any teacher from raising money enough by an entertainment or two to start a little school library?

Insist upon it that your pupils spell correctly *every common* word they use. It matters less about the uncommon words.

Much of the recitation in geography and history should be by rapid black-board sketching and drawing. What can thus be delineated is well understood.

The profession of teaching would be greatly elevated if examinations of teachers were less frequent and terms of employment longer.

A late definition of a crank is "An implement with which to effect revolutions."

C. W. Bardeen, of Syracuse, N. Y., has collected statistics concerning 131 new principals of schools, this year, in New York State. Sixty-one, or nearly one-half are college graduates; and 38 are Normal School graduates. This needs no comment to young teachers ambitious to rise in the profession.

Miss Laura Lilly is pleasantly engaged in teaching in the schools of Peabody, Kansas. She finds the NORMAL REVIEW a welcome visitor.

Supt. Thos. M. Balliet will address the Rhode Island State Teachers' Association Saturday, Oct. 29, on "The Culture of the Senses."

The place of holding the next meeting of the National Educational Association has not been determined upon as yet. San Francisco will be chosen, if sufficiently favorable rates can be secured from the railroad companies.

Miss Lizzie Kent, a junior of '86, now writes her name Mrs. James Coen, but continues to teach the school she had engaged before her marriage, which occurred Sept. 7, 1887.

Miss Lizzie J. Patton, formerly a member of the Normal faculty, now resides and teaches at Hiawatha, Kansas.

Miss Avie Kinder, class '86, is now teacher of the school in which she was formerly a scholar—at Scenery Hill, Pa.

Mr. Albert Eicher, a former Normal student, is teaching at Broad Ford, Pennsylvania.

Miss Mary M. Neal, a member of '81, was married about July 1, to Mr. Lawson Bane, and now resides at Vanetown, on the Waynesburg and Washington R. R.

The Greene County Teachers' Institute was one of the most successful ever held in the county. 191 out of 198 teachers in the county were present at the first session.

Lady Smokers.

We occasionally hear of young ladies who are acquiring the habit of cigar smoking, but it remains for the Louisville *Courier Journal* to announce a society or club of young women, occupying the very pinnacle of social eminence here, who are smokers.

They select only the most expensive cigars, meet around at one another's houses, and "have an afternoon of it" almost daily.

There is nothing especially surprising in this.

Spanish ladies generally indulge in "the weed" and often appear in public with cigarettes between their pretty lips.

Many of our grandmothers were devoted to the pipe, and now that even our boys are consuming the villainous cigarette in great quantities, we need not be surprised if the "pretty girls" drop into the habit which gentlemen recognize as a kind of necessity to gentility.

Just the same it is a deplorable habit, an expensive one, detrimental to the physical and mental development in the young, and the parent of other tastes and habits of demoralizing, and more or less pernicious.

When our young ladies become smokers, perhaps the "sterner sex" will discover how disgusting the practice is.

What Burdette says about chewing tobacco:

"An Indiana man taught his dog, a very finely bred, well behaved setter, to chew tobacco. Now the dog comes into the house by the back door, never scrapes his feet on the mat, never goes to church, is careless at his meals, gets burrs in his tail, goes with the lower grade of dogs, and it is feared that he is beginning to take interest in politics."

Letter Writing.

We knew a teacher once who allowed her youngest pupils to write letters to her, which, after school, they placed in a drawer of her desk called the "post-office." Here, too, in the morning they found answers. It was a delightful occupation to the children to write and receive letters. As the term advanced the letters became more and more intelligible to the teacher. The writing, spelling and formation of the sentences spoke well for the merits of this occupation. It would not be possible for every teacher to follow this plan often. Our friend taught a district school and the number of her pupils was small.—
E. S. Foster.

Curiosities of Vibration.

Not long ago a lady was singing in a room where a chandelier with many glass shades was hanging. The lady's voice was loud and strong, and, as she continued her song, her voice shattered one of the glass shades to fragments,

Perhaps that sounds like a strange story to you, my readers, but voices do and always have done curious things. There was once an innkeeper who added to his earnings by letting his guests see him break drinking cups with his voice. In the Talmud, the Jews' ancient book of laws, there is something said about the reparation that should be made when an article is broken by the voice of any domestic animal. We are told that on the wild mountain roads of Switzerland the muleteers tie up the bells of their mules lest the tinkling should start an avalanche. A dog can play the piano-forte so far as to make certain strings vibrate by his bark; and, after all, vibration of the strings is what makes all the music of the piano-forte.

Vibration is a moving to and fro, as we see the pendulum of a clock do. All things have a certain vibration, though it cannot always be seen; some things have a number of vibrations in their different parts. And when two things vibrate in time with each other, and are near each other, though it is only air that connects them, the moving of one is affected by that of the other.

When two clocks with pendulums that have the same range of vibration are in the same room, and the clock doors are open, if the pendulum of one is set in motion the pendulum of the other will move too. This is the principle: Every time the pendulum of the first clock vibrates it sends a puff of air in the direction of the pendulum of the second clock; and these puffs continued regularly set the pendulum of the second clock agoing. When two pianos are in the same room, if the strings of one are struck, not only will they vibrate but also

the corresponding strings of the other piano, provided that the forte pedal of the second piano has been depressed. And if you whistle a note into a piano or violin the string of the instrument in unison with that note will audibly take it up.

The first iron bridge ever built was that at Colebrook Dale, in England. While it was building a fiddler came along and exclaimed, "I can fiddle that bridge down!" The workmen, little alarmed, bade him fiddle away to his heart's content. Whereupon the musician tried one tone after another upon his instrument until he hit upon one in tune with the movement of the bridge, and then the structure began to quiver so perceptibly that the laborers begged him to cease and let them alone.

It is usual for a band of soldiers when they come to a bridge to stop music and walk over in broken file. Terrible calamities have occurred in cases where this precaution was not taken, as at Angiers, in France, where a suspension bridge broke in under a body of soldiers marching over in file, and two hundred and eighty lives were lost. Robert Stephenson said there was not so much danger when a bridge was crowded with men or cattle, or when cavalry were on it, as when soldiers passed over keeping step.

When Galileo discovered that by blowing with his mouth upon a pendulum each time it moved away from him he could greatly augment its velocity he arrived at the important fact that a slight impulse, if regularly repeated, may become of great consequence. On the same principle a heavy bell, that a strong man can scarcely move by one pull with all his might, can be set in violent motion by a mere boy if the lad gives regular pulls at the rope, because each pull slightly increases the bell's vibration. So, in swinging a child, if a push is given every time the child comes back he will keep going higher and higher until he finally goes over the tree; but break the sameness of the

motion by giving a push before the swing has come way back and you will stop the swing.—*Selected.*

"The King's Evil."

Among the strange notions of our English ancestors was the idea that the sovereign of the realm could cure scrofula by stroking the sufferer with his hand. Hence the disease became popularly known by the name of "the king's evil," and is still so called by some people.

At different periods hundreds of persons assembled from all parts of the country annually to receive the royal interposition. Lists of the afflicted were published to afford a criterion for determining as to its success; and from Edward the Confessor to the reign of Queen Anne its efficacy appears to have obtained a ready and general belief.

The ceremony was announced by public proclamations, one of which, from *The News*, of the 18th of May, 1664, is as follows: "His Sacred Majesty" (Charles II.) "having declared it to be his royal will and purpose to continue the healing of his people for the Evil during the month of May, and then to give over until Michaelmas next, I am commanded to give notice thereof, that the people may not come up to town in the interim and lose their labor."

An extract from the *Mercurius Politicus* affords additional information.

"Saturday," says that paper, "being appointed by his majesty to touch such as were troubled with the Evil, a great company of poor afflicted creatures were met together, many brought in chairs and flasks, and being appointed by his majesty to repair to the banqueting-house, his majesty sat in a chair of state, where he stroked all that were brought unto him, and then put about each of their necks a white ribbon with an angel of gold on it. In this manner his majesty stroked above six hundred; and such was his princely patience and tenderness to the poor afflicted creatures that, though it took up a very long time,

his majesty, who is never weary of well-doing, was pleased to make inquiry whether there was any more who had not yet been touched. After prayers were ended the Duke of Buckingham brought a towel, and the Earl of Pembroke a basin and ewer, who, after they had made obeisance to his majesty kneeled down till his majesty had washed."

This sovereign is said to have touched nearly one hundred thousand patients. With Queen Anne the practice was discontinued. But so late as the 28th of February, 1712, little more than two years before her death, the following proclamation appeared in the *Gazette*: "It being her majesty's royal intention to touch for the Evil on Wednesday, the 19th of March next, and so to continue weekly during Lent, it is her majesty's command that tickets be delivered the day before at the office in Whitehall; and that all persons shall bring a certificate signed by the minister and church wardens of their respective parishes, that they have never received the royal touch." Dr. Johnson, when an infant, was brought, with others, for this purpose; "and when questioned upon the subject confessed he had a faint recollection of an old lady with something black about her head."

A religious service accompanied the ceremony. This service consisted of responsive readings from the Bible and of prayers. It remained in the English prayer-book until 1719.

Two Blind Men.

There was once in Rome two blind men, one of whom cried in the streets of the city, "He is helped whom God helps;" the other, on the contrary, cried, "He is helped whom the Emperor helps." This they did every day, and the Emperor heard it so often that he had a loaf of bread baked, filled with gold pieces.

This gold filled loaf he sent to the blind man who appealed to the Emperor's help. When he felt the heavy weight of the bread he sold it to the

other beggar as soon as he met him. The blind man who bought the bread carried it home. When he had broken it and found the gold he thanked God, and from that day ceased to beg. But the other, continuing to beg through the city, the Emperor summoned him to his presence and asked him, "What hast thou done with the loaf that I lately sent you?"

"I sold it to my friend because it was heavy and did not seem well risen."

Then the Emperor said, "Truly he whom God helps is helped indeed," and turned the blind man from him. — *Kind Words.*

Deep-sea Wonders.

BY EMMA J. WOOD.

To-day let us talk a little about topedoes. Not the Fourth of July kind, that go off with a bang when thrown hard against any thing, but a live torpedo, a fish, living in the great ocean. If you want to see what shape they are, just go into the kitchen and take a good look at the frying-pan for they look about as much alike as any thing I can think of. The body is round and flat just like the frying-pan and the tail being long and slim, would answer very well for a handle. However, if they were real frying pans they would need pretty big stoves to use them on, for they have been known to weigh from eighty to a hundred pounds. Torpedoes are smooth and shiny, dressed either in plain brown, or in two shades of brown, spotted like marble. Some that want to look especially fine are said to wear a white vest, having a few black dots on it, but of course that shows only on the under side. They cannot see very far, for they have small eyes, but with there many sharp teeth crowded closely together they are able to give some pretty hard bites. They are lazy sluggish fellows, being fond of deep water, where they lie at the bottom almost covered up by the mud.

On a cold night did you ever take pussy cat into a dark room and rub

your hand over her fur quick and fast, so that the hair stood up on end, snapped, and even threw out sparks as you stroked it? If so, you must surely remember that when you asked about it mamma told you it was electricity that made it. To be sure, you did not know very much about electricity—only that it was the cause of the lightning, and sent the messages along the telegraph wires; but you were sure there must be a great deal of it, and that it was scattered about almost everywhere, for when mamma gave you a brush and let you brush her long hair it stood out from her head and snapped, because electricity was there too. Now, the fish we are talking about, this torpedoe, is what is called an electrical fish, because he has so much electricity about him. He carries it on both sides of his head between the eyes and first fins. He has so much of it that if you should touch him you would get some too. And you would not like it much either, for you would feel all over something as your foot does when it is what you call asleep; indeed it would be worse than that, and you would have sharp pains and not be able to move for a while. This is what is called a shock. People in old times, thinking these were good for them when they had certain diseases, used to go to the fish, just as you go to the doctor, and take a shock instead of medicine. Other fish do not fancy the torpedo very much, for if he touches them they are likely to die from this electricity. Sometimes when they are in the water near him they tumble over without as much as touching him. He does not give out these shocks all the time, but only when he feels like it; and if he gives out too many right away, close together, he is likely to die.

There is another electrical fish living in the warm waters of the ocean, near the coral rocks. He is not a very large fish, but has such a long name that we should forget it very soon even if we tried to remember it; so instead of calling him by it we will let him go without any name at all.

He is a beauty all but his mouth; that sticks out to much to be at all pretty. Like all electric fish, he has neither scales nor spines, but is smooth and shiny; and O, so many colors as he has! His back is brown, his belly sea-green, and his sides yellow, while he is spotted all over with red, green and white spots. Then, too, his fins and tail are green, and his large eyes are red, tinged with yellow; so as he swims about in the water he makes quite a show.

There is a member of the eel family that can give these shocks too, and although he is found in fresh water, and we have really no right to talk about him now, still I am sure you want to hear a little about him as well as the others. He looks very much like any other eel, and you know they all are a good deal like fat snakes.

He can give very strong shocks, so strong that when a man once put both feet on one he felt the pain from it all day long. These eels may be tamed, and then they will let themselves be picked up and played with just like any other pet, without doing a bit of mischief. But how do you suppose they go to work to catch them in the first place? Humboldt, a great traveler and naturalist, tells us one way of doing this. They are found in the rivers and pools of South America. Now, there are a great many wild horses in that country, so the natives, after getting around a drove of these, drive them into a pool where there are plenty of eels. As they rush in, the eels, disturbed and trampled on, give them shock after shock, not only on the legs, but on the body, too. This hurts and frightens the horses so much that they try to escape, but as they hurry to get out of the water the men with shouts, clubs, and stones drive most of them back again, although some few do succeed in escaping and run off to the woods. Those in the water kick and stamp about and make a great time, but there are so many of the eels, and their shocks comes so fast and are so powerful, that the poor horses can do

but little, and often some of them fall down dead. After a time the men let them come out, when they either drop down on the bank worn out, or run off neighing with fright and pain.

But what about the eels? They do not feel very well either, for although they did not have quite as hard a time as the horses, they, too, are very tired; and as their electricity is all used up for a time, the men can pick up any number without being the least bit hurt by them.—*Sunday School Advocate.*

Is Alcohol a Food?

BY NARCISSA E. WHITE, PINE GROVE, MERCER CO., PA.

It was my fortune one day to visit a grammar department of a city graded school at the hour assigned for the lesson on "Alcohol and Hygien." Quietness reigned in the room, and all eyes were fastened expectantly upon the teacher with a look of deep interest, which plainly showed that the pupils were accustomed to find the "temperance lessons" anything but dull ones.

"This morning," said the teacher, "as I was coming to school I overheard two men discussing a new saloon which is soon to be opened on S. street, near the — works. One of the men expressed great pleasure at the news; 'for,' said he, 'it will be so much more convenient for the men to get a drink on their way to work, and I do think a drink of whisky or good glass of beer gives us workingmen more strength for our work than even our dinner.'"

"Now," said the teacher, "do alcoholic liquors make a man more able to do his work? What did we learn in philosophy was the source of physical strength?"

"Food," answered the pupils.

"What is food?" asked the teacher.

"A substance which, taken into the body, becomes assimilated with it, either forming new structures or replacing worn out particles," replied one who had evidently studied her dictionary of terms to advantage.

"Any substance, then, to become a food in the body, must become a part of the body. Now, who can explain the process by which our food, bread, meat, etc., become a part of the human body?"

A number of hands were raised in answer, and a bright-looking boy of fourteen was called upon, who, pointer in hand, took his stand before a physiological chart hanging on the wall.

Said he: "In our lesson yesterday, in philosophy we learned that as soon as our food reaches the stomach here (pointing to the chart), it melts with a juice called gastric juice, whose office it is to soften and dissolve the food, and the food is here changed to a pulpy mass; and is called chyme. Then it passes on to this part of the stomach, and here it is still more dissolved with another juice, which converts it into a creamy looking fluid called chyle. Then all these little vessels, called lacteals, along the sides of the stomach, begin to absorb this chyle, and carry it into the larger portal veins, and to every part of the body, and as it passes along, every part of the body absorbs out of the chyle just that portion of it which that organ needs to replace its own waste matter or build up new structures, and leaves the rest for some other organ to use. For example, the muscles and other active organs absorb the casine that was in our food, the bony parts of the body take out the salts and other substances they need, while the fatty and sugary substances go to supply the fatty parts of the body."

"Very well," said the teacher. "Now, we must apply this test to alcoholic liquors. But first tell us what did we learn about the composition of alcoholic liquors?"

"We learned," replied the pupils, "that all undiluted alcoholic liquors are composed of from three to sixty per cent. of alcohol, and the rest simply water and a little sediment; and we learned by experiment that after we had distilled the alcohol from a glass of whisky, or fruit or beer,

we could not persuade any one to drink what remained; so it is evident that people drink these liquors solely for the sake of the alcohol that is in them. And so it must be the alcohol which they suppose helps them to work."

"Then," said the teacher, "we will test alcohol and see if it fills the conditions of a food to the body. We have learned that when food is taken into the stomach it must there be dissolved by the gastric juice. Here is a little fresh gastric juice which I got a butcher to save for me from the stomach of a beef as soon as the animal was killed, and which I mixed immediately with a small quantity of alcohol. You see that in the place of the gastric juice dissolving the alcohol, the alcohol has actually dissolved the gastric juice, causing this white part, called pepsin, to separate from the rest and settle to the bottom. This, then, proves what Dr. Beaumont said of the effects of alcohol on the gastric juice in the living stomach of Alexis St. Martin. (Here she related the circumstance about the opening in St. Martin's stomach, through which the doctors watched the process of digestion.) We then see that alcohol does not only remain unchanged in the stomach, but it also destroys the gastric juice, and then it cannot digest real food taken in the stomach until the alcohol has all been given out, and new juice formed. And now, can any of you tell me whether this alcohol becomes changed from alcohol in any other organ of the body, or becomes at any time a real part of the body?"

"Well," answered one of the boys, "I know when it comes out on the drinker's breath and perspiration it smells just like alcohol, the same as when he drinks it."

"Yes," said another, a physician's child, "and my father says that in post-mortem examinations of drunkards that they found first the pure alcohol in every part of the man's body—in his liver and kidneys and heart, and every part of them; that it had

not become a part of the body at all, like bread or meat would."

"And," said another "I heard Lawyer R., of Meadville, say that he once was present at a post-mortem examination where the doctors lifted a whole tablespoonful of alcohol out of the man's brain. It had passed all through the man's body, and yet when it reached his brain it was simply alcohol unchanged. No organ of the body had been able to extract anything from it to use in their own structures."

"Well," said a bright, wide-awake boy, "I don't wonder at that; for Dr. Richardson says that after a chemical analysis of alcohol he can't find anything in it that possibly could be used by the body for the purposes of food. It is not water, so it can't supply water to the system; it does not contain salts, so it can't make bony skeletons, neither has it casein, albumen, fibrine or any other substance which go to build up muscle, nerves or any other active organ. And I am sure that a substance that can't be used by the body at all don't give it strength, but first tires it out trying to get rid of it; and so it is evident that those persons who drink alcoholic liquors to make them stronger are simply ignorant of the nature of alcohol."

"Yes," said another, "and I am sure we can see that drinking liquor does not make people stronger. It may excite them for a few minutes to do what they were not able to do before, just like a sudden fright would, but we all know that one of us boys could easily push over a big man when he is drunk, but if liquor gave him strength, the more he drank the stronger he would grow instead of weaker."

Here the lesson closed, but with the suggestion from the teacher that the next day the children bring in instances of labor undertaken by men who drink and by men who do not drink, and see which could work the longest without fatigue, and do the best work.—*Educational Review.*

Teachers and Tobacco.

We now have a law forbidding the sale of tobacco to boys. While the bill was under consideration in the General Assembly many resolutions in its favor were adopted by various bodies, among them the association of Chicago principals. We wondered, when we read of their action, how many of those principals were tobacco users. From our observation at teachers' assemblies we might conclude that teachers were generally favorable to the use of tobacco. Now, if the use of tobacco is injurious to such an extent as to require special legislation against it—certainly public educators should not be guilty of the practice. Again, if the State feels the necessity of protecting the youth against its poisonous effects, we think that consistency would require that another law should be passed making it criminal to teach boys to use it. It appears to us an injustice to the boys as well as gross inconsistency to license and pay out of the public treasury men who teach these same boys that the use of tobacco is entirely harmless and highly respectable. And yet this is what is being done continually. Every teacher who uses tobacco teaches the boys to use it, more effectually by his practice than he could hope to do by precept. Teachers who use tobacco can not consistently speak against its use. Teachers who do not use it and who are opposed to its use should exert their influence against it. While we urge the necessity of better scholarship and special training for the work of teaching let us insist upon clean habits and pure morals. M.

Something is wrong when a child must be compelled to study. The truth is pleasing to the mind, and all instruction should be interesting to the pupil. By making study distasteful, we lose the chief object of education. School life is but the beginning of life's school, and the studies there should be continued with delight, instead of being thrown aside with disgust. We cherish what produces pleasure, and for that reason the school and school duties should not be a dread to the child, but the brightest pictures on "memory's walls."

Reproduction Stories.

I.

A LOVE OF THE BEAUTIFUL.

A little Hydah girl, in Alaska, had a great love for the beautiful scenery around her home. She would sit for hours looking at the mountains, sky, and water. At one scene of unusual beauty she exclaimed, with her hands on her breast and her face all aglow, "O, my heart gave a great shake!" One of her teachers told her to sketch the scene at sunset. She sat for a while gazing over the shining deep, and then said, "I can't draw glory." Perhaps the little Indian maiden will some day be an artist or a poet, able to express to others the beauty she sees in the works of Nature.

II.

RUDENESS REWARDED.

A humming-bird met a butterfly one day and was greatly pleased with its beautiful wings.

"Let us be friends," said the humming-bird warmly.

"I cannot think of such a thing," said the butterfly.

"And why not?" asked the humming-bird in surprise.

"Because once you spurned me and called me a drawling dolt."

"Never," said the humming-bird, "I always had the greatest respect for such beautiful creatures as you."

Perhaps you have now," said the butterfly, "but when you spoke so rudely to me I was only a caterpillar. Let me give you a piece of advice: Never insult the humble for some day they may become your superiors."

III.

BROKEN CLOTHESPINS.

There were four broken clothespins in Benny's garden, right among the flowers. When his aunt asked how they came there he only dug the toe of his boot in the carpet and said it was a secret between him and mamma.

And this was the secret.

Benny had one bad fault—sometimes he would tell a lie. So his

mamma told him that everytime he did this he must put a broken clothespin by the side of the prettiest flower in his garden. There they were, four clothes-pins right among the flowers where he had to see them all summer! And in the winter, even when the ground was covered with snow, there were four little mounds where the broken clothes-pins were.

The next year Benny made another garden, and in this there were no clothes-pins, for he had cured himself of the bad habit of telling lies.

IV.

SUSIE'S FRIENDS.

All the children in Miss Jackson's school, except Susie Grant, had rubber return balls.

"Why don't you have one, Susie?" said Mabel Lee.

"I can't said Susie, with a very sober face.

When school was out five girls started to go down to the candy store. All at once Mabel said, "Let us put our money together and buy Susie a ball."

"Yes," said Flossy Green, "poor Susie has very few toys. Her mamma has to work hard to take care of her children."

The next day Susie found a ball on her desk with a card on which was written, "For our dear Susie, from her friends."

Susie's happy face when she saw this made five other girls happy.

Little People: Their Doings and Misdoings.

V.

THE FIRST CUP OF COFFEE.

A long time ago a poor Arab was travelling over the hot desert. Weak and weary with fatigue he came at last to a grove. He cut down one of the trees to cook his rice, and after he had eaten found that the small dead berries that covered the tree, and were not half burned, had a very pleasant smell. He gathered some of them and crushed them with a stone. As he was doing this some of them fell into the can of water that

stood by him. Instantly the stale water, which had been carried a long distance, had the same delicious smell as the berries. He tasted it and found it pleasant; drank some of it and in a little while was much refreshed and able to go on his journey. He brought some of the berries and carried them to the Mufti, relating the effect they had upon him. The Mufti tried some and was so pleased with them that he named the tree on which they grew, *calnah* or *force*, but our ame for it is *coff ee*.

VI.

DO THY BEST.

A great painter once fell ill and bade one of his pupils to finish the picture upon which he had been at work.

"O, I cannot," said the young man, "I would spoil it."

"Do thy best," said the master.

"But I have no skill at all, dear master," said the pupil.

"Do thy best, my son. I commission thee to do thy best."

At last he took the brush, kneeled before the picture and prayed for aid to finish the work for the sake of his beloved master. His hand grew steady, his eye sparkled with the fire of genius that had slumbered in him till now. His heart filled with joy as he saw the result of his work, and at last he carried it to his master's couch, completed. When the master saw it he burst into tears of joy at its beauty. "My son, I paint no more," he said, "you are henceforth the master," and a master of painting he was ever afterward. His great work, "The Last Supper," has been a study for artists for hundreds of years.

Sit Up! Sit Up.

We are indebted to the Connecticut School Report for the following extract from an address to farmers, which gives a very conclusive reason for Americans being a race of consumptives. It is a good idea to sit up.

"Pulmonary affections stand first among the four most common diseases of farmers and indeed of the com-

munity at large. Two causes are assigned for this result. One is, needless exposure to cold and wet, especially wet feet, and another is bad posture. There is no harm in facing all kinds of weather, provided one is suitably protected, but relying on his physical vigor and endurance, the farmer risks the wet and cold without the wraps essential to security. The theory of hardening one so as to mind neither wet nor cold, is fallacious. No degree of health, strength or endurance is ever gained by getting wet through or chilled through and through. The attempt to harden one's-self in this way is a hazardous experience.

"The second cause of pulmonary trouble is a stooping posture. Some work, like setting out plants, spading, hoeing, mowing and weeding, favors a cramped posture, but none of them necessitates it. Indeed one can better bear any work if he keeps his chest expanded and his lungs well inflated. He can do any kind of farm work better by bending at the hip than by curving the spine and contracting the chest. The French, Swiss and German farm laborers are far more erect than American farmers. The admirable attitude of the scholars in the schools of Europe, was a mystery to me, till I learned that the military spirit was all pervasive. Every boy in Germany, expecting to spend at least two years in camp, is early trained at school to be "erect as a soldier." "Sit up," is the order everywhere enforced. Well would it be if our farmers' boys and all our youth, so commonly enervated by stooping, would imitate this example in European schools. No words need such iteration by American teachers as "sit up." Nothing would tend more to promote national health or guard more effectually from pulmonary attacks. The importance of this subject is strikingly illustrated in the history of the Japanese. Until recently chairs were not used in Japan, but the people sat upon their feet placed

behind them in a stooping posture, contracting the chest and compressing the vital organs. The Chinese use chairs and sit comparatively erect. Hence, compared with them, though a people kindred in many other respects, the Japanese are short lived. But, compared with the French and Germans, we, as well as the Japanese, are a race of stoopers. Our youth should learn that they will live the longer and be the stronger, if they sit erect, walk erect, work with a firm back-bone, and sleep at least straight, keeping the form in the position to favor full and deep breathing. Then sleep will come the sooner and be the more refreshing."

Principles of Primary Education.

The following has come to our table as a circular, announcing a primary department in a well-known institution. It contains, however, in a condensed form, such a complete review of the nature of true primary instruction that we give it a space as one of the most valuable contributions to our pages for the present issue.

"The beginning is the chiefest part of any work, especially in a young and tender thing; for that is the time at which the character is formed and most readily receives the desired impression."—*From Plato's Republic.*

The Faculty of * * * announce their intention of keeping the primary department of the academy an object of special interest and care. The proprietor's desire is to realize, as nearly as possible, an ideal model school, conducted on true pedagogical principles—not visionary but rational; not experimental, but established.

The teacher devotes to the work she has chosen, not only knowledge both theoretical and practical, but skill, enthusiasm, professional ambition, and vigorous health. The number of pupils in the primary room will be limited to thirty. Boys will be received at the earliest school-going age. The studies pursued are reading, spelling, writing, drawing, correct speech, elementary arithmetic and geography, how to study, how to play, how to behave. The discipline of the school accords with the sentiment of Joubert, that "children have more need of

models than of critics," and that "education *should be tenacious and severe, not cold and soft.*"

The physical development of children is of great importance. The Institute is provided with large, airy rooms and a pleasant play-ground. A spacious apartment is reserved as a place of physical exercise on days when the weather is bad. A wholesome, warm dinner is prepared each school day, for those desiring it, at the school boarding house on the Institute premises.

III.—Good Out of Evil.

Disappointment, sorrow, tribulation and even sin, often are good angels in disguise. If entertained properly, they throw off their black and hideous habiliments and are transformed into bright glorious presences. In God's loving providence all things are meant as blessings. The darkest prospect, the most deplorable experience, may prove to be the reverse of disastrous. In the large hope and faith of christianity, there is a hereafter of peace and holiness even for remorse and despair. Geology informs us that at the close of what is called the Paleozoic Age, violent convulsions of nature crushed the rocky ribs of the earth and heaved up mountains, and left the continents a chaotic mass, a wreck of matter. But while the planet was subject to this terrific ordeal, veins, of copper, and lead, and gold were strained out of the agonized granite; and beryl, and topaz, and diamond shot into crystal bloom, springing up from hotbeds of volcanic fire. So out of spiritual revolutions that upheave the very foundations of the soul, crushing and scattering the whole strata of our personal works, wishes, and delights, come the gold of right character, the true jewels of happiness, and the sweetest flowers of conduct.

No matter what comes the teacher should be cheerful. No matter if you are in the "scar and yellow leaf" of life. No matter if you have passed the eriod of buoyant youth. You must not cast a cloud of melancholy and nervousness over the young life of your pupils. Determine to be cheerful. Keep yourself busy and look on the bright side. Look upward.

PHILOMATHEAN GALAXY.

MOTTO—*Non Palma Sine Pulvere.*

EVA M. TEGGART, Editor.

Lecture by Dr. T. T. Everett, Ex-Governor Pattison's private Secretary, in Normal Chapel, November 3. Subject, "The Winning Side of Life."

The Largest of Their Kind.

1, The largest ocean in the world is the Pacific; 2, the largest sea is the Mediterranean; 3, river, Amazon; 4, gulf, Mexico; 5, cape, Horn; 6, lake, Superior; 7, bay, Bengal; 8, island, Australia; 9, city, London; 10, public building, St. Peter's, Rome; 11, hotel, Palace, San Francisco; 12, steamer, Great Eastern; 13, desert Sahara; 14, theatre, Grand Opera House, Paris; 15, state, Texas; 16, territory, Dakota; 17, park, the Phoenix Park, Dublin; 18, highest mountain, Mount Everest, Hindostan, Asia; 19, sound, Long Island; 20, largest railroad depot, St. Pancras, London; 21, largest railroad, Union Pacific and Central Pacific; 22, canal, Grand Canal, China; 23, bridge, Suspension Bridge, Brooklyn; 24, the largest room in the world, the room for improvement.

Conundrums.

What is the difference between the earth and the sea?

Answer.—One is dirty, the other tidy.

Why is a good husband like dough?

Answer.—Because a woman needs him.

Why was Dickens a greater man than Shakespeare?

Answer.—Because Shakespeare wrote well, but Dickens wrote "Weller."

Always behind hand—The wrist.

Always afoot—The twelve inch rule.

Always ahead—California Normal School.

Old Philo still continues to flourish under the very efficient management of its President, W. A. Applegate.

It is possible to teach the laws of etiquette because they are conventional, but the laws of politeness cannot be taught, they spring from the heart.

Praise the large field and till the little one.

We are apt to be kinder to the brutes that love us than to the women that love us. It is because the brutes are dumb.

It is ungenerous to give a person occasion to blush at his own ignorance in one thing, who may perhaps excel us in many others.

Kindness is stowed away in the heart like rose-leaves in a drawer, to sweeten every object around them and to bring hope to the weary hearted.

The power of concentrating our minds on objects or things to be studied, is the power most needed, and is the mark of success in life.

The lessons of adversity are often benignant when they seem the most severe. The depression of vanity sometimes ennoble the feelings. The mind that does not wholly sink under misfortunes rises above it more lofty than before, and is strengthened by affliction.

Senior Class.

Stephen G. Ailes, Wm. A. Applegate, Vada Billingsley, Mary E. Boyd, Grant M. Danley, George M. Fowles, Hattie Geho, Wm. Lowstuter, Ada Gunn, Ella McConnell, Josephine Mellon, Mabel Mountsich, Mary E. McFarland, Clara M. Mulhollan, Amber G. Marquis, Frances Nickeson, W. F. Peairs, Eva Patterson, George Parker, Flora Packer, Van B. Powell, Minnie Roley, Ada Stephens, Hannah Stephens, Clara Linger, Sadie Scott, Charles Stewart, Eva Teggart, Annie M. Vance.

About two thirds of the class are Philos, one third gentlemen, and one third Clios.

Small acts of kindness, how pleasant and desirable do they make life! Every dark object is made bright by them, and every tear of sorrow is brushed away.

When the heart is sad and despondency sits at the entrance to the soul, a trifling kindness drives away despair and makes the path cheerful and pleasant.

Books must follow sciences, not sciences books.—Bacon.

An act of bad faith, on the part of a state or municipal corporation, like poison in the blood, will transmit its curse to succeeding generations.—Garfield.

When the State is most corrupt then the laws are most multiplied.—Tacitus.

I think *Winter* a pretty wide-awake old boy, and his bluff sincerity and hearty ways are more wholesome for me than any charms of which his rivals are capable.—Lowell.

What the Microscope Reveals.

Mold is a forest of beautiful trees, with branches, leaves, and fruit. Butterflies are fully feathered. Hairs are hollow tubes. The surfaces of our bodies are covered with scales like a fish, a single grain of sand would cover one hundred fifty of these scales, and yet a scale covers five hundred pours. Through these narrow openings the perspiration forces itself like water through a sieve. Each drop of stagnant water contains a world of living creatures, swimming with as much liberty as whales in the sea.

"Eloquence is a gift."

"God delights in true, earnest thinkers."

"The worst kind of vice is advice."

Mr. J. A. Drumm, class of 1880, died at his home, Dawson, Pa., October 3, 1887, of consumption. Mr. Drumm has been slowly sinking for many months, and his death was not unexpected. He will be affectionately remembered by his fellow-students as a young man of excellent ability and of many noble traits of character.

The president of Harvard College, the chief cook of the Parker House, New York, and Mary L. Booth, Editor of Harper's Bazaar, each, receive a salary of \$4,000 per year.

American libraries are open nearly twice as many hours as foreign libraries; The latter averaging less than six hours per day; the former eleven.

Every man is the stronger for knowing the worst he can know about himself, and for acting on this knowledge.

Many teachers of morality destroy the good effect of judicious counsel by too much talk, as a chemical precipitate is re-dissolved in an excess of the precipitating agent.

CLIONIAN REVIEW.

MOTTO—*Pedetentim et Gradatim.*

FLORA PACKER, Editor.

Rev. M. A. Rigg, '84, has been admitted to the Erie Annual Conference. He has a charge of three churches near Lake Chautauqua, Post office address, Harmony, N. Y. It is but a just tribute to the memory of the departed to say that, in regretting his removal from us, we mourn for one who was in every way worthy of our respect and admiration.

The ladies of Clio think it is their turn to debate in society. Miss Roley takes the lead.

A number of seniors went to Dr. Chalfant's farm for chestnuts on Saturday October 8. A very pleasant time was reported.

In the near future an Old Folks' Concert will be given at the Normal under the auspices of Miss Jennie Ewing.

Prof. Hall is the only bachelor teacher now in the Normal.

Miss Bell Day, one of the Normal's former teachers, who taught in the Normal at Waynesburg, during this last summer, will spend the winter at her home.

Dr. Noss who has been attending conference at New Brighton, has returned home.

The newly appointed minister of the California Methodist Church is Rev. J. B. Taylor.

An entertainment entitled, Poetry, History and Music of Scotland, will be given at the Normal soon, under the direction of Miss Elma Ruff.

In November Mark Twain will be 52 years of age.

Miss Ollie Fleming a former Normal student died recently, in Georgia, where she had been making her home for a year or more. Ollie was a sweet-spirited and an intellectually strong girl. Death to her could only be a promotion to a higher school. Appropriate resolutions on the death of Miss Fleming were prepared by a committee of the Clio Society, from which we extract the following:

Resolved, that while mourning the loss we have sustained, we desire to place on record that she exemplified the principles of obedience and was ever ready to do her duty."

Have you never gone nutting in October? Not of course when you were forty, but when you were just gliding into those poetic years between sixteen and twenty? Ah, then you have missed something, something from hill and dale, from sunshine and air, you have missed something that can be caught and felt, only when you are in the midst of all the preparation and detail of a meeting expedition.

The spirit of autumn indeed, as Keats expresses it:

"May be sitting careless on a granary floor,
Her head soft lifted by the winnowing wind,
Or on a half heaped furrow sound asleep,
Drowsed with the fume of poppies."

But she is never so completely in sympathy with you at this time. There is that in the merry expectant hearts and voices around you, which induces her to mingle her happiest moods with the fresh young life of heart and soul. You may even get no nuts, but in after years, when you sit alone by the firelight, you will remember the peculiar softness of the sky that October morning. You had never seen it quite like that before nor afterwards. Voices from woodland and meadow were never so clear and uplifting. Then the return home in the evening!

"When the barred clouds bloom the soft dying
day,
And touched the stubble fields with rosy
hue."

Do you wonder we plead for nutting parties? Is it strange that the ring of dollar with dollar, as it falls into the safe, grates harsh on our ears? What wonder that between the steady routine of recitation and review, we long for a note from the woodland a line from the poetic heart of Bryant, Shelley or Keats to keep the soul buoyant with the spirit of beauty and truth. Where shall we find these dainty bits of soul-food? They grow everywhere. Not only in meadow and glen but in the great fields of poetry and song. "Never," said Mabel to her teacher one morning, "did I find June flowers so beautiful and Botany so attractive, as when you read us Lowell's description of a day in June."

So you see their abundance is only surpassed by the relish they give to the most solid meal of Arithmetic, Geography and Botany.

Who has not caught from a word fitly spoken or a thought neatly phrased, an inspiration more potent than that obtained from whole pages of routine work. It is not because we prize discipline less, but because we love more the vitalizing force in the soul of beauty and truth, of pure ideals and thoughts, that we plead for the purest and best of poetry and song to brighten the hours of study and recitation, and so keep the mind in a healthful buoyant tone.

The daily labor in furnace and mill is refreshed by the odor of meadow and park. No less is the earnest student and teacher kept from stagnant mental pools and stolid mental ruts by glimpses of truth in her holiday garb of poetry and song.

Prof. W. K. Stiffy, a former teacher at the Normal has received an appointment to preach at Prospect, Pa.

Domestic Crumbs.

Be kind to the little children, So oft misunderstood,
So oft rebuked and thwarted When trying to be good,
So oft misnamed "naughty" When only tired and sad;
So oft, alas! discouraged When a smile would make them glad.

Longfellow says: The mind of the scholar, if you would have it large and liberal, must come in contact with other minds.

What Teachers should Avoid.

1. Wasting the time of pupils in useless talk.
2. Going before a class without a definite plan of work.
3. Having a careless position in the presence of his pupils.
4. Telling pupils what they should study out for themselves.
5. Allowing anything but the best work done at all times.
6. Asking questions that can be answered by *yes* or *no*.
7. Giving attention to one part of a class more than another.
8. Adhering too closely to text books.
9. Allowing pupils to depend too much upon their books.
10. Allowing pupils to feel *dependent* rather than independent of all helps.

Teaching Children How to Study.

BY ELLEN G. REVELEY, NORMAL SCHOOL, CLEVELAND, O.

In reading the lesson assigned, with the pupils before it is studied, they should be led to distinguish between that contained in the lesson already their known, and their unknown. This has a twofold value; it leads them to be hopeful to gain the unknown since they have gained the known, and to concentrate attention upon the unknown. Especially in the first use of books; as arithmetic, they may be led to see that the definition or rule is merely telling in words what they already know how to do.

In all studies concerning material objects, the fact that they are studying about real things should be continually before the child's mind. Their attention may be called in geography to natural objects about them, defined or described in the text-book, or to resemblances or differences in the things around them, and those described in the geography. For instance, there may be schools in which no child has ever seen a river or a mountain, but all doubtless have seen brooks and hills. Let them learn by aid of imagination how a river differs from a brook, a mountain from a hill.

A paragraph may be read and a pupil may tell in his own language what it says. The attention should be directed to the salient points of a paragraph, or the key-word of a sentence. By a frequent use of the black board placing the outlines, or tabular analysis of the lesson before him, the pupil gains an outline of the whole, with the leading divisions; he has the skeleton which he is to clothe by study, which develops the central or life-thought. A child led to study in this way will sooner be able to make a schedule of his own lesson.

Aid to right study may also be given through questioning in recitation. May not every recitation be counted a failure in which a great number have been able to answer correctly

every question propounded? Is it not sometimes the greatest service a teacher can perform for a pupil, to lead him to see by apt questions that he did not study aright? Such questions are especially important in arithmetic, leading pupils to discover the points at which the example may be taken apart.

Children may be encouraged to test their own knowledge of a lesson, as in history or geography, by drawing rough outlines of maps, and locating points. Thus self-help becomes manifestly an advantage, even to the oral repetition to some member of the family before coming to school.

But above all, the pupil should be led to consider the meaning of the words he repeats, and to look them up or ask information concerning them. Intelligence is general enough, and books cheap enough, so that all ordinary words and reference may be understood by children. When those occur that may not be comprehended, they may be strung on the golden thread of the future, as something to be afterward gained.

Great care must be exercised in the first reading of a lesson with the pupils, that only so much help as is needed to study correctly be given. All outside information and interesting applications should be reserved by the teacher to be used in the recitation.

By teaching how to study, we help to inspire a desire to study, and thus help to make students. Every successful man or woman is a student of matter or of mind. Can one be a true teacher who does not aid in accomplishing such results?

Shall We Spare The Rod?

One correspondent writes:

"Arguments can be presented pro and con. The chief argument in favor of its abolition is that it is a relic of barbarism—forgetting, perhaps, that a strict carrying out of this argument would apply that term to our forefathers of a recent date. There are hundreds of boys in the schools to-day who would in a very short time be

expelled from school, per force of circumstances, if the wholesome restraint of the rod was removed. The governing entirely by love appeals to the better nature of the pupils, the holding out of high incentives are all good in theory, and in nine cases out of ten may work in practice; but there are cases that require the severe remedy, and it is not right to spare the rod in such cases." Another correspondent agrees "that this gentleman is right if it is only a question of flog or rebellion; but where corporal punishment is abolished it is obedience or expulsion. The few cases that need the rod might much better be expelled rather than have the contaminating influence of brute force upon the whole school. To abolish the rod raises the moral tone of the school. Pupils are more honorable, and a teacher of tact can instill these noble principles and make it a disgrace to offend. With the sentiment of the school at one's back, the rod can be broken. Raise this sentiment, and then we can spend time at something else. While there may be cases where the teacher fails faultlessly to raise the tone of the school without the rod, we seriously question the ability of one to teach at all, who must resort to it. These cases should be very rare indeed; and it should be the determination of everyone who governs a child to patiently and persistently labor to reach that high standard where integrity will take the place of brute force.

Faneuil Hall, Boston, the "Cradle of Liberty," has probably a greater historical interest than any other building in the country save, perhaps, Independence Hall, Philadelphia.

The school must recognize its constant vital connection with the world around. Every teacher's desk should be in sight of the great facts of the times in which we live. Boys are men, girls are women, *to-morrow*.

One pound of gold may be drawn into a wire that would reach around the globe. So one good deed may be felt through all time and cast its influence into eternity. Though done in the first flush of youth, it may gild the last hours of a long life and form the brightest spot in it. Work while it is day. The night cometh

A Lesson from the Life of James A. Garfield.

James A. Garfield at 18 years of age was driver on a canal. He had little book learning, less experience—and his highest aim in life was to become a sailor.

His mother labored long to show him that the road to fame and fortune lay through learning. She convinced him that a short time at school would increase his ability to earn, his capacity to enjoy and his chances to rise in the world.

With only \$17, he started to school with the purpose of preparing to teach. With his increase of learning and his acquaintance with others, his views and purposes expanded, his hopes rose, his aims in life developed, until he gradually grew into the central figure in his country.

To-day thousands of young persons with good ability, and more than Garfield's learning at the same age, may imitate his example and rise as he rose; by following wise counsel, attending school, liberal learning, constant study, steady industry.

Can you help one of them as Mrs. Eliza Garfield helped James?

Such help will do untold good.

Preserve the Voice of the Child.

Most Teaching of elocution consists in trying to correct faults acquired by bad teaching in primary schools. Listen to the merry voices of children on the play-ground, and then listen in the school room! The greatest elocutionists have discovered the true principles by observing little children. A defect in articulation can be cured by following exactly the process by which a child learns to articulate. Listen to the voices of children. What emphasis, what melody, what harmony! Should teaching ruin these voices? Has teaching ruined voices? Who speaks first? By following nature the child has learned to talk well; by the devices of man he reads abominably. Never allow a child to read a single sentence unnaturally.—*Exchange.*

It is not easy to learn to think; nor is it easy to think after learning how. The big-brained Carlyle says: "True effort, in fact, as of a captive struggling to free himself; that is Thought!" We are bound down by many cords of usage and ropes of authority; and it takes force and courage to break the bonds—to think in regard to Education.

Primary Education.

If a man finds a stone that he supposes to be a diamond, he does not take it home and place it in a box, there to remain with its beauties and value undeveloped. What does he do? He takes the rough stone to a lapidary, whom he engages to develop its brilliancy and make it of value. The lapidary begins his work. Another face is ground, and more brilliancy is developed; and still another, with like results, and so on, until all the roughness of the stone is made to disappear, and the rare beauty of the diamond shines forth on every side.

Is not the primary pupil a human gem? The infant mind is as the rough diamond. It is placed in the hands of the teacher, the educational lapidary, who proceeds, by slow and patient processes, to develop the hidden beauties thereof. After months upon months of weary toil, the teacher is gladdened by the sight of a flash of rich light from the gem. His joy is unspeakable. He discovers new beauties to be developed, and turns another rough side of the mental gem to the rapidly revolving educational wheel. More flashes from the precious jewel! On, on toils and labors the teacher, until he is rejoiced to see a rare gem set in the galaxy of precious, priceless diamonds, and can point to it and can proudly exclaim: I fashioned it and first developed its beauty,—*W. L. Morris.*

Dismissing School.

The teacher should especially guard against having such a rush of work come to a focus at the hour of closing that the school must be dismissed in confusion, some pupils with their work half done, others restless and confused, going out without regard to order or quiet. Better call all work to a close a few minutes before the time for dismissal and have all pass out quietly and in order.—*Country School.*

A faithful school board, fully apprehending the importance of their duties, and discharging them in the right spirit, will soon have in their district a school which the best teacher will be proud to teach and solicitous to obtain. If now the district shall duly appreciate good service in the officers, the board will be selected from year to year, and the board from year to year will re-engage the approved teacher, if possible.

Explaining an Idea.

If the teacher has a fact to explain he should be, first of all, familiar with the fact; it ought to be perfectly clear to his own mind before he tries to impart it to another; he should have thought over it and studied it until he *knows* it thoroughly. He should also *know* his pupils and remember the explaining a **thing to one** boy is sometimes a very different thing from explaining it to another; and, in talking to a class, it requires great tact to allow properly for the slowness of the dull boy and the impatience of the keen one. The ideal explanation is exceedingly simple and straightforward, but, without "baby-talk" or any appearance of condescension. If any one pupil is so stupid as to retard a whole class, that one should be talked with alone afterward until he understands; he should never be dropped behind.

The teacher should not first think of attractiveness, but of clearness. That alone is a strong attraction; and if anything more is needed let it be additional and secondary. The primary consideration is clearness.

Figurative illustrations should not be introduced in an explanation merely for the sake of novelty where the facts themselves are sufficiently simple. In such a case the tendency is, at best, to divert the attention and may even be confusing. A figurative illustration should only be used when it crystallizes the thought; then it is a great help in explanation.

"There is no part of my professional career that I look back upon with more pleasure and satisfaction than the practice I always pursued in giving, each Saturday morning, familiar talks on such subjects as would conduce to make my pupils happier and better men. I have been more fully assured of the benefit resulting to many of my pupils from letters received and conversations I have had with past members of the school, who uniformly write or say: 'Much of what I studied in school is forgotten, but the words then spoken are treasured and remembered, and they have influenced and ever will influence me while life lasts.'"—*Joshua Bates.*

MANY regard the speculative philosophy of Education as mere fog and delusion. There is much fog and delusion brooding over the subject; but the solid land of True Science must be somewhere beyond the mist.

The Turn of the Year.

The days are brief, and dark, and cold;
The barren fields are brown and sere;
The world is chill, the world is old,
And speeds the bright new year.

The birds and flowers are away,
Or sleep in mother Earth's warm breast
But I amid the storms must stay,
And toil and never rest!

Hush, heart unquiet and dismayed!
Soon shall the sun in strength return;
Why dost thou mourn, of life afraid?
Soon the black year will turn.

The darkest day precedes the light,
However man its depth bewails;
After the longest, loneliest night
The morning never fails.

Even as turns the faithful year
In the slow day of storm and gloom,
And spring begins her journey here
To tempt the earth to bloom.

So shall the Sun unveil His face
And all these mists in radiance burn,
Wait but His hour; take heart of grace;
Thy year begins to turn!

—Rose Terry Cooke.

The Progressive Teacher.

This is an age of progressive ideas in education; normal schools, county and state institutes, teachers' meetings and educational journals all combine to present better methods and to lead teachers to a higher standard of excellence in school room work. The progressive teacher catches the thought of the times and enters with enthusiasm into the spirit of improvement that pervades educational circles, and applies the experience of the successful workers to his or her own sphere of duty. The result is *success*.

A conundrum to be answered—How can a teacher, with all these aids at hand, plod on in the old, beaten, unnatural steps of former times—"as they used to do when I was at school"—seeing and hearing so much that naturally would inspire one to higher aims and the use of better methods?

We give two answers and ask for no more.

1. Such teachers are satisfied with themselves. They think they have ability, as undoubtedly they

have, such as it is; but they prefer to use it in the rough rather than employ the more polished methods of others who have more ability than they. A teacher must not be self-sufficient, but willing to learn from others, and to apply the lessons, or soon he will be an old fogey.

2. Other such teachers do not desire to improve. They lack ambition. They are content to be drones in a hive of busy bees. Either they don't expect to teach long, or they don't care to exert themselves to apply a new principle, and so—poor children! stunted in mental growth, dwarfed in the power of thought, because the teacher has no desire or ambition to learn and practice the methods that would more truly *educate* the growing mind. Teachers must have a burning desire to make their own those treasures which are gathered from the storehouse of others' experience or they will be worse than useless in the teacher's profession.

A willingness and a desire to learn will enable work worth doing at all to be *well done*; but a self-satisfied or an indolent mind is stamped with a miserable failure.

Notes To Country Teachers.

BY CHARLIE TINNEY.

That the teachers of country schools are somewhat severely criticised, as well as the methods used, is becoming more and more apparent, from the general spirit of fault-finding that prevades nearly every school district. That the dissatisfaction is not without a cause, is plainly visible, when we meet and converse with pupils, fresh from the school room. As much as I think the well-meant and earnest work of a majority of our teachers is not fully appreciated, there is still left this one question: As a class, do we not lack enthusiasm? An enthusiastic teacher makes an enthusiastic pupil; and when we have succeeded in raising a pupil up to this standard we may look, and not in vain, for better

results from our labors, and perhaps a word of praise from the parents.

I am a country teacher; and I recognize the difficulties that beset us from every possible source. One of the principal difficulties is, that we have not the co-operation of pupil and parent. To receive the support of the parent, we must first gain the interest of the pupil. If the few suggestions given by me help to remove this difficulty, my aim is accomplished. Do we not spend too much time in dealing with dry, stale facts, without a glance at the principles which underlie them? The principles, which are the basis of most facts, add to their beauty and attractiveness, as much as the delicate tints used by the artist add to the beauty of the picture. Subjects that are usually dry and uninteresting should be presented in such a picturesque form, that they cannot fail to excite and gain the interest of the most dull and listless pupil. They must be taken by the teacher as the diamond in the rough, and polished until they present a pleasing aspect to the eye; each feature so explained that it will sparkle with interest, and it will soon be absorbed by the excited and awaiting mind, eager to be filled with gems of no less value than the diamond. How often it is the case that we see teachers occupy the whole time set apart for the recitation in telling what they know about the lesson. If you would hold the interest of the class, do not present the lesson in the form of a lecture, but by such a series of questions and suggestions as will leave the impression with the pupils that they have been a great help in the explanations. Encourage your pupils to be original in all their answers.

If they are not inclined to do this, ask the question in such a manner that the mere repetition of the author's words will be an impossibility. Instill in your pupils a spirit of investigation, that will not know rest until it has reached the highest point of school-room work, a thorough understanding and a definite knowledge. Do not impress your pupils with the be-

lief that you are "boss," but that you are their true friend, ready and willing at any moment to do your utmost, if their improvement is embodied in the result. By all means secure regular attendance, not by threats and scholldiug, but make everything so pleasaut that they will consider it a misfortune to be absent. We must remember that the whole world is looking to us to furnish material for future emergencies. We must adobt such plans, as will give the best results, if we would be true to ourselves, true to our pupils, and worthy of the trust reposeb in us.

The First Day of School.

"How shall I begin?" "How shall I ever get through the first day?" "If the first day were only over, I should feel greatly relieved." These, and similar expressions are not uncommon, and are doubtless on many lips now as the time for opening of school approaches. And it is a matter of much importance. Much depends upon the beginning upon the first day's work. "Well begun is half done" is an old maxim that expresses much and contains more of truth than we are able to see at a glance. So far as time is taken into account it is not true that the first day, or any day, is half the term; for, however well you may do your first day's work, every day of the hundred that follow must be counted one full day of standard length, crowded with its own duties and responsibilities.

But no other day, no month can contribute so much toward a successful term's work as the first day. And so it is true that the failures of no other day are nearly so fatal as those of the first day. How then shall I begin? Let us offer a few suggestions:

(a) Preparatory—Before the first day.

1. Learn all you can about the classification of the school from records if there be any, from the former teacher or from the older pupils.

2. Be in the district a few days and form the acquaintance of patrons and children.

3. Learn all you can about pupils, "Forewarned, forearmed."

4. Have a plan—a trial program that shall give in detail every step to be taken. *Know what to do, how to do it, and when to do it.*

(b) Opening exercises.

1. Be prompt. Begin work promptly at the hour for opening.

2. Do not rush the pupils directly into work. Remember they have been out of school for sometime and that they want an opportunity to become acquainted with the teacher. Do not make a set speech, but say something if you can say it well—something to make the children feel kindly toward you if possible. This is the supreme moment. Your measure is being taken. You are being weighed. Be sure that you pass a creditable examination before these keen-eyed critics.

3. Take the names. While the older pupils are writing their names on slips previously prepared by the teacher, the sobbing little innocents who never saw a teacher before should be comforted and assured of perfect safety in this new relation.

4. Begin the work according to the pre-arranged plan assigning work to the older pupils first. While they are preparing for recitation—and be careful to assign enough to keep them employed for an hour—you can classify the younger pupils. Assign work to all grades that know how to work, and then give the beginners the first lesson. After this, hear recitations in the order mentioned and as each class is excused assign them work in some other branch. All these lessons should be arranged before hand.

5. Observe changes to be made in the temporary program and be prepared to arrange a permanent program at the end of the first day.

6. *Notice carefully the behavior of all pupils and check every improper act.* Make rules as they are needed the first day. Permit nothing on this day that you do not intend to permit during the term. Make all requests kindly but firmly. Speak in a general way of any improprieties that you may notice. Avoid personal allusions or reproof as long as possible. Whenever a pupil repeats an offense he should be reproofed for it.

We offer these suggestions to beginners, and earnestly urge the importance of beginning right. If you do not find records showing the classification of the school and the standing of every pupil, your predecessor has not done his duty. Let not the same failure be charged against you. It is the duty of every teacher to leave with the clerk of the

board such a record. In no other way can the first day's work be made easy. M.

A Curious Clock

A correspondent in *The New Church Messenger* describes a clock recently patented in France, in imitation of a tambourine, on the parchment head of which is painted a circle of flowers, corresponding to the hour figures of ordinary dials. On examination, two bees, one large and the other small, are discovered crawling among the flowers. The small bee runs rapidly from one flower to another, completing the circle in an hour, while the large one takes twelve hours to finish the circuit. The parchment surface is unbroken, and the bees simply laid upon it, but two magnets, connected with the clockwork inside the tambourine, move just under the membrane, and the insects, which are of iron, follow them.

The Creative Instinct of the Child, Met by the Kindergarten.

MRS. F. A. B. DUNNING, KENOSHA, WIS.

That universal instinct of children, which grows into that universal longing of children, "to do something," "to make something," was never so thoroughly understood in all its requirements, and was never so completely and wisely met, as by the man who gave fifty years of his life to the study of childhood and its needs. To meet the awaking sense of touch and of sight he places in the little grasping hand of the infant, or moves before its eyes, with the low singing of rythmical sounds, the pretty colored balls, soft and pliable to the touch and attractive to the sight. This symbol of the great unanalyzed whole, of things beyond its consciousness, the baby loves, and asks for it as it does for the moon it cannot reach.

The contrast in substance and form comes to it next in the hard, wood ball, cube, and cylinder, and reaching the Kindergarten age it has placed in its hands the Third Gift—the little

cube made up of eight smaller cubes. This precious plaything, "The Child's Joy," Froebel named it, made so by the direction and suggestion of the Kindergarten, has almost inexhaustible resources. In regular, methodical ways, one form always growing out of another, this little divisible cube is capable of so many transformations. Clear, mathematical conceptions are also acquired; as, for instance, the cube is divided into halves, quarters, eighths, and placed together again by ones, by twos, by fours. In all cases, the child gains its knowledge by "doing" for itself.

And in the "forms of life," developed from this Gift made so real to the child by its own imagination, and the appropriate suggestion, story or song of the Kindergarten, in which the children all take part, its capabilities of developing perception, observation, expression, as well as mechanical execution, are truly wonderful. Symmetrical forms, called "forms of beauty," are also multiplied from this Gift.

As I write, the little group of "four-year-olds" that only last week sat about my Kindergarten table, are so persistently in my mind, that perhaps no better illustration of the use of some of the materials, can be given, thereby picturing them as well as I may at their play.

The Fourth Gift, a cube composed of eight oblongs instead of cubes, has been compared with the Third, their differences noted, and the children have learned to play with the two together. Upon the table, marked in inch squares, two covered boxes containing these cubes, are placed evenly before each child. At a signal all the little hands go up, showing that they are ready to begin. At another, the Third Gift, which is known by a red label on the box, is turned carefully upon the table, fitting exactly four of the squares. Then the Fourth, in the same manner, is placed back of it. When the boxes are all in order, the hands again show their readiness, and the work begins. It is understood that in the

building or laying of forms, the little ones are to follow my dictation or suggestions first, earning by this the privilege of building what "they please." They are first my little "helpers," doing my work for me, and very promptly, with right hand, and left hand, and both hands, they obey my orders; I, sometimes asking suggestions from them until all the cubes and oblongs are used, and before each pair of sparkling eyes and upraised hands, the finished work is seen. After the cubes are neatly made again they do what "they please." One builds a light-house and places a folded boat on the imaginary water near, then asks for a red ball to put in the top for a "light" so "nobody will be lost." One sweet little voice sings, "Mamma is tired, and wants to sit down,
And so we will build her a chair,
And Papa is coming home too, from down town,
And for him as well we will care."
while the little hands busily form the chairs.

One little fellow is going to New York soon, so he makes a beautiful train with a palace car, and invites all his little companions to go with him. "See my pretty forms of beauty!" cries another. Its star-like shape suggests to one the song,

Little stars that shines so bright,
Come and peep at me to-night,
all join in the singing. In this happy, social, kindly way the time of building what "we please" ends, the little cubes are put carefully in the boxes, and a march or change of occupation follows.

In all of the work of the Kindergarten the creative, inventive talent is directed and developed, and all tendency to destroy checked and prevented.

Reserving for another period, further mention of the many occupations with their connections and their influence upon the mental and moral growth of the child, I shall speak of but one more at this time—the *Clay*, that word of joyful sound to every little ear, the promise of which makes happiness next to complete, the frui-

tion being when the smooth balls of clean potter's clay, each on a nice square board of white wood, are set on the table, tempting the eager hands, and drawing out expressions of what "I am going to make." No prettier sight was ever seen than a group of happy, beautiful little children, for all children are beautiful when happy, with sleeves turned away from the little hands, a piece of the fine, pliable clay between the palms, singing, "Whirl around, whirl around, come pretty ball!" or reaching the time when they do what they "please" to watch the varied inventions aided by timely and helpful suggestions, and note the, sometimes, surprising results of this occupation.

Classification of Recitations.

SUPT. N. W. BOYES.

At least one hour each week should be devoted to giving oral instruction to the whole school upon physiology and hygiene.

When outline maps are furnished, at least one hour should be spent each week in giving a general exercise upon the subject of geography, also in connection with map studies and history.

The last quarter day of each alternate week may be spent in reading essays, and in declamation by pupils above the third reader grade. Practical exercises in composition should be given daily in connection with other exercises. Let the spelling class be required to frame the words of the lesson into properly constructed sentences, and let the history and other classes be sent to the board to write out a synopsis of their lessons from memory, while other classes are reciting. The spelling, punctuation, use of capitals, and construction of sentences should, in these exercises be carefully corrected. *Scholars should also be taught the sounds and diacritical markings of the letters*, that they may know the pronunciation of words when they see them marked in the dictionary and spelling book.

It is recommended the time before

recess in the forenoon be given to recitations in reading, from the highest to the lowest in order; that the time from recess to noon be devoted to arithmetic and spelling; that the time from noon to the afternoon recess be given to reading (from the third reader to the lowest in order), to history, and to (A) geography; that the time from recess to the close of school be devoted to (B) geography penmanship, grammar, and spelling.

The amount of time that can be given to the various recitations must, of course, be regulated according to the number of classes and the number of scholars in a class, and teachers should arrange their programmes accordingly.

Exercises in reading and spelling below the third reader should, in my judgment, be combined; the rest of the school should be divided into two spelling classes, according to their ability.†

Scholars above the fourth reader may properly commence the study of history, but there should be only one class in this subject.

The New Education.

BY C. E. MELENEY, SUPT. OF SCHOOLS,
PATTERSON, N. J.

The principles on which the "New Education" is based, have been derived from the old masters. Each one has left to posterity some great principle which has entered into the foundation of our present system. The recent revival of education is due to the energy of thoughtful teachers who have brought to light the old truths of masters, and have faithfully put into practice what others had been preaching about.

The object of an education in its highest conception, is the development of character.

In order to bring a child to the realization of the highest human possibilities, we must educate him with others, and not by himself, that his relation to society may be appreciated. The human character is not perfect unless illuminated by a conception of his relation to God, the duty of obedience and the subordination of the human will to the Divine.

The forces which affect the character of the rising generation are the family, which acts upon the will; the school, which works upon the intellect; and the Church, which excites the moral and religious feelings, all acting independently. It is the province of the schools to unite the forces and broaden its work, to accomplish the perfect development of the three side nature of the child.

For the schools to accomplish so great a work it is important that the conditions be favorable: 1st. The comfort and sanitary conditions need the supervision of a competent authority—like the Board of Health. 2d. The teachers must know the child physically and psychologically; they must know what material to use for the proper development and the methods to be employed. The Board of Education must also know what the teacher is required to know, because they prescribe the course of training and organize the schools.

For purposes of education, school children may be classified as in infancy from birth to the eighth year; childhood from eighth to fourteenth; youth from fourteenth to twentieth. The work of our primary schools belongs to the period of childhood, and should not be begun till the eighth year. We make a big mistake by putting children of five years of age at that work. The State acknowledges the right to educate children in the infancy period by taking them at five years of age. The legal age of school children should begin at four, and the State should provide suitable schools preparatory to our primary schools.

There should be a better classification of children, according to their bodily and mental powers; many have infirmities which demand special teaching. There is need of a medical inspector or superintendent to make such classification and to enforce proper sanitary regulations. Such an officer could dispense hygienic information, of which the public is much in need.

After all the conditions of the school are favorable, educators must look to Froebel for the principles which should guide us in that education which is to develop human character not only in the school of infancy, but throughout all grades, for he, more than any other great teacher, (excepting the great Teacher) appreciated the proper adaptation of means to the condition of the child to be educated.

How to Use Teachers' Associations.

BY J. A. HOOPER, PRINCIPAL STATE NORMAL SCHOOL, ERJE, PA.

1. Take a note-book and pencil with you to the Association.
2. Make a careful study of your deficiencies as a teacher, and write down the supposed remedy for your admitted defects.
3. Go early to the Association and remain until its close.
4. Be punctual at each and every exercise of the Association.
5. Give close attention to the exercises.
6. Make a mental comparison of each speaker's matter and method with your own idea of what should be said and how it should be said.
7. Behave as you think the other members should behave.
8. Behave as you desire your own pupils to behave in school.
9. At the proper time ask questions upon those topics about which you desire to know more.
10. Pay special attention to those exercises which relate to your admitted defects.
11. Be willing to do anything requested by the instructors and to aid in making a good Association.
12. Use your note-book freely and judiciously.
13. Enter in such questions and topics as you desire to examine more fully.
14. Seek to learn how to use your opportunities to better advantage.
15. Strive to learn how to get your pupils to study more.
16. Endeavor to learn how to get your pupils to study in a better manner.
17. Talk freely and frankly with other teachers during recesses.
18. Review the more important exercises during the session.
19. Write out at length, such suggestions as you decide to adopt.
20. At the close of the Association make and write out an estimate of the value of the whole session to you and the influence it will have upon your teaching.
21. Remember that you are personally responsible, to some extent, for a good Association.
22. Remember that the amount of good you receive from the Association will depend largely upon yourself.

You are all your ancestors, including the Old Adam. Judge your pupil in the light of his heredity.

Will those knowing themselves indebted for subscription to the REVIEW kindly remit the amount due?

Yaggy's Anatomical Study has recently been purchased for use with classes in physiology.

The studies of the Junior Course will be pursued this year in the following order:

FALL TERM:

Methods:

Algebra—to Radicals; Latin—Prof. Smith's First Book. Reading, Spelling, Grammar, Geography, Arithmetic, reviewed.

WINTER TERM:

Methods:

Algebra,—completed. Latin—Second Book. Drawing and Writing. History and Physiology reviewed.

SPRING TERM.

Methods:

Drawing and Writing. Civil Government. Book-keeping. Vocal Music. Final review of all Junior studies, so far as necessary.

Those expecting to enter the Junior Class later in the year, should write to the Principal for directions concerning the work the school do before entering. There will be large accessions to the class at the beginning of the Winter and Spring terms.

Rev. Dr. T. T. Everett, Ex-Governor Pattison's private Secretary, has been engaged for a lecture in Normal chapel, Nov. 3.

Prof. Hogue, the training teacher, requires of each member of the Senior class a thorough written preparation of the lesson to be taught before going into the presence of the children. These schemes are handed to the Professor in the morning and the teacher goes before his class with the work clearly defined and conducts the recitation without the aid of notes or books. Some specimens of these lesson-plans are here given:

D. READING—10:15 TO 11:00

(Age of pupils 9 years.)

1. Write hard words of lesson on board, pronounce them, have the pupils pronounce them and make a story of them.

2. Have pupils copy words.

3. Allow each to read a part of lesson, those not reading copying a part of lesson.

4. Have pupils tell what they can of what they have read.

5. Write, pronounce, and have the pupils write the difficult words of next lesson.

Oct. 21, 1887.

F. CLASS NUMBERS—9:30 TO 10:15.
(Age of pupils 7 years.)

1. I am going to have nine boys stand.

2. Nine girls stand.

3. Two boys sit down.

4. I shall ask how many girls are standing?

5. How many boys are standing?

6. One girl may sit down. Now how many girls are standing?

J. I shall have three girls and four boys stand. How many are standing?

8. How many panes of glass in the lower row of the window?

9. How many in three rows? Either?

10. Continue to drill.

Oct. 20, 1887.

F. CLASS PHYSIOLOGY--9:30 to 10:15.
(Age of pupils 7 years.)

1. I shall teach the number of bones in one thumb.

2. We will find how many in two thumbs.

3. I shall tell them there is one more bone in the finger than in the thumb.

4. How many bones in one finger, Ada?

5. How many bones in two fingers, Ray?

6. How many bones in three fingers, George? I cannot go higher than three fingers because I am teaching the number nine.

7. I shall ask them if they live to eat or eat to live?

8. I shall teach them that we eat to live, and we eat to keep us warm.

Oct. 21, 1887.

PHYSIOLOGY, F. CLASS--9:30 to 10:15.
(Age of pupils 6 years.)

I intend to bring one of the children before the class, and when I point to the different parts of the body have them name them.

Then I have a baby doll which I intend to disjoint and show them the trunk.

Shall ask them how many kinds of trunks there are. Then by sketching a tree on the board, teach them that the limbs grow from the trunk, and that there are four of them. Shall draw from them that the body consists of head, trunk, and limbs and that it is the house they live in, and consists of bones covered with flesh and skin.

Then I shall have them learn the sentence, "My body is built of bones covered with flesh and skin."

The authorities of the Normal school have solved the problem of

combining first-class advantages with very low rates. Our accommodations for students have been vastly improved. We do not permit the unwise and unsafe practice of club boarding, which exposes students to many dangers and affords little culture; but our rates are made so low that the unusually good boarding and home-like comforts of the school cost but little more than club boarding. We have no compulsory incidental fees. We sell books to our own students for less than they can be bought anywhere else in the State; some books at less than wholesale. Well acquainted, as we are, with the many excellent Normal schools of Pennsylvania, we confidently claim that the California Normal is now without a superior in the State in the advantages it offers: First for thorough training in the art of teaching; second, for quality of table board, comfort of students' rooms; and, third, for economy. Inquiries from young people and parents who are interested, will receive careful attention. Send for catalogue.

Teaching Arithmetic.

This subject is too commonly made an exercise in the modes of using figures merely to the neglect of using numbers in their relations to given questions for developing habits of correct thinking. Teachers know too well that pupils in arithmetic are prone to do that which should not be done—to add when they should subtract, and multiply when they should divide, etc.; they guess instead of thinking.

It is an indispensable part of the teacher's work to instruct the pupils how to add, how to subtract, how to multiply, and to divide; and it is just as important that they should be taught to consider what is to be found out, as a means for determining which operation should be performed in the given problem.

The earnest inquiry of the teacher is, how can pupils in arithmetic be made to think before they act?

Pupils who are trained to consider what can be found out, by means of questions, and to tell how they find it, may easily be led to consider the conditions of every problem given, in order to determine what must be done, in each case, to obtain the answer. And pupils thus trained will be led to think before they act. Try it, and see what effect it will have toward removing thoughtlessness from your pupils in arithmetic.