

The Normal Review.

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FALL term closes December 23.

WINTER term opens January 2.

MANY Normal students visited home friends Thanksgiving.

THE Washington County Institute surpassed all preceding ones, both in interest and profit.

NOT long since Mrs. Stockdale gave a delightful party to the faculty and a few friends from town.

MR. GRANT KENDALL, brother of Principal J. C. Kendall, of Homestead, will be a Normal student in the spring term.

THE most cheering reports come to us from graduates of the Normal. Earnest, excellent work is being done, we are sure.

MISS CARRIE S. GREATHEAD, '85, is teaching in Westmoreland county, just opposite Lock No. 4, and is succeeding finely with her school.

AMONG recent visitors at the Normal, were Misses Vogel and Gilmore, of Webster, Miss Devine, of Allegheny County, Mrs. Gumbert, of Elizabeth, and Miss Scott, of Wilkinsburg.

THE Seniors are now giving Chapel recitations at the rate of two or three a week. Messrs. Ailes and Applegate and Miss Billingsley have already recited. Next term original orations will be the order.

A LARGE room adjacent to the chapel has been set apart as an "Exhibit Room." School work of various kinds, such as drawings, maps, primary work, theses, class compositions, etc., is neatly arranged on the walls by means of a system of wires.

MR. GEO. M. VAN DYKE writes from Jefferson Medical College, Philadelphia: "Glad to receive a monthly visitor in the shape of a NORMAL REVIEW. Enclosed find amount of subscription."

PROF. F. R. HALL, of the Normal, has been giving valuable assistance at a number of local institutes. He has been requested to instruct at the Beaver County institute, which meets Dec. 26. He has promised to spend at least one day there.

REV. W. K. STIFFY, until recently in charge of our Musical Department, paid the Normal a visit at Thanksgiving, and attended the "Old Folks' Concert." He preaches to three congregations each Sunday, on Prospect Charge, near Beaver, Pa.

A LARGE number of new students will enter the Normal at the beginning of the Winter term, while from all sides come the reports of students for the spring term. The attendance will be larger and the work better than ever before.

PRINCIPAL NOSS, of the Normal, who lectured at a teachers' institute at Ebenezer Church, Nov. 26, will lecture at Bentleyville Dec. 10, and preach at Carmichaels Dec. 17 and 18, and will be one of the instructors at the Fayette County institute, commencing Dec. 26.

THE Normal is spending nearly \$2,000 in piping water into the buildings and in plumbing. If one who had not visited the Normal for four or five years, were to come now and see all these modern improve-

ments, he would think he had just waked from a Rip Van Winkle sleep.

THE Seniors are at work on "Hamlet," the first of the four English Classics on which they have to prepare full written abstracts. The play is being read in class, under direction of Miss Mac Pherson, and a correct interpretation of the various characters is, in this way, secured.

THE many extensive and expensive improvements at the Normal would justify the authorities in charging students the same rates as other first-class State normal schools; but the large attendance of students enables them to keep the rates down to the old *low figure*, \$168 a year (with State aid deducted), or \$118 in the Senior year.

AN Old Folks' Concert was given in Normal chapel, Nov. 22, under the direction of Miss Jennie Ewing. It was a complete success throughout. Mrs. Prof. Smith fully met all the high expectations of her. Miss Birdie Cherry sang beautifully, as usual. Misses Josephine Mellon and Anna Powell sang "Annie Laurie," as a duet, with excellent effect. For character acting, the best hits were made by Mr. Van B. Powell, in the duet, "Reuben and Rachel"; by Miss Emma Markell, in "Cousin Jedediah," and by Mr. Charles J. Stewart, in "Old Fashioned Courtship." Many others deserve especial mention, such as Miss Lucy Hertzog, the accompanist, and Mr. Geo. M. Fowles, the leading basso, but space forbids.

Beauty in Literature.

BY MARY E. CARDWILL.

It seems almost impertinent to repeat so trite a fact as beauty reigns supreme in literature. Poetry does and ever will hold a higher place in man's regard than prose, because it appeals more strongly and in more varied ways to his love of the beautiful. A philosopher for the greater depth and superior spiritual beauty of his thought may rank higher than one who is only a poet, yet in expression he is inferior. And the philosopher becomes a universally acknowledged master only when he gives the highest poetical expression to his philosophy. Shakespeare, lacking nothing but the gift of poetic expression, would have fallen far short of the place he occupies in literature. Beauty is the living element, the soul of every true book. And without a clear manifestation of its beauty to some mind, no book will live.

The manner of expression is one, perhaps the prime cause of the supremacy of poetry over prose. Style is thus proved to be a most important factor in all writing. A beautiful style, a fine and forcible way of saying things, will carry the most misshapen arrow of thought a long way toward its goal. A good style in prose—that is, clearness, simplicity, and grace, like melody in poetry, affect the reader with the penetrative force of musical sounds. It is a powerful appeal to his innate love of beauty in harmony; by it his spirit is exalted, his mind is carried easily from point to point in the book, and the ideas, though most commonplace, leave behind them a feeling of joy and satisfaction. Their melody leads us often to read with pleasure poems otherwise of little worth, and its grace of style tempts us to give the name of eloquence to prose that may be almost wholly false in idea. But a beautiful style is always a genuine merit, a divine livery of thought, whose supreme worth all great writers have realized. Shakespeare's grandest thoughts are ever found in his most beautiful lines. With Goethe style, perhaps even more than conception, has gained him the brightest laurel. Ruskin dazzles and charms us with his manner of writing, and Carlyle is more forcible and eloquent when his style is simple and perspicuous, as well as intense. Emerson delights us because he says "the greatest matters in the simplest way." Tenny-

son's greatness lies to a great extent in his artistic perfection. And the meaning of all this is, an obscure and difficult or in any way unpleasant style, because it is repugnant to man's love of beauty, is almost invariably a death-producing disease in literature.

Beauty of language, considered apart from style, is a higher quality, as it depends for its full effect upon culture, and speaks with power to the imagination and intellect as well as to the love of sensuous beauty. Shakespeare with a single word or phrase produces wonderful impressions, and one of his greatest marks of supremacy, to his contemporaries in particular, was his more refined and discriminating taste in his use of language. On the other hand, we may remember that a poet so essentially great as Wordsworth, partly by reason of his lack of a nice discrimination in his selection of words, exposed himself to criticism in a degree just, if merciless, and limited for all time the number of his readers and admirers, especially among cultured people, who might otherwise delight in him.

Beauty of poetical conception, of imagination, of creation, though almost purely ideal elements, give to the art of writing an essentially universal influence, and prove man's innate possession of an ideal tendency, or, as some one has said, an insatiable demand for perfection. Beauty of sentiment and thought—moral beauty in books, if clearly or forcibly presented, touches man's deepest and noblest emotions, and gives to literature incomparable beauty and worth. Without moral beauty no book or writing claiming literary merit has a right to exist.

The highest and, indeed, the only true purpose of literature, is to make the world better and happier. As beauty reigns supreme, literature must be the handmaid of beauty. More than this, for great or even any adequate result, the service must be plainly perceptible. The lack of perceptible beauty has consigned many an otherwise valuable book to righteous oblivion. The dryness of a text-book has sealed its instruction from the heart and mind of many a child. The Bible, of all books the most beautiful from a literary standpoint, is effective, be it said with reverence, because its wonderful moral and spiritual beauty is apparent to all.

The breadth of the term beauty as applied to literature gives ample scope and plentiful material to all earnest writers. Let true poets sing as the

birds, without any conscious purpose, yet by virtue of their work they conform more or less to the laws of beauty. The best writing of all authors is that which they feel compelled or inspired to write, because spontaneity implies a certain ripeness of thought which is always beautiful. But even in inspired writing the measure of its beauty in every respect is the measure of its worth. We give the name of genius to a noble thought combined with noble language in a noble way.

Realism in literature so often grates on a sensitive soul because it is frequently and unrighteously separated from beauty. But beauty is the standard of the real as well as of the ideal, and is a connecting link between them. The highest conception and aim of the real is perfection, and its type is therefore ideal. We call this a realistic, a practical age, meaning the influence of beauty is comparatively insignificant. But this is as superficial a view of our era as that formerly held in regard to the so-called Dark Ages. Never before was beauty and the love of beauty so active or its influence so widely felt. The cry for culture is heard everywhere. Men crave wealth to purchase refinements. Musical instruments are found in the most unpretentious cottages, and musical festivals are following "the course of empire." Tourists increase more rapidly than railroads, and a constantly growing appreciation for natural scenery is evidenced by the defilement of grand mountain passes with patent-medicine advertisements. Probably our colleges were never before filled with so many students craving the delights of intellectual beauty.

Never before were reformers so active in so many different channels, led by the force of moral beauty, to seek the abolition of wrong and the encouragement of right. Though the direct influence of the Church sometimes seems to be declining, it may be because religion has been looked upon too much as an affair of Sunday and church-going, and morality is now demanding a ruling place in every day life. The increase of benevolent organizations is proof enough that the beauty of holiness is more than ever making itself felt.

In literature the comparative newness of the moral idea as a predominating force has led to too great crudeness in the presentations of principles. There is always a certain harshness in a vigorous throwing off of the old and false for the adoption of the new and

real. This effect is especially seen in a comparison of the fiction of this and preceding generations. Critics are apt to deplore the disappearance of the old spirit of romance, which was formerly the life and substance of novels and love-stories. But a more thoughtful consideration of the subject shows that the old romantic spirit was to a great extent false in principle and dangerous in its effect. A higher civilization demands a higher standard of morality. It demands that the ideal be based on the real and the true, where human life and action are concerned. And it is because the new school of fiction is in an elementary state, still laying its foundations, that novelists of to-day too seldom attain to a sufficiently ideal treatment of their subjects. In the future, ideal beauty must and will prevail in this most influential form of literature. And it is suggestive that even now it is a most perceptible beauty which gives the highest rank to modern novels—the fineness of their style.

This is indeed a utilitarian age. But it is a noteworthy fact that the world has at last made the great discovery of the beauty of usefulness. Moreover, the same spirit is continuing its work, and we may hope the time will come when a still more important discovery will be made—that of the usefulness of beauty.—*Brooklyn Magazine.*

A Soft Answer.

“A soft answer turneth away wrath; but grievous words stir up anger.”

How much wrath might be turned away, if teachers would act on the suggestion of the above proverb! True, sometimes pupils give grievous words, and then the teacher verifies the latter part of the proverb by allowing his anger to be stirred up. This is wrong. The teacher is supposed to have more self-control than the pupil. If a pupil tells a teacher he “won’t do it,” the teacher has no right to tell the pupil that if he doesn’t he will be “knocked through that wall with a three-legged stool” that happens to be handy. This would stir up anger. The teacher should give a *soft answer*. This does not mean that he must say “please do,” or “I shall feel so sorry if you don’t,” or any other *wishy-washy* thing. He may say something that will turn his pupil’s thoughts inward—make him reflect upon his

own thoughts and action. The teacher might say: “You are hasty in your decision; I will give you time to think about it;” or, “I think you ought to;” or, “Is the requirement unreasonable?” In nine times out of ten the pupil will do willingly the very thing he said he would not do, and a *scene* is avoided; and anger is not stirred up; and the teacher has the respect of the entire school.

Squeamishness.

There are some teachers who will allow a pupil to deceive them from day to day because they are afraid the pupil will feel that he is not trusted. He has been absent. He brings a written *excuse* saying, “John was sick yesterday, please excuse him,” signed by the parent. The writing is that of a school-boy or girl. The teacher is certain of this, but will not ask who wrote this and why the parent did not write it, for fear the pupil will think his honesty is doubted. If he is honest, he will tell just how it happened, and think nothing of it. If he is dishonest, he will tell just how it happened, and *will think something* of it. He will first say that his parent wrote it, and afterwards tell that his “big sister” wrote it, and how it all happened, and then *appear* hurt because the teacher does not believe him. Just here the teacher may show him that, according to his own story, he has not been truthful, and therefore he is under no obligation to believe him. Lead him to feel that if he wishes to be believed, he must not attempt to deceive; that the only way to regain the confidence is by truthful action; that it takes much longer to regain the confidence than to lose it. The teacher may offer his assistance by giving him opportunities to show that he can be trusted in the future. But suppose the teacher, through squeamishness, lets a deception go on, the pupil thinks he can gain his points by deception; can absent himself from school and play truant without any danger of being discovered. The teacher is then allowing a bad habit to grow in the pupil. The pupil should learn early that “the way of the transgressor

is hard.” That wrong action will not pay. It is the business of the teacher to detect crime as well as to reform the criminal. Some parents are so “wrapped up” in their children that they would not believe that one of them would tell a falsehood. Some teachers become so imbued with confidence in their pupils that they will not even investigate an accused one. Investigate and then reform, if possible. If punishment is given, let it be given for the purpose of working a reformation.

Puget Sound.

The first settlement by Americans on Puget Sound was made in 1845. In the number of arrivals and departure of American vessels, that district is now third in the Union.

There was entered and cleared at Port Townsend, the port of entry for Puget Sound, for the fiscal year ending June 30, 1878, vessels with an aggregate of nine hundred and ninety-eight thousand five hundred and thirteen tons.

The value of the timber around Puget Sound began to be realized very soon after the discovery of gold in California, and the amount of lumber now manufactured in that locality aggregates five hundred million feet per annum.

Not less than two billion feet are annually cut down, the best only being used, the remainder being left upon the ground to decay.

In his Harvard oration Mr. Lowell, speaks of “politeness” as connected in etymology with cities. A correspondent of *The Nation* having pointed out the etymology from the Greek *polis* is misleading, suggests that “urbanity” was the word the author had in mind. Mr. Lowell in a graceful note accepts the suggestion, and attributes the blunder to “a certain tendency to *heterophasia* (to borrow the late Mr. Grant White’s useful word).” This is another example of the same error, for Mr. White’s word was *heterophemy*—which, by the way, should be pronounced with the accent on the *o*, not on the *e*, as is most common.

Selections for Memorizing.

Good name in man and woman, dear my lord,
Is the immediate jewel of their souls;
Who steals my purse steals trash; 'tis something,
nothing;
'Twas mine, 'tis his, and has been slave to thou-
sands;
But he that filches from me my good name
Robs me of that which not enriches him
And makes me poor indeed. —*Shakespeare.*

Better to hunt in fields for health unbought,
Than fee the doctor for a nauseous draught.
The wise for cure on exercise depend;
God never made his work for man to mend. —*Dryden.*

Pygmies are pygmies still, though perched on
Alps;
And pyramids are pyramids in vales.
Each man makes his own stature, builds himself:
Virtue alone outbuilds the Pyramids;
Her monuments shall last when Egypt falls. —*Young.*

That man may last, but never lives,
Who much receives but nothing gives;
Whom none can love, whom none can thank,
Creation's blot, creation's blank. —*Gibbons.*

Hope, like the gleaming taper's light,
Adorns and cheers the way;
And still, as darker grows the light,
Emits a brighter ray. —*Goldsmith.*

How far that little candle throws his beams!
So shines a good deed in a naughty world. —*Shakespeare.*

From lowest place when virtuous things proceed,
The place is dignified by the doer's deed. —*Shakespeare.*

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

There's a divinity that shapes our ends,
Rough-hew them how we will. —*Shakespeare.*

The man who seeks one thing in life, and but one,
May hope to achieve it before life be done;
But he who seeks all things, wherever he goes,
Only reaps from the hopes which around him he
sows
A harvest of barren regrets. —*Owen Meredith.*

We may live without poetry, music, and art;
We may live without conscience, and live with-
out heart;
We may live without friends; we may live with-
out books;
But civilized man cannot live without cooks.
He may live without books,—what is knowledge
but grieving?
He may live without hope,—what is hope but de-
ceiving?
He may live without love,—what is passion but
pining?
But where is the man that can live without din-
ing? —*Owen Meredith.*

Grammar Without Hard Words.

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

BY PROF. I. L. WHITTY, PRINCIPAL OF
MACOMB NORMAL COLLEGE.

When the pupils have been thor-
oughly drilled upon telling the *uses*
of the several words in sentences
selected by the teacher *without giv-
ing the names of the parts of
speech or allowing those pupils who*

may know them to give them until they fully understand the uses of all the ordinary words that occur in sentences of simple formation, the next thing is to help them to see that many of those classes whose uses resemble each other may be grouped together into one larger class. For example—a word that tells *what kind a thing is* helps to point out that thing, so do words that tell us *how many things we speak of*. Therefore these may be grouped together and for convenience of reference one general name may be given them. This name is Adjective. Likewise words that *tell us how things are done and when and where and how often* things are done all agree in *describing an action*. Accordingly for the same reason we put them all together into another group and give them a general name. This general name is Adverb. Now is the time to teach the *names* of the Parts of Speech. Before I commence this I make my pupils copy carefully in their note-books (they all have each a separate note-book for grammar) the following table, and then when naming the parts of speech I always make them quote a line from the table giving the use of the word. For example—the day is very cold. "Cold" tells us what kind the thing called day is—therefore it is an Adjective. "Very" tells us how much of the particular kind called cold the day is—therefore it is an Adverb. I now conclude this lesson with the table that I spoke of.

Each pupil must carefully copy out and commit accurately to memory the following:

The Part of Speech which a word is in any sentence can only be determined by considering its use in that particular sentence.

A *thing* is anything that we can *think* of or talk of.

Words that tell us the names of things are called Nouns.

Words that tell us what things do; words that tell us in what state things are; words that form words into statements; are called Verbs.

Words that point out things; words that what kind things are; words that tell us how many things there are; are called Adjectives.

Words that tell us how things are done; words that tell us when things were done; words that tell us where things were done; words that tell us why things were done; words that tell us how often something was done; words that tell us how much something is of a particular kind; are called Adverbs.

Words that stand for names; words that stand for names and ask questions; words that stand for names and join sentences; are called Pronouns.

Words that join words are called Prepositions.

Words that join sentences are called Conjunctions.

Exclamations are called Interjections.

Many teachers may find something to vary in the definitions or to add to them, but none who will try the method will fail to recognize its great advantages.

Industrial Education.

There is a new kind of school and there are new lessons and new teachers coming. Books we must have. To learn, we must read. But we may read all about boats, and yet we can never learn to sail a boat till we take the tiller in hand and trim the sail before the breeze. The book will help wonderfully in telling us the names of things in the boat and, if we have read about sailing, we shall more quickly learn to sail; but we certainly never shall learn till we are in a real boat. We can read in a book how to turn a heel in knitting, and may commit to memory whole rules about "throwing off two and purl four," and all the rest; yet where is the girl who can learn to knit without having the needles in her hands?

This then is the idea of the new school—to use the hands as well as the eyes. Boys and girls who go to the ordinary schools, where only books are used, will graduate knowing a great deal; but a boy who goes to one of these new schools, where there are pencils and tools, work benches as well as writing books, will know more. The other boys and girls may forget more than half they read, but he will re-

member everything he learned at the drawing-table or at the work-bench, as long as he lives. He will also remember more of that which he reads because his work with his hands helps him to understand what he reads.

I remember long ago a tear-stained book of weights and measures, and a teacher's impatience with a stupid child who could not master the "tables." And I have seen a school where the tables were written on a blackboard—thus: "two pints are equal to one quart," and on a stand in the school-room was a tin pint measure and a tin quart measure, and a box of dry sand. Every happy youngster had a chance to fill that pint with sand and pour the sand in the quart measure. Two pints filled it. He knew it. Did he not see it, did not every boy try it? Ah! Now they knew what it all ment. It was as plain as day that two pints of sand were equal to one quart of sand; and with merry smiles those six-year-old philosophers learned the tables of measures; and they will never forget them. This is, in brief, what is meant by industrial education. To learn by using the hands,—to study from things as well as from books. This is the new school, these are the new lessons. The children who can sew, or design, or carve wood, or do joinering work, or cast metals, or work in clay and brass, are the best educated children, because they use their hands as well as their eyes and their brains.

You may say that in such schools all the boys will become mechanics, and all the girls become dressmakers. Some may, many will not; and yet whatever they do, be it preaching, keeping a store, or singing in concerts, they will do their work better than those who only read in books—*Charles Barnard, in St. Nicholas for October.*

Education in Alaska.

In 1864 and 1866 there were two parties of school teachers brought to Puget Sound from New England. These were remarkable historical events and have not been repeated since. To-day, however, just twenty years later, there goes

from Puget Sound to a portion of the Nation as far removed as was that former field of missionary education, a cargo of noble souls bent on the same errand—that of diffusing knowledge and extending the Christian civilization. They go equipped to toil among the natives of the Aleutian Islands, our westernmost possessions, and in doing so they cut loose from the rest of civilization until the return of the summer months, when they can expect to receive their annual mail and probably some visits from whalers and traders. To embark on such a mission requires bravery. The workers have been found, they have procured provisions to sustain them for a year and are now embarking with their furniture and food on the little vessel that will leave this evening.

Rev. Sheldon Jackson, who is superintending this work, was a Presbyterian missionary and established a mission at Fort Wrangell in 1877. After that he established schools and missions at Sitka, Haines (named in honor of Mrs. Haines, of New York, President of the Woman's Baptist Home Mission Society,) Hoonah, Jackson and Juneau. These missions are still flourishing. In the spring of 1885 Mr. Jackson resigned his position as missionary to accept the Government appointment of United States General Agent of Education for Alaska. During the year of 1885-6 Government schools were sustained at Sitka, Juneau, Haines, Hoonah, Killisnoo, Fort Wrangell, Jackson and Unalaska, and with these contemplated additions there will be in all sixteen schools in Alaska.

The Bureau of Education received but \$15,000 for Alaska work, though \$50,000 was asked. It was the intention of those having this work in charge to build for each teacher a school and a residence, but this small appropriation will only pay the salaries, making it necessary for the teachers to supply their own homes.

The Government will employ no man for this work who is not accompanied by his wife. One of the teachers who goes from here, Mr. John H. Carr, was married

this week, and the couple will leave to-day for their new field of work at Unga.

The rest of the party consists of Professor W. E. Roscoe, wife and child, of Cal., to be stationed at Kadiak; Professor W. L. Currie, wife and child, of Tex., to be stationed at Klawak; Rev. J. A. Wirth and wife, of this city, to be stationed at Karluk; T. W. Spencer, wife and two children, of Port Townsend, to be stationed at Unalaska. Mr. Spencer's family will be accompanied for the first year by Rev. Isaac Dillon, of this city. Of course, Dr. Jackson accompanies the party to see that they are located properly.—*Seattle (Washington Territory) Post Intelligencer, September 1.*

A Child's Composition.

Physiology treats of the human body. The body is composed of bones, muscles, blood vessels and nerves. The bones are composed of lime and gelatine. The lime is the hard and the gelatine the soft part. There are 208 bones in a person. The muscles are flesh. They are to give shape to the body and protect the bones. They are composed of little fine cords bundled up together. There are over five hundred muscles in the body, and only twelve single ones. The nerves are all over the body. There are so many they cannot be counted. The veins carry the impure blood to the lungs and it is purified by the oxygen of the air. The arteries carry the pure blood back to the body. The teeth are composed of ivory and enamel. The inside is ivory and the outside is enamel. There are 32 teeth, 16 above and 16 below. If we tap on our teeth with anything hard it will break the enamel. There are five senses, sight, hearing, smell, touch and taste. The taste is in the upper part of the mouth and in the tongue. When we eat anything sour the little velvet of the tongue will stand up, and if it swells and cannot get back, it makes the tongue sore. To keep the body in good health we must bathe two or three times a week and wear clean clothes, and take exercise every morning. That's all I know about it.

"Yes, Depth and Breadth it is, and Honest Growth, Withal."

At the Professor's, over the way, there is a custom of family reading for an hour each evening; parents, grandfather, aunty, guests and children all meet. Often, but a few lines are read before questions arise; there is perfect freedom of inquiry, and the lads and lassies understand thoroughly that the hour is quite as much for them as for any one.

This time, so set apart from all others, is the crowning glory of the day.

The gathering is in the library, a roomy, cheerful place, with "helps" on every hand, and it is charming to note the facility with which the young people make acquaintance with encyclopedias and dictionary; evening after evening, items come up, jostling some kindred point, and there is no estimating the value of such a "wayside education." Maps, pictures, poems,—anything "to shed light" is eagerly laid under tribute.

Lately, when grandfather, who was leader that week, read: "In the life of Erasmus, mention is made of frequent gifts received by him from wealthy prelates and friends. At one time, Colet, dean of St. Paul's, grateful for a dedication prepared by the famous scholar, sent him fifteen *angels*; others, 'touched by divers pleasant memories,' presented similar tokens, varying in amount, making life easier to the great writer than it could otherwise have been."

That word "*angels*," in such a connection, provoked much eye-lifting, but Bess and Hal soon solved the mystery: "It was originally a French coin, called '*ange d'or*' or '*angelot*,'" read Bess; "so named from the representation it bore of St. Michael and the Dragon, and was first struck in 1340, with the French arms on the obverse."

"And" added Hal, "a century later, in the reign of Edward the Fourth, it was introduced into England, and then called '*angel*.' It varied in value until the time of Charles the First (1625) from 6s. 8d. to 10s."

The remainder of the hour was

given to brief sketches of Erasmus, Colet and other dignitaries alluded to, suggesting subjects for research for next evening's entertainment.

The Chrysanthemum.

BY PROF. L. H. BAILEY, JR.

The most popular of all flowers in England and America, at present, is the chrysanthemum. Within the last few years it has received great attention, and the number and excellence of the varieties have been wonderfully increased. To such perfection have the better kinds been brought, that scarcely one out of two thousand new varieties is as good as its parent.

The chrysanthemum is one of the great family of Compositæ, or so-called compound flowers, to which belong the daisies, asters, golden-rods and sunflowers. The name is derived from two Greek words, meaning *golden* and *flower*, in allusion to the color of some species. There are over a hundred and twenty distinct species of chrysanthemum known to botanists, of which about half a dozen are wild in North America. Of these only five are in general cultivation in this country. The most important species of the genus is that which has given rise to the great autumn-flowering varieties with which we are now becoming familiar. Until recent years it was supposed that our autumn varieties had been produced from two distinct species, *Chrysanthemum Indicum*, from India, and *C. Sinense*, from China. It is now agreed, however, that these two species are only forms of one which we continue to call *C. Sinense*. It is not known when the chrysanthemum first appeared in Europe. The earliest authentic record says that, in 1790, a merchant named Blanchard brought them from the East into France. In 1795, a specimen flowered near London, England, in the gardens of Mr. Colvill. In 1819 twelve varieties were known in England. Of late years some very peculiar varieties, the so-called fluffy chrysanthemums, have been introduced from Japan, where they have long been cultivated. Of the Chinese chrysanthemums there are four well-marked races or sets of

varieties; the large show varieties, the pompones, the anemone-flowered and the quilled. The pompones, or Chusan Daisies, are small and compact-growing plants, bearing a profusion of small, button-shaped flowers. These were introduced into England in 1845 from China or Japan by Robert Fortune, a botanical explorer. The anemone-flowered sorts are peculiar in having a tuft of erect petals in the centre of the flower, while the side petals are spreading as in the ordinary sorts, giving the flower the appearance of a great Japanese anemone. In the quilled varieties the petals are rolled up like a quill, presenting a very striking appearance. Aside from these sorts the single varieties are somewhat grown.

The second chrysanthemum in importance is the *Marguerite*, *C. frutescens*, "shrubby chrysanthemum," which is very much like the Ox-eye Daisy of our fields. The *Marguerite* has comely single flowers, either white or yellow. They are borne on long, slender stems, which render them desirable for bouquets.

The Ox-eye Daisy, which is such a pest to farmers, but such a delight to all lovers of flowers, is also a chrysanthemum. It was introduced into this country from Europe, where it is native, probably some time last century. It has now overrun pastures and meadows from New England to Michigan.

The third chrysanthemum in importance is *C. roseum*, a species not very unlike our Ox-eye Daisy, only that it has bright red or pink flowers and finely-cut leaves. This plant is a native of Caucasia and adjacent regions, where it is largely grown for the manufacture of the famous *Pyrethrum* or Persian insect powder. The flower heads are dried and ground into the powder. The plant is often grown for ornament, and double varieties are frequent.

The common summer chrysanthemum of gardens, *C. coronarium*, is the fourth species in importance. This commonly bears bright yellow flowers, either single or double. It is a native of the south of Europe.

The small-flowered *pyrethrum* or

fever-few is also a chrysanthemum, *C. Parthenium*. This was once cultivated as a medicinal herb, being supposed to allay fevers, whence the common name. Single-flowered varieties of this are often seen growing wild about gardens and cultivated fields. A peculiar variety, sometimes known as "Golden Feather," is cultivated on account of its golden foliage.

Moral Enthusiasm.

BY H. CLAY NEVILLE, OZARK, MO.

One of the indispensable qualifications of the successful teacher is a genuine, hearty sympathy with the child-life. No amount of learning and thoroughness in discipline can take the place of this honest, soul-awakened interest in the personal welfare of the future men and women whose destinies are so largely under the teacher's influence. This sympathy must be thoroughly sincere and natural, for the intuition of children is quick to see through the masques of deception, and an affected air of kindly interest will be detected by the more discerning pupils at least. Children know their friends much better than many people suppose, and the teacher who is wanting in this hearty good will for his pupils will not long deceive his school. There is nothing in the nature of childhood more beautiful and noble than this instinctive sensitiveness to kindness. The unperverted child is trustful and loving, and this virtuous instinct should be met by the teacher in the fullest spirit of kindness and sincerity. Let the school feel that the teacher is the friend of each pupil, and the problem of government will then be easily solved if there is any tact and character back of this cardinal requisite.

The education of the heart is, after all, the most important work of teaching, when we consider that life's grandest success is not measured by wealth or position, but by the daily character of men and women. That many teachers have learning enough to instruct well, so far as intellectual training goes, but are deficient in a living zeal for the moral welfare of their pu-

pils, is one of the most serious evils of our schools to-day. A broad, earnest, successful teacher must have this moral inspiration, born of a generous faith in the natural goodness of children and the noble possibilities within his pupils. Who does not carry into the school-room this high enthusiasm for the ethical phase of his work, however thorough his knowledge of books and methods, will fall short of that higher success of character-building which should be the aim of every man and woman assuming this most responsible public trust.

I do not mean that the teacher should make any special hobby of teaching morals, that he should deliver long and frequent lectures on good conduct. This labored method of inculcating virtue is often very pernicious, as it soon becomes tiresome, and the pupils learn to dread the expected "sermon," which from day to day recurs with but little variation in substance or manner of presentation. An earnest enthusiasm for the moral welfare of the school, a high ideal of life in the character of the teacher, will silently diffuse itself and awaken among the pupils a responsive aspiration without any labored effort to teach goodness. Let genuine kindness, justice, and cheerfulness animate the teacher, all of his intercourse with his pupils as instructor and governor reflecting these virtues, and this character will go out to the school and be unconsciously assimilated by the young hearts seeking light and guidance. An honest, generous, just, and hopeful character will make itself felt in a schoolroom. It needs no wordy argument to prove its existence. It is sufficient that the teacher have within himself these well-defined, vigorous elements of character, and his school will not be slow to recognize their presence and yield to their sovereign sway.

He Cured the Squeak.

"Every fool will be meddling," remarked a wise king. (Prov. 20:3.) The result of such "meddling," in the way of practical jokes, etc., usually prove the folly of the meddler beyond question. Nobody

pities him when he becomes the victim of his own fun. We are not sure that most of our readers have heard the amusing story of "oiling a crank."

The palatial steamer, *Mary Powell*, was on her daily trip up the Hudson. A number of passengers had gathered about the open door of the engine-room, looking with interest at the movements of the ponderous machinery. Among the passengers was Sam Foster, a New York gentleman, who is a practical joker. He is a young man of means, and was elegantly dressed. He is, moreover, a very good amateur ventriloquist.

"Now, boys," said Foster, "let us have some fun with the engineer."

A creaking, squeaking noise was heard among the machinery. The engineer was somewhat startled, and he lubricated various and sundry parts of the machinery with great industry and an oil-can. The latter contained half a pint of oil.

Foster nudged one of his boon companions in the ribs, and pretty soon the machinery squeaked again. Once more the engineer calmed down a suspected piston by anointing it with the alleviator. The squeaking still continued, and Foster pointed out the place that needed oiling. Once more the engineer took his alleviator and, removing the cork, poured the contents down the back of the festive Foster, and over his forty-dollar suit of clothes.

"There," said the engineer, "I don't think that crank will squeak again in a hurry."

SPIDERS are one of the great obstacles to telegraphers in Japan. Filling the trees along the lines, these insects spin their webs between the earth, the wires, the post, the insulators and the trees. When these webs become wet with dew they constitute a good conductor, and the lines are found to be in connection with the earth. The only method of obviating this inconvenience is by employing brooms of bamboo to brush away the webs. But, as the spiders are more active than the workmen employed in this work, the difficulty is not the less serious.

CLIONIAN * REVIEW.

MOTTO—PEDETENTIM ET GRADATIM.

CHAS. J. STEWART, Editor.

MR. VAN B. POWELL has made a good Society president.

OUR Society has improved and increased very much during the last month.

A SON of the English poet, Browning, is soon to be married to an American lady.

MR. VAN POWELL delivered a fine inaugural address on his accession to the presidency.

CLIO has been visited by one or more members of the faculty each meeting this term.

MISS MACPHERSON, of the faculty, visited her friend, Miss Williams, at Walnut Farms, on the 19th.

JAMES GORDON BENNETT will publish a newspaper in Paris, to be known as the *European Herald*.

THE Union School of Bridgeport was closed one day by the failure or mismanagement of the natural gas.

MR. KIEHL, '87, Mr. Hallam, '87, and Mr. Crumrine paid the Normal a very pleasant visit on Hallowe'en.

A FEW evenings ago we were visited by several of our Philo friends, who spoke in high terms of our Society work.

BOTH societies were adjourned on Thanksgiving week on account of the absence of so large a number of the members.

MRS. STOCKDALE gave the students a very pleasing and entertaining party in the public parlor on Thanksgiving eve.

ARISTOTLE, being asked what a man could gain by telling a falsehood, replied, "Not to be credited when he speaks the truth."

Miss Hannah Stephens was elected for salutorian for next term; Miss Minnie Roley for valedictorian for the close of this term.

MR. J. D. BERRYMAN, '87, who is now teaching in Allenport, is a frequent visitor at the Society. He reports a good school and success in teaching.

THE Fayette County Teachers' Institute will be held during the Christmas Holidays. Dr. Noss has been selected as one of the instructors.

PROF. HALL and Messrs. Parker, Danley and Applegate attended the Washington Institute. They report a good time and many valuable ideas gained.

OF the twenty-three members of last year's class, only ten have since made us a visit. We would like to see them all again before this school-year has gone.

IN electing a president the Society should remember that as is the president so is the society—in most cases. Only those who are firm and have good judgment should be chosen.

A MOTION has been brought before the Society making members of the Senior class eligible as contestants, but has been left unsettled owing to some lively discussion on the matter.

ON Nov. 23 we had the pleasure of visiting the Luzerne Village School, taught by Miss Laura Swan, '80. The school seems to be in a very prosperous condition under her management.

TO THE roll of our Society were lately added the names of Gov. Beaver and Col. Francis W. Parker, as honorary members. Clio is beginning to feel justly proud of her honorary roll.

DO you teachers ever make a note of the really humorous and funny original sayings of your pupils in the school-room? Try it, and see what a store you have in the course of a term.

THE Old Folks' concert, given by the members of the school a short time ago in the chapel, was highly entertaining and a decided success. The entire chorus was dressed in old fashioned costumes, some of which were very beautiful.

THE book to read is not the one that thinks for you, but the one which makes you think.—*Dr. McCosh*.

HARD work seems to be the motto of both teachers and students this term. No better motto could be taken, and it seems to be thoroughly lived up to by both.

THROUGH the efforts of some of our members, the Society has been made more interesting by the addition of a few good dialogues to the programme on various evenings.

SEVERAL members of the Senior class have delivered pleasing and entertaining recitations from the chapel platform this term. They are to be followed by others during this and next term.

THE officers lately elected for the Society were: President, Mr. Van Powell; Vice-President, Miss Hannah Stephens; Secretary, Miss Cassie Darsie; Attorney, Mr. Geo. Parker; Treasurer, Mr. Archie Powell; Critic, Mr. Geo. Darsie.

DR. NOSS lately received a letter from Mr. J. A. Brant, '87, a strong and loyal Clio, in which he speaks well of his teaching. Mr. Brant was last year elected president of Clio, and all who remember him can say that he was the right man in the right place, and never shirked duty.

THE Senior Class and Prof. Noss believe in the child as the best text-book in the study of psychology, and little Mary Noss has been the best text-book of the kind found for the class. She endures the comments of the class with becoming modesty.

A COMMITTEE has been lately appointed to revise and have published the Society Catalogue, together with its rules and by-laws. The last edition of the Catalogue was printed in 1883, and important rules and regulations passed since then will be found in the new edition, a copy of which will be placed in the hands of each member of the Society.

PHILOMATHEAN * GALAXY.

MOTTO—NON PALMA SINE PULVERE.

ADA GUNN, Editor.

AIR balloons were invented by Gusmac, a Jesuit, in 1729.

OUR Philo alumni of '87 are doing good work as teachers.

HALF the ills we hoard in our hearts are ills because we hoard them.

WHY is our model school like a railway train? Because it is run by schedules.

LONG ISLAND is in the shape of a fish. It is one hundred and fifteen miles long and twelve miles wide.

WE are pleased to announce the name of Dr. T. T. Everett as added to the long list of honorary members of Philo.

THE most influential of all the virtues are those which are the most in request for daily use. They wear the best and last the longest. —*Samuel Smiles.*

ANY one wishing to attend a Normal school where they may have the advantages of good literary training, could do no better than to take a course at California.

MISSSES JOHNSON and Stiffy, '87, live in Beaver and teach near by. They have joined the C. L. S. C. at Beaver. Their Philo record for zeal and work is a good one.

IN the heat of a society debate, recently, one of our members called his opponent an anarchist. It would have been but little worse to call him an alderman, or a mugwump.

ON account of the dismissal of school, and a number of the students being absent on their Thanksgiving vacation, it was thought best to dispense with society Friday evening, Nov. 25.

MISS LIZZIE J. HAEN, a former student at the Normal, and who last year held a position in the Brownsville Union School, is seriously ill with consumption in New York State, where she has been attending school. She has been at that place preparing and educating herself for a missionary.

PHILO SOCIETY still continues in a prosperous condition under the skillful management of the president, Miss Joe. Mellon.

THE students of the Normal were very highly entertained, Nov. 3, by a lecture on "The Winning Side of Life—for Girls," by Dr. T. T. Everett, formerly private secretary of Gov. R. E. Pattison.

THE Philosophy Class were much amused and instructed by a practical illustration of the wheel and axle and the compound pulley, some time ago, in the raising of a large smoke-stack on the engine-house.

THERE is a watch in a Swiss museum, only three-sixteenths of an inch in diameter, inserted in the top of a pencil case. Its little dial indicates not only the hours, minutes and seconds, but also the days of the month.

MISS MATTIE SWAN, '85, teaches at Merrittstown, Fayette county. Miss Alice Horner, a student last year, is teaching at Hayne's School, Luzerne township. Mr. Leslie D. Ross, also a student last year, is teaching near New Salem.

MR. GRANT M. DANLEY was a few weeks ago called to his home, at Good Intent, to attend the funeral of his father, who died at his home on Sunday, Oct. 30. Mr. Danley, Sr., was in the eighty-second year of his age, and was much respected by all who knew him.

WE were glad to see at the Normal again one of our Philo members of the class of '86, Miss Luna Chalfant, who is teaching at Wood's Run. We understand she has enrolled about seventy-five pupils, and is succeeding in her work.

KNOWLEDGE is not a gift, but an acquired possession. It is not inherited, but is the fruit of industry. A mind that will not work hard for its own enrichment must remain poor, for neither houses nor lands nor legacies will supply it with knowledge.

Books.

In the best books great men talk to us, give us their most precious thoughts, and pour their souls into ours. They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages. Books are true levelers; they give us all who will faithfully use them, the society, the spiritual presence, of the best and greatest of our race.

No matter how poor I am, if the sacred writers will enter and take up their abode with me—if Milton will cross my path to sing to me of Paradise, and Shakespeare to open to me the world's imagination and the workings of the human heart,—I shall not pine for the want of intellectual company, and become cultivated, though excluded from the best society in the place where I live.

What Teachers Need.

1. Good health, character, good habits.
2. A mind well trained, well disciplined.
3. An affectionate, sympathetic, generous disposition.
4. Scholarship, both accurate and extensive.
5. Teaching power—ability to arouse, inspire, direct, train and instruct pupils.
6. Energy to work, will to persevere, and tact to manage.
7. Love of learning and delight in study.
8. A well defined idea of a good teacher, a good pupil and a good school, and a fixed determination to realize that idea.
9. The affection of his pupils and the confidence of his patrons.

MESSRS. HALLAM, Kiehl and Rader, of the class of '87, recently honored the Normal with their presence. These gentlemen have good positions, and are filling them in a most creditable manner.

"Breaking" Books.

When books come fresh from the shelves of the dealer, they usually are stiff and unmanageable, and those that are bound the best are often least convenient to handle.

People that are choice of their books prefer to submit to this inconvenience rather than injure the book by "breaking" it. Others have no hesitation in forcibly wrenching it, "so that it will keep open when laid down." Both are somewhat in the wrong. It is true that the usefulness of a book is detracted from if it is not easily opened or will not remain open when laid upon a table or desk. On the other hand, it seems a kind of sacrilege to break the binding of a book in such a way that it will always open in one place or some leaves be loosened.

Any book that is well bound may be broken in such a way that it will be perfectly manageable and not be injured in the least. (These remarks do not refer to such books as are stitched by having one thread or wire through all the leaves, as is often done with magazines). If the leaves are not cut, it is easier to break the book than if they are. The book should be opened near the middle, and when the thread or wire can be seen between the leaves, then the covers and leaves bent *gently* back a little farther than is easy, and this repeated wherever the thread appears, going from the center to the back of the book and then from the center to the front. If the leaves are cut, find, by examination, some place near the middle of the book where the thread appears. Suppose it is between pages 96 and 97. Breaks the book here slightly. If you think the book is an octavo, add sixteen (the number of pages on eight leaves) to 96. If the book is as we suppose, the next thread is between pages 112 and 113; if not, it is probably a duodecimo and you should have added twenty-four instead of sixteen, and the thread is between pages 120 and 121. When passing toward the front of the book, the numbers must, of course, be subtracted instead of added. One may, though not as quick, count and

turn the eight leaves rather than add the sixteen to the preceding page. In either of these ways, the place where the thread is is easily found, even when the thread is buried out of sight between the leaves.

Two things are of importance. First, one must not break the book in one place more than in another; and, second, the breaking must always be done where the thread is. If done a little to one side of this place, several leaves will be loosened. In breaking a book that is bound very tight or has thick, stiff paper, one must not break it completely at once, but partially the first time, and more completely a second time. Even then, care must be taken not to break the thread.

If all new books were subjected to this process of breaking before being read, they would last longer and be much more convenient.

Ex-Presidents.

Mr. Hayes is now the only living ex-President of the United States. When President Cleveland had taken the oath of office in March, 1885, there were three ex-presidents, but the death of General Grant in the summer of 1885, and that of Mr. Arthur in November, 1886, has reduced the number to one.

Washington, as is well known, died in December, 1799, during the presidency of his immediate successor, Mr. Adams. Then the long period of a quarter of a century elapsed before another ex-president died. At the beginning of July, 1826, John Quincy Adams, being president, four ex-presidents survived: John Adams, Jefferson, Madison and Monroe. The number was reduced to two by the death of Adams and Jefferson on July 4th.

Monroe died July 4, 1831; Madison, June 28, 1836; Harrison died in office April 4, 1841; and Jackson died June 8, 1845. From 1826 until the close of Mr. Tyler's administration there were at all times at least two ex-presidents living, and during much of the time there were three. From March 4, 1845, until Jackson's death in June of the same year, there were four, namely, John Quincy Adams, Jackson, Van Buren and Tyler.

Jackson's death again reduced the number to three, and when the second Adams died, February 23, 1848, there were but two left. Polk was president at the time. His term expired March 4, 1849, and he died three month later, June 15; so that the increase of the number was but transient. Taylor's death in office, July 9, 1850, made no change in the number. Then came a long period of almost twelve years during which no president had a second term and no ex-president died.

From March, 1861, until the beginning of the year 1862, five ex-presidents were living: Van Buren, Tyler, Fillmore, Pierce and Buchanan. This was the largest number in the history of the country. But Tyler died January 17, and Van Buren July 24, of that year, and reduced the number to three.

Lincoln's death in office April 15, 1865, made no difference in the number, but when Buchanan died June 1, 1868, only two ex-presidents were left. The expiration of Mr. Johnson's presidency in March, 1869, was followed, October 9, of the same year, by the death of Mr. Pierce, and again there were only two ex-presidents living.

Fillmore having died March 8, 1872, and Johnson July 31, 1875, there was left no living ex-president, for the first time since March, 1801. General Grant, however, became an ex-president in March, 1877, Hayes in 1881, and Arthur in 1885. President Garfield's death in office in 1881 made no change in the then number of two ex-presidents. But, as we have said, Mr. Arthur's death, following that of General Grant, has brought it down to one.

A Plea for Mental Arithmetic.

BY HARRIET P. NORTH.

Listen, O ye school teachers and superintendents! lend an ear! Ye progressive educators, who test new books and methods, and ye believers in object lessons, who stand where children crowd the gateways of learning, and give the forming impulse to the next generation, hear! for there is a note of complaint sounding among your praises.

In college and seminary, in high school and academy, they are saying, "These scholars have not studied mental arithmetic enough."

Algebra teachers are toiling to drag classes through problems that are not very hard, and everywhere they will tell you that, in equations and mechanical processes, the pupils are bright enough, but they do not act as though they had ever learned to think! Doesn't the trouble spring from a neglect of mental arithmetic? We have addition and multiplication cards, and all sorts of contrivances for demonstrating the science of numbers to the eye and smoothing the mathematical path, which is well, to a degree. But a child may be quick and accurate in counting objects before his eyes, and yet find it impossible to tell how many pounds of coffee a man has left who lost seven of the nineteen he bought. Or, he may be an expert in fractional processes on his slate, and stumble over the problem, "A pole is two thirds under water, and four feet out; how long is the pole?" If little children learned to think out for themselves such questions as these until they were able to master difficult ones like this,— "A man being asked how many sheep he had, answered, that if he had as many more, one half as many more, and two and a half sheep, he should have a hundred; how many had he?"—they would not find algebra problems such impassable deeps, nor be incapable of forming their own opinions when they come to study political economy and psychology.

But some one may say, "O, well, a child can learn to think without studying mental arithmetic." Of course he can; but what other study will teach him half so well to concentrate his thoughts, will give him so much and such frequent practice in thinking?

Said an experienced teacher the other day, "Looking back over an education received in exceptionally good schools, there was no part of it so valuable as my training in *Colburns First Lessons* before I was nine years old," and there are many to offer the same testimony.

One has only to read the papers to realize that our country needs

thinking men. Read the stump speeches before the election. If a popular audience had been well grounded as children in mental arithmetic, they would have gained too much discrimination to applaud and believe the half-truths and sophistries and claptrap which the political orator (?) has to offer.

It is not a far-fetched conclusion that morals are taught by numbers, and that we must truly educate the children to save the state. O, then, shut up your illustrated arithmetics, put away your slate and blocks and balls and sectional circles, for a little while every day, and teach the boys and girls to think!

Tennyson's Gruffness.

The poet-laureate of England has the reputation—especially now in his old age—of being somewhat of a bear. But all great English bears—like Johnson, and Landor, and Carlyle, and Ruskin—have had their soft spots, and Tennyson is no exception. The *London Court Journal* gives these characteristic anecdotes of him:

On one occasion he was at a garden party, and somebody offered him a sandwich. He was laboriously munching this when the hostess rushed up to him with anxious inquiries about his health and entertainment. "Thank you, madam," he said, "I am eating a sandwich. Are your sandwiches usually made of old boots?"

Another time he was asked to read one of his poems at a house where there was a party of young girls. He blankly refused. "I shan't!" he said. Presently he noticed that one of the girls was so deeply disappointed that the tears stood in her eyes. He laid his hand on her shoulder and said. "Would you like to hear me read?" "Oh, yes!" she exclaimed. "Then I will. People say I am very gruff, and they are right; but I will read to you." And he took the book, and delighted everybody by reading for a long time.

WHEN the spring flowers came, last May, the children in a certain school had permission to gather bunches of all the different kinds they could find and bring them into

the school-room—different flowers for different days. It was a pretty sight to see—the sunny room, with its neat and convenient furniture, the happy-faced children, the tangle of flowers, grass and weeds strewn over a side-table. The teacher had promised a talk or a story about each flower; the children were to listen, and in their turn to answer questions and volunteer information. One day a large bowl of delicate apple-blossoms sent delicious waves of perfume all over the room, and, the flowers being simple and well-fitted to the purpose, a lesson was given on the names of the different parts. Stamens, sepals, corolla, pistil—each was explained and exhibited, the name written, pronounced and committed to memory. For several days this went on, and the wonder grew, how such small heads could hold so much. One morning the children awoke to find the field-daisies had stolen a march upon them, and blossomed in the night. One or two were eagerly gathered, and a procession of half the school escorted the new arrivals to the teacher. The flowers were carefully scanned on the way thither; but when the small crowd stood, with its treasures, before the teacher, a look of disappointment had overspread two or three faces.

"Oh Miss —!" exclaimed the spokesman of the class, "here's another new flower; but, look here, it can't be good for much; God's forgotten to put any gun in!"

THAT the noble old man so many of us saw at Albany last summer should have lost his temper at the Harvard quarter-millennial is rather amusing. He thought Princeton didn't have fair recognition there, and when Dr. Holmes read in his poem:

O'er Princeton's sands the fair reflections steal,
Where mighty Edwards stamped his iron heel;
Nay, on the hill where old beliefs were found,
Fast as if Styx had girt them nine times round,

he was thoroughly indignant. When he learned, however, that the punctuation point after "heel" was a period instead of a semicolon, and that the last two lines referred to Andover instead of Princeton, he was mollified.

Outlines of American History.

SPECIALLY ADAPTED FOR TEACHING.

BY PROF. I. L. WHITTY, PRINCIPAL OF
MACOMB NORMAL COLLEGE.

THE INTERCOLONIAL WARS.

These were four in number. They are called "Intercolonial" because they were carried on between the colonies of the two great nations that had the most to do with the settlement of North America—the English and the French. Whenever war broke out in Europe between these mighty nations the colonies in America were sure to be dragged into the quarrel. From this we may see one of the advantages that the United States gained by the Revolution. But the Colonists had also a cause of quarrel between themselves, partly because both used sometimes to wish to occupy the same piece of new territory, but more especially on account of the fur trade which the French were in a fair way toward taking entirely from the English, partly because their settlements were situated more conveniently for trading with the Indians, and partly because the Indians always liked the French, who treated them well; better than they liked the English, who treated them rudely and as an inferior race.

KING WILLIAM'S WAR—1689 TO 1697.

(Called in England the Revolution.)

Cause—The English drove their king, James II., from the throne and chose in his place his son-in-law, William III., the ruler of the Netherlands (generally called William of Orange.) The French king, Louis XIV., helped James to try to regain his crown.

Operations—An attack was made on Canada, which failed. Another was made on Acadia, in which Port Royal was taken. There was also an Indian massacre in New York State.

Conclusion—The peace of Ryswick, a town near Amsterdam, in 1697, by the terms of which Port Royal was given back. Thus this left both parties much as they were before.

QUEEN ANNE'S WAR—1702 TO 1713.

(Called in Europe the War of the Spanish Succession.

Cause—The King of Spain died and the grandson of Louis XIV., King of France, was a claimant for the crown, but as he was also heir to the throne of France, the English would not consent to the union of France and Spain, so they supported the other claimant.

Operations—Port Royal was again captured and Acadia lost forever to the French. A fleet sailed to attack Quebec, but it was wrecked. South Carolina made an unsuccessful attack upon the Spanish town St. Augustine.

Conclusion—The treaty of Utrecht, in Holland, 1713.

KING GEORGE'S WAR—1744 TO 1748.

(Called in Europe the War of the Austrian Succession.)

Cause—A dispute in Europe regarding the succession to the throne of Austria, in which the French and English took opposite sides.

Operations—Louisburg, a very strong fortress on Cape Breton Island, commanding the entrance to the St. Lawrence River, was taken.

Conclusion—The treaty of Aix-la-Chapelle, according to which Louisburg was given back to the French, 1748.

FRENCH AND INDIAN WAR—1754 TO 1763.

(Called in Europe the Seven Years' War.)

Cause—Frederick the Great, of Prussia, attacked Maria Theresa, Empress of Austria, and seized Silesia, a province of Austria. Soon afterwards all Europe was drawn into the war which followed. In America the French and English both wanted the Ohio Valley.

Operations—Those of the first four years were desultory, the principal action being that in which Braddock was defeated. During those years things went generally against the English. But in 1757 this was entirely changed. Pitt, afterwards Lord Chatham, became Prime Minister of England, and in 1758 three important expeditions were sent against the French. First, against Fort Duquesne, under Forbes and Washington. Second, against Louisburg, under Amherst

and Wolfe. Third, against Crown Point, under Abercrombie. Of these the two first were successful, the last failed. In 1759 there were likewise three important expeditions. First, against Niagara, under Prideaux and Johnson. Second, against Crown Point, under Amherst. Third, against Quebec, under Wolfe, who sailed with a fleet from Louisburg. All these were successful and thus France lost the last of her possessions in America east of the Mississippi.

Conclusion—The treaty of Paris, 1763.

Brother Gardiner on the Ancients.

A note has been left on my desk axin' me why de present aige has not produced a Cicero, Diogenes or Milton. I answer to de effeck dat each aige has produced of itself an' fur itself.

Diogenes was looked upon as a wise man in his day an' aige. Put him an' his tub on airth today, an' it wouldnt be twenty-four hours befo' he'd be jerked to de jug fur a crank, an' de law would fo'ce him to cut his ha'r, dig out his finger nails, an' put on a clean shirt.

Cicero was applauded by thousands fur his masterly oratory. At dat aige de gift of gab was a rare thing. In dis aige you kin attend a five-dollar lawsuit befo' any justice of de peace, an' find a match fur Cicero in a three-dollar lawyer. If he could drap down among us, he'd find it hard work to get a resolution fur a new sidewalk frew de city council.

Shakespeare was a big bug fur de aige in which he lived. He was probably the only person on airth who could have writ his writings, and he deserves all praise. If he was among us to-day, he find ebery newspaper givin' him de guy, an' all de boys yellin' 'chestnuts,' as his works appeared in Seaside form. Dis aige demands a different style. We want suthin' about angels comin' down an' takin' little chillen straight up to heaben, or a feller gwine out to Texas an' killen' half a dozen injuns a day for a v-cashun. We want plain English, without any ha'd words in it. We doan' know nuffin' 'bout me lord, me duke, me lady an' sich, an' we

doan' want to. Dis aige has produced 5,000 pussons, who, while dey can't write like Shakespeare did, kin waltz aroun' him in keepin' de reader's har'r on eand from de fust paige to de last.

Nero was a big gun fur his aige, but jest you imagine sich a chap cavortin' aroun' dis kintry at dis day an' date! De werry fust time he sounded his bazoo in de Ninth ward a peeler would give him de collar an' walk him down, an' de next mornin' you'd see it in de papers dat old Nero was sent up fur sixty days for disturbin' de peace.

We has no poet to ekel Milton, but if we had, de newspapers wouldn't gin him fair show. Dey'd refer to his productshuns as spring poetry, an' he'd likely be dubbed de Bag'ngate Balladist of Indiana. Dis aige doan' cry for poetry half as much as fur pork, an' a chap like Milton would have to turn a hand-organ to make a livin'.

De aige doan' demand no great man in any line. When it does he will bob to de surface an' his name will appear in the papers. We am all mo' or less orators. We am all wise 'nuff in our way. We am all philosophers 'nuff to see why water won't run up hill, an' statesman 'nuff to know dat what ails dis kintry am its over-production of boot-jacks.

My advice to you am to keep right on being common folks. If you want to get above de common herd pay cash for your groceries; let odder folkese woodpiles alone; keep whisky an' sich at arm's length; put in six days a week at hard work; read mo' skule books an' fewer novels. You may not become a Napoleon nor a Plato, but you'll be remembered in your own neyburhood when de names of de state gov'nors hev bin forgotten.—*Detroit Free Press.*

WE lately had to chronicle a school-book war in New Jersey; now we are threatened with one in Brooklyn. The book at Trenton was accused wrongfully of doing injustice to Lincoln; the book in the "City of Churches" contains a foul aspersion on the "father of his country." It is no new thing

for wicked men to malign him. George, as the true humorest loves to call him, has been described as a slave owner, and he was one; as a dude who patronized a London tailor, which he did; and as swearing as terribly as the army in Flanders, which also he did under fitting circumstances. He is said even to have been a book canvasser. A distinguished instructor of youth, the late Prof. McGuffie, asserted if a son of his were to say: "Father, I can not lie," he would have led him sadly but firmly to the woodpile and interviewed him with a shingle. Artemus Ward considered himself his superior because he could lie but did not, and Eli Perkins saw him and went one better, by saying he could lie and did. Men have even insinuated that Washington might be first in war, first in peace, and first in the hearts of his countrymen, yet he certainly was not the first in the heart of the widow Custis. All such jibes and merry jests we despise; we speak not of them but pass them by. But what are we to do when a Quackenbush, a name which precludes any idea of humor, in a history where all humor is out of place, and in Brooklyn where the only funny man is the Rev. T. DeWitt Talmage, pens the following: "Fixing his eyes upon the guilty man, he put a spoonful of peas on his plate, and asked him, 'Shall I eat of these?' 'I don't know,' stammered the man, turning deadly pale. *Washington took some on his knife*, and again asked, 'Shall I eat of these?' The man could not say a word, but raised his hand as if to prevent it." All the horrid scene rises before us—the dismal hash-house, the canned peas which owe their greenness to copper, the boarding-house keeper's husband, *alias* the guilty man, and the famished General struggling with boarding-house duck. But that knife! Even the "guilty man" shudders at the act, and raises his hand to prevent it. No, Quackenbush, we draw the line at knives. We do not believe the story; so away with it, lest all the youth in Brooklyn have their prospects of social distinction forever blasted.—

American Bookseller.

Exactness.

It must not be forgotten that arithmetic, like all the other exact sciences, has the advantage of dealing with results which are absolutely certain, as far as we can claim certainty for any thing we know. In mathematical and purely logical deduction we always know when we get at a result that it is either correct or incorrect. There are no degrees of accuracy. One answer is right, and every other possible answer is wrong. Hence if we want to get out of arithmetic the training in precision and conscientious exactness which it is calculated to give, we must never be content with an answer which is approximately right; right for all practical purposes, or right in the quotient, but a little wrong in the remainder. The perfect correctness in the answer is essential, and I counsel you to attach as great importance to the minute accuracy of the remainder and what seems to be the insignificant part of the answer, as to the larger and more important parts of it. In mathematics no detail is insignificant.—*Fitch.*

THE Lowell *Courier* claims to have invented one of the best palindromes on record. A palindrome is a sentence that reads the same forward and backward, as in the first words attributed to Adam when he saw Eve, "Madam, I'm Adam." The Lowell newspaper's achievement was, "No, is opposition."

THE following letter is said to be the genuine production of a nine-year-old colored citizen of South Carolina: "Dear Affectionately Teacher: I'se sorry I couldn't come to school on Friday, but I couldn't cause it rain, and dat's de way it goes in dis world. If de Lord shut de door no man can open de door. If de Lord say open de door no man can shut de door. If de Lord say 'it rain,' no man can stop it rain. But de Lord, he do all things well. And you oughtn't to growl about it. Your affectionately scholar."

The Biggest Things.

The largest theatre in the world is the new opera-house in Paris. It covers nearly three acres of ground; its cubic mass is 4,287,000 feet; it cost about 100,000,000 francs. The largest suspension bridge is the one between New York City and Brooklyn; the length of the main span is 1,595 feet 6 inches; the entire length of the bridge is 5,890 feet. The loftiest active volcano is Popocatepetl—"smoking mountain"—thirty-five miles southwest of Pueblo, Mexico; it is 17,748 feet above the sea level, and has a crater three miles in circumference and a thousand feet deep. The longest span of wire in the world is used for a telegraph in India, over the River Kistnah. It is more than 6,000 feet in length and is 1,200 feet high. The largest ship in the world is the Great Eastern. She is 680 feet long, 83 feet broad, 60 feet deep, 28,627 tons burden, 18,915 gross, and 13,344 register.

The greatest fortress, from a strategical point of view, is the famous stronghold of Gibraltar. It occupies a rock peninsula jutting out in the sea, about three miles long and three-quarters of a mile wide. One central rock rises to a height of 1,435 feet above the sea level. Its northern face is almost perpendicular, while its east side is full of tremendous precipices. On the south side it terminates in what is called Europa Point. The west side is less steep than the east, and between its base and the sea is the narrow almost level span on which the town of Gibraltar is built. The fortress is considered impregnable to military assault. The regular garrison in time of peace numbers about seven thousand.

The biggest cavern is the Mammoth Cave, in Edmonson county, Kentucky. It is near Green river, about six miles from Cave City, and twenty-eight from Bowling Green. The cave consists of a succession of irregular chambers, some of which are large, situated on different levels. Some of these are traversed by navigable branches of the subterranean Echo river. Blind fish are found in its waters.

The longest tunnel in the world

is that of the St. Gothard, on the line of railroad between Lucerne and Milan. The summit of the tunnel is 900 feet below the surface at Andermatt, and 6,600 feet beneath the peak at Kastlehorn of the St. Gothard group. The tunnel is 26½ feet wide, and is 18 feet 10 inches from the floor to the crown of the arched roof. It is 9½ miles longer than the Mount Cenis tunnel.

The biggest trees in the world are the mammoth trees of California. One of a grove in Tuclare county, according to measurement made by members of the Geological Survey, was shown to be 276 feet in height, 108 feet in circumference at base, and 76 feet at a point twelve feet above ground. Some of the trees are 376 feet high and 34 feet in diameter. Some of the largest that have been felled indicate an age of from 2,000 to 2,500 years.

The largest library is the Bibliotheque National in Paris, founded by Louis XIV. It contains 1,400,000 pamphlets, 175,000 manuscripts, 300,000 maps and charts, and 150,000 coins and medals. The collection of engravings exceeds 1,300,000, contained in some 10,000 volumes. The portraits number about 100,000.

The largest desert is that of Sahara, a vast region of Northern Africa, extending from the Atlantic Ocean on the west to the valley of the Nile on the east. The length from east to west is about 3,000 miles, its average breadth about 900 miles, its area about 2,000,000 square miles. Rain falls in torrents in the Sahara at intervals of five, ten and twenty years. In summer the heat during the day is excessive, but the nights are often cold. In winter the temperature is sometimes below freezing point. The greatest pyramid is that of Cheops, one of the three pyramids forming the Memphis group, situated on a plateau about 137 feet above the level of the highest rise in the Nile. Its dimensions have been reduced by the removal of the outer portion to furnish stone for the city of Cairo. Its masonry consisted originally of 89,028,000 cubic feet. The vertical height is

450 feet, against 479 feet originally. The total weight of the stone is estimated at 6,316,000 tons. The largest bell in the world is the great bell of Moscow at the foot of the Kremlin. Its circumference at the bottom is nearly 68 feet, and its height more than 21 feet. In its stoutest part it is 23 inches thick, and its weight has been computed to be 443,722 pounds. It has never been hung.—*Philadelphia Times*.

The Majority Can.

In reply to the question, "Can Every Housekeeper Study Latin?" the answer is an emphatic "No!" But not always because that housekeeper has not the time, but for the very reason that she has no inclination to spend some chance leisure of five minutes in reading of any higher grade than the average serial of the average weekly country newspaper. Of what use can it be to propose the study of a language to such? Not one woman in twenty, and the per cent. is no doubt smaller, who cares a fig whether Alexander lived before or after Christ, what was the government of Rome at the time of Cæsar, or if Homer was an Egyptian, Phœnician or Greek poet. By far the greater number would at once ask how such knowledge would aid them in preparing a good dinner, perfectly canning delicious fruit, making marketable butter, cheese, etc., etc.

But, and great the pity! it is not always the woman who has no high intellectual cravings who marries the poor farmer or hard-working country merchant. Once in a while—not very often, thank the Lord!—a girl with a hungry, never to be satisfied brain, does fall in love with and considers it her duty to wed a man who for many years, perhaps all their lives, will be unable to earn more than enough to keep their bodies nourished and clothed, and to give the children but a meagre education. To those women the writer's sympathy goes out, and if she can give any ideas that will be helpful to these striving hearts, it will give her much happiness.

A mother of literary tastes, doing the sewing and all of the house-

work, excepting the washing, for a family of eight, four of whom are young children, the other day revealed a glimpse of her method. She said:

"I have each day's duties with the time for their accomplishment written out the night before. Without this strict observance of system I could do nothing. I always plan to find two hours out of the twenty-four to give to study or solid reading; the truth is, however, that I often have more than the allotted time for such work, for I believe in the plan of keeping a book in all sorts of places where one is likely to have a moment when the mind is not required upon the work in hand. To illustrate," she continued, "I have a conveniently tilted rack over my kitchen sink where at present lies a volume of Wordsworth; upon my dresser the Bible and the latest magazine are companions; the time spent upon one's hair is so precious you know," she added. "Then in my sewing, after the cutting and fitting are done, it is plain sailing for memorizing anything. Even in the baby-basket you will find 'Children's Training,'" she concluded, laughingly.

She is one of the noblest of God's creatures. Yet no doubt there are many like her. She is an earnest worker in two literary clubs that are celebrated, in a town of thirty thousand souls, for the labor they exact from members. Further, this woman never rocks her babies, but is so wise and careful in their diet and training that they are seldom ill or troublesome. She makes no run-across-the-street-to-see-a-neighbor-a-minute visits. She patiently bears much censure from said neighbor for her "seclusiveness." Yet she is one of the first to offer aid in sickness or trouble, and is lacking in no Christian virtue.

A young friend living in Chicago regretted she was obliged to "waste" so much time with her baby carriage "street walking," she called it, but she realized baby needed the fresh air, and as she could not afford the expense of a nurse, she herself took him twice a day in pleasant weather out upon

the pavement. She finally contrived a shelf which was fastened to the carriage in such a manner that it held an outspread book, and thus by ingenuity and perseverance has acquired an ability to judge the merits of French literature.

Never Comment on Nothing.

He who speaks before he has got a certainty before his eye, comments on nothing. Frame, or get an example. This is the law of all true work.

When out walking shut your eyes, and then picture to your mind the landscape before you. You will discover how little you have really seen.

When reading shut your eyes, and then picture to your mind the facts you are reading. You will discover how little you have really seen in what you read.

It is impossible to translate nothing into something. Unless the English to be translated is thoroughly understood, Aristotle himself would write nonsense.

The unknown cannot teach the unknown. Unless your own language is known, you can know nothing more well.

New words mean new powers of thought.

It is computed that an uneducated man uses five hundred words. Shakespeare, it is said, has used fifteen thousand. The school-boy who will not study words had better follow the plow, for he will never be a thinker of thoughts.

If you don't do small things, you'll never do great things. Trifles are trifles to know, but not trifles to leave undone, or not to know.

Sitting over a book and using your mind, are not the same. Breeches-wear and brain-wear are not the same, though the same time may be spent.

The humble fool does nothing he is told, calls himself stupid, and idles because of it.

The cross-grained fool abuses the masters as well.

The bumptious fool is an oracle on Education, and wishes to change everything he does not know; an extensive programme.—*Thring.*

"Putting the Whole Boy to School."

In this graphic phrase, Prof. Woodward, of the St. Louis School of Manual Training, described the object of the new primary education. It puts the whole boy to school instead of only part of him. In other words, it trains his hand, his eye, his nerve, his muscle, his judgment, instead of simply cramming his brain with a great mass of facts, mostly rubbish.

This is a sort of education which our boys and girls need. They should learn to do things as well as to know things that are useful. The root meaning of education is to "lead out," and children should be led out along the line of all their faculties and aptitudes. Our noble public school system will fail of its highest usefulness until there shall be engrafted upon it the idea and the plan of manual training.

Study of Words.

Learn how to pronounce, define and use correctly: Squalor, bronchitis, opponent, languor, confessor, precedent, luxury, telegraphy, precedence, cerements, employe, courtesy, glacier, albumen, government, history, coffee, venison.

Procession, possession; vocation, avocation; alley, ally; assay, essay; statue, statute, stature; balance, remainder.

Distinguish, and use correctly: Garrulous, loquacious, talkative; gentle, tame, mild; genius, talent; presume, suppose, expect; ideal, fanciful, imaginative; humility, modesty, diffidence; shall, will; quaint, odd, unique; station, depot, observation, observance; observe, remark, notice.

The youngest paid teacher in the country is supposed to be Mary Duke, of Clanton, Ala., not yet seven years old, who has started an infant school, and charges ten cents a month for teaching children their A, B, C's.

A LADY in New York, who refuses to have her name made public, has given \$100,000 for establishing in Tulare University, New Orleans, a school for the higher education of young women.

A LOCAL institute, under the management of Mr. Harry M. Chalfant, '86, is to be held at Ebenezer church, Nov. 26. Among those to attend from the Normal are Prof. and Mrs. Noss, Prof. Hertzog, and Prof. Hall.

WILL the readers of the NORMAL REVIEW kindly send us the names of any acquaintances to whom specimen copies of the REVIEW should be sent. Help us to extend the circulation of the REVIEW, and we will promise to make it more valuable to every subscriber.

MISSSES ADA GOE, Lizzie Musgrave and Viola Boyd will be among the members of the junior class, at the opening of the winter term. Misses Mabel Ammons of Millsboro, and Jennie Davis, of Confluence, are also expected for the same class.

A SUNDAY school superintendent, one Sunday morning, found this on his blackboard: "Plees Mr. Superintendent dont FiRe oFF STories everY Sunday at Us boys wiTh an awFul Exampul of a bad Boy in each oF TheM

Giv us a ResT
Giv it To the Girls
o Slow"

THE following are selected from a list of questions given one of the Methods classes by Prof. Hogue:

1. What is thought?
2. What is the best stimulus a child can have for clear thought?
3. What is the simplest way to bring thought into the mind in order to express it with the pencil?
4. How may prepositions, verbs and adjectives can be taught in written language, by the use of objects?
5. How should pictures be used in talking with the pencil?
6. Why should every teacher be a good story teller?
7. Name several writers of stories for children.
8. To what end should all teaching of language tend.

An Interest in Life.

Half the illnesses and more than half the unhappiness in life come from the want of some active outside interest—something to take

the person out of himself; chiefly though out of herself; and give her things to think of beyond her own sensations—things to sympathize with beyond her own vague disappointments and shadowy desires. The spiritual barrenness of egotism and of idleness makes life a very desert, where no green thing flourishes, which no dew from heaven refreshes, nor living water rejoices. Self-centred and uninterested, life to such a one is but a poor entertainment for the senses; and the deeper emotions and affections have no share therein. The order of the day, with all its necessary circumstances of food, and gradual wearing of the morning through the noon to evening, and the sleep, which is only the culmination of the lethargy of the waking hours—is one long round of weariness and dissatisfaction. Like withered boughs which bear no roses, not an hour has its moment of delight, not an action has its hope of joy or fulfillment of pleasure. The dull day creeps sluggishly from dawn to close, and not a new thought has been awakened nor a new sensation aroused. Marion in the "Moated Grange," was not more dreary than the man or woman who has no outside interest, and whose life is bound up in self; and no prisoner ever hailed the free air of heaven with more rapturous gratitude than would such a one if set in the way to make that interest and enlarge those boundaries. For we must never forget that many things which look like faults, and pass under the name of faults, are in reality misfortunes—the results of conditions made for us and not by us, and not to be broken by such energy as we possess.

In this one word indeed lies the heart of the matter. With energy we make an interest for ourselves, in spite of the poverty of our circumstances. Without it, opportunities of rich enjoyment pass by unutilized, and we let slip all chances for bettering our fate. It is a misfortune to be born one of the passive, the negative, unenergetic, who divide the world with the active and energetic. Most things in life that are worth having at all have to be

sought and pursued, if they are to be captured and held fast. Neither fortune nor pleasure knocks persistently at any man's door, but each has to be at least looked for up and down the street, and invited in if it is desired to entertain either. But the unenergetic take no pains to find these radiant guests. If they do not come unbidden they do not come at all; and the flowers and gems borne by the sluggish stream on its bosom are left to drift into the great ocean of things now impossible, because of the want of energy to seize them as they passed. The energetic, on the contrary, are of those who improve their holding. No matter how poor the soil—how unpropitious the surroundings—they know whence to gather rich material and fertile seed for the better harvest and the heavier crop. If they are of those whose circumstances preclude the need of exertion, they make some extraneous interest for which they have to work and think, and in a manner sacrifice their comforts, and break up the deadly monotony of their self-indulgence—that monotony which kills the finer nature when indulged in without a break, and which makes the very misery of the rich.

No matter what the interest so long as we make one for ourselves. From art to religion, and from philanthropy to needle-work, all is useful, if some forms are purer and nobler than others. Many people do very bad art,—paint pictures that are caricatures; sing in voices to which tin kettles are as silver bells; write books, innocent of the very elements of composition—but all the same they have an interest which has lifted them out of the deadly dullness of the past. If they have no higher vocation, and their powers are not capable of attaining greater results, it is better for them to use them on these lower levels than not at all; and the world benefits, at least in so far that they are thereby rendered happier—with the consequent result of greater happiness radiated on to others. If they are well endowed they do good work in itself, and the world is the richer by the achievement.—*Home Journal.*