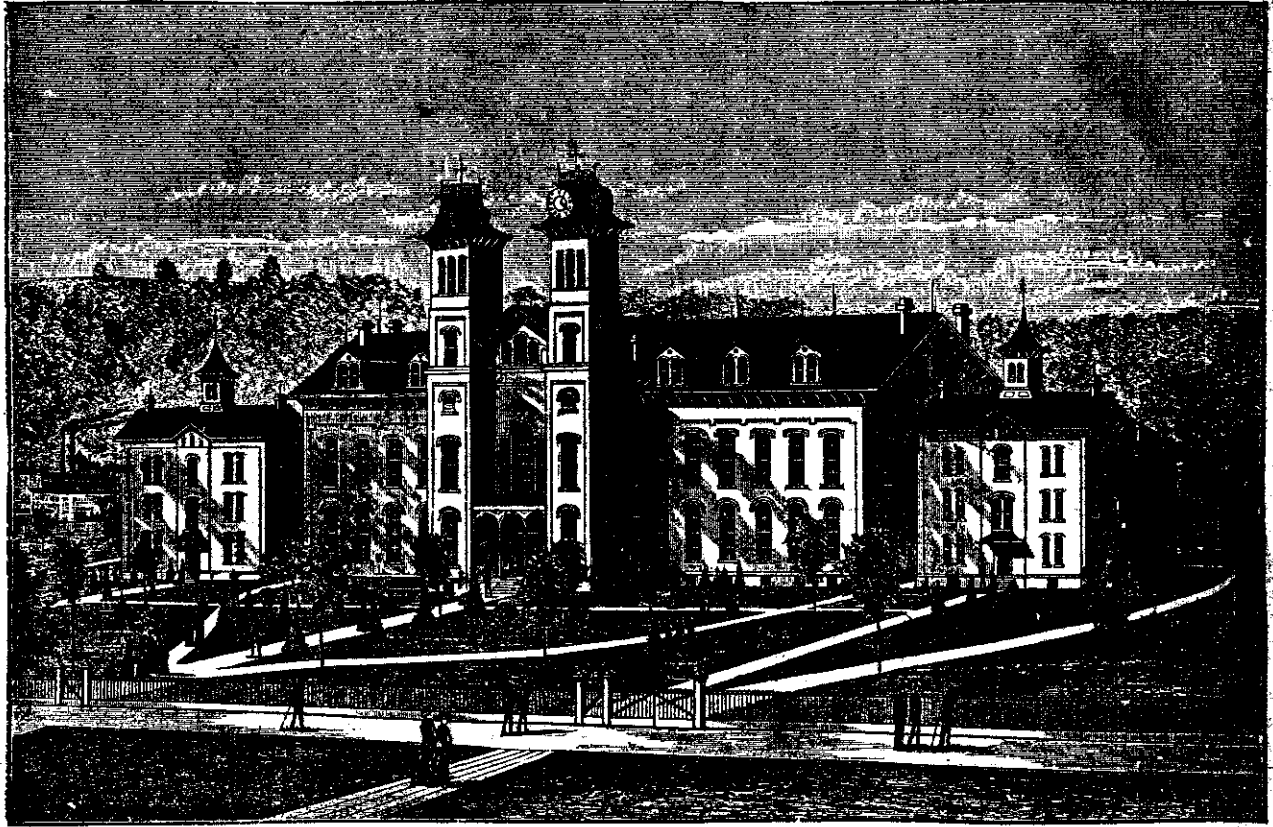


The Normal Review.

Vol. III. No. 4.

California, Pa., December, 1887.

50c a Year.



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MRS. MARY G. NOSS, of the Normal faculty, recently addressed the following letter to a contributor to Harper's Magazine:

"MR. WM. ELLEROY CURTIS,

Dear Sir—Your late articles in Harper's Magazine have been the source of much pleasure and profit to the geography classes of this school. They have furnished the text for the teacher on the countries they treat; and by them, during a single term of three months, more than seventy-five young teachers have been better prepared to teach the geography of those countries in their own schools.

"William Swinton, in his grammar school geography (p. 116),

ranks Mt. Aconcagua third in height of South American peaks; Illampu (24,812 ft.) first, and Illimani (24,420 ft.) second. He states that these are the results of official surveys. Is he in error?"

The reply of Mr. Curtis may be of interest to many teachers of geography:

WASHINGTON, D. C., Dec. 10, '87.
MRS. MARY G. NOSS,
State Normal School,
California, Pa.

DEAR MADAM:—Your letter of the 3d instant was one of the most gratifying of the many I have received, and I thank you very much for it. While I work for money, such appreciation is very encouraging to an author. I shall have a book out pretty soon, published by Harper Brothers, from which these articles have been taken, and you will find in it, no doubt, much that will interest you.

In regard to the Swinton Geography, I do not know where the author gets his information about the heights of the mountains. All of our geographies are very much at fault in the information they give of Central and South America. That which is published by — I was looking over the other day, and discovered that the answers concerning several of the countries were in almost every case totally false. They were correct fifty years ago, but have not been corrected since. The best authority on South America is a book published by a London firm and edited by Sanford, being a statistical compendium on these countries, and that is my authority, as well as personal inquiry, for the statements I make. With renewed thanks I am,

Very truly yours,

WILLIAM E. CURTIS.

Selections for Memorizing.

If thou art worn and hard beset
With sorrows, that thou wouldst forget,
If thou wouldst read a lesson, that will keep
Thy heart from fainting and thy soul from sleep,
Go to the woods and hills! No tears
Dim the sweet look that Nature wears.
—Longfellow.

Were I so tall to reach the pole,
Or grasp the ocean with my span,
I must be measured by my soul:
The mind's the standard of the man.
—Watts.

Men are but children of a larger growth,
Our appetites as apt to change as theirs,
And full as craving too, and full as vain;
And yet the soul, shut up in her dark room,
Viewing so clear abroad, at home sees nothing:
But, like a mole in earth, busy and blind,
Works all her folly up, and casts it outward
To the world's open view. —Dryden.

The moon looks
On many brooks:
The brook can see no moon but this.
—Moore.

Neither a borrower nor a lender be,
For loan oft loses both itself and friend;
And borrowing dulls the edge of husbandry.
This above all,—to thine own self be true;
And it must follow, as the night the day,
Thou canst not then be false to any man.
—Shakespeare.

Books are men of higher stature,
And the only men who speak aloud for future
times to hear. —E. B. Browning.

The man that hails you Tom or Jack,
And proves by thumping on your back
His sense of your great merit,
Is such a FRIEND, that one had need
Be very much his friend indeed,
To pardon or to bear it. —Cowper.

The drying of a single tear has more
Of honest FAME, than shedding seas of gore.
—Byron.

Labor with what zeal we will,
Something still remains undone,
Something uncompleted still
Waits the rising of the sun.
—Longfellow.

Big words do not smite like war-clubs,
Boastful breath is not a bow-string,
Taunts are not so sharp as arrows,
Deeds are better things than words are,
Actions mightier than boastings!
—Longfellow.

Our lives are rivers, gliding free
To that unfathomed, boundless sea,
The silent grave!
Thither all earthly pomp and boast
Roll, to be swallowed up and lost
In one dark wave.

Thither the mighty torrents stray,
Thither the brook pursues its way,
And tinkling rill.
There all are equal: side by side
The poor man and the son of pride
Lie calm and still.
—Don Jorge Manrique.

Absence of occupation is not rest.
A mind quite vacant is a mind distressed.
—Cowper.

The hand that rounded Peter's dome,
And grained the aisles of Christian Rome,
Wrought in a sad sincerity;
Himself from God he could not free;
He builded better than he knew;—
The conscious stone to beauty grew.
—Emerson.

A servant with this clause
Makes drudgery divine;
Who sweeps a room as for thy laws
Makes that and the action fine.
—G. Herbert.

O, many a shaft, at random sent,
Finds mark the archer little meant!
And many a word at random spoken,
May soothe, or wound, a heart that's broken.
—Scott.

Treasure-Trove.

[The following quotations have been selected from Emerson's essay on Behavior.]

THE soul which animates Nature is not less significantly published in the figure, movement and gesture of animated bodies, than in its last vehicle of articulate speech. This silent and subtle language is manners; not *what*, but *how*.

IN all the superior people I have met, I notice directness, truth spoken more truly, as if everything of obstruction, of malformation, had been trained away.

THERE is no beautifier of complexion, or form, or behavior, like the wish to scatter joy, and not pain, around you.

'Tis good to give a stranger a meal or a night's lodging. 'Tis better to be hospitable to his good meaning and thought, and give courage to a companion. We must be as courteous to a man as we are to a picture, which we are willing to give the advantage of a good light.

WHAT is the talent of that character so common—the successful man of the world—in all marts, senates and drawing-rooms? Manners: manners of power; sense to see his advantage, and manners up to it.

THE highest compact we can make with our fellow is, "Let there be truth between us two forevermore."

THERE is always a best way of doing everything, if it be to boil an egg. Manners are the happy ways of doing things; each one a stroke of genius or of love—now repeated and hardened into usage. They form at last a rich varnish, with which the routine of life is washed, and its details adorned.

THERE are certain manners which are learned in good society, of that force, that, if a person have them, he or she must be considered, and is everywhere welcome, though without beauty, or wealth, or genius.

YOUR manners are always under examination, and by committees little suspected—a police in citizens' clothes,—but are awarding or denying you very high prizes when you least think of it.

STRONG will and keen perception overpower old manners and create new; and the thought of the present moment has a greater value than all the past.

MANNERS are very communicable. Men catch them from each other.

Trifles Light as Air.

HOLLIS HOLWORTHY.—"In bringing my theme over, professor, I got it wet, as I had no umbrella. Do you want me to recopy it?" Prof. G. (somewhat of a wag)—"Oh, no, not at all! I dare say I shall find it dry enough when I read it.—*Harvard Lampoon*.

HISTORY is apparently not a strong point in Victoria schools, according to the *Bulletin*, published in Sydney, the capital of the province. Inspector Taylor, who officiates in that colony, complains in his report that many children have hardly an idea who Queen Victoria is, and that when he asked "What the Prince of Wales would be when the Queen died," the unanimous answer was, "Please, sir, an orphan."

THERE is one good story in the Hayward "Letters," and the hero of it is the late Mr. James Merry. The incident took place during the contest for the Falkirk burghs, in 1861: Questioner at Public Meeting—"Will Mr. Merry vote for an alteration in the Decalogue?" Merry (aside to friend)—"What the —'s that?" Friend—"Flogging in the army." Merry—"I beg to say, if elected, I will vote, and, indeed, I will move, for its total and immediate abolition."—*Lon. Truth*.

MRS. A—'s maid found a new volume of Dore's Dante on the library table one day.

"How much is those books?" she asked of her mistress.

"They are rather dear, I think," replied the lady. "Mine cost \$10 or \$12. Do you like the book?"

"Oh, yes, ma'am, and I thought, maybe, ma'am, if they didn't cost any more than \$10 I'd save up and buy it for myself, because I do admire to look at those beautiful pictures of hell."

IN a Lewiston (Me.) grammar-school class the teacher looked over the class and said: "Now, can anybody tell me what the word gender means?" A long silence was followed by the snapping of a boy's fingers at the foot of the class. "Well! what is it, John," asked the teacher. "Please, mum," was the reply. "it's what goes with the geese."

Ideals.

When to attain conception I
Reach out with yearning, eager grasp
It doth recede, elude my touch,
And but a semblance do I clasp.

Sublime, resplendent floods of light
Appear within the scope I stand,
Yet when I soar to reach its height
Naught but the shadow meets my hand.

Upborne on inspiration's wing,
My utmost skill to seize is brought;
O sad refrain! imprison I
But faintest echo of the thought.

Though baffled, weary, drooping, still
My soul fruition wildly begs;
Forward I press, and once again
Quaff disappointment to the dregs.

Then from immensity emerged
A spirit voice: "Toll on! Toll on!
Ideals are locked in God's breast
Until th' eternal goal is won."

—Hannah More Kohaus.

Geology and Paleontology.

BY E. M'CULLEY, MADISONVILLE, KY.

"We do not want geology."
"What could we do with geology
in a country school?" "Time on
geology will be thrown away."
These are some of the expressions
that greet the ear when geology is
suggested to a class of young per-
sons preparing to teach in the pub-
lic school.

The progressive teacher should
not be overcome by popular objec-
tions. Geology is not a dry
branch, if properly taught. There
is no other one class that affords
such a variety of work for all its
members. Class drill and memor-
iter work need take but a small
part of the time.

Let the teacher make a collection
of fossils and minerals that are to
be found in the neighborhood and
exhibit them to the class. Some
one may read a part of the explana-
tion concerning the period in
which the fossils were most abund-
ant. The accompanying illustra-
tion may be examined by all. When
one is found that resembles any
fossil of the collection, let the
points of similarity be closely
scrutinized. The teacher, of course,
should be informed upon the habits,
mode of location, etc., of the ob-
jects when living and supplement
the description of the text by in-
teresting suggestions. The names
given by the text may be made a
field of profitable investigation,
while the close observations and
distinctions necessary to distinguish
different varieties of the same spe-
cies, are a source of ever increasing

delight to a class of even ordinary
intelligence.

Enough specimens can be found
in almost any locality to keep up
interest, while in some districts
they are so plentiful that large and
valuable collections may be made
in a short time. To the ambitious
teacher, geology and paleontology
combined, offer a most tempting
field for original (to the investiga-
tor) research. The powers of ob-
servation and generalization are
brought into requisition to a great
degree, affording opportunity for
mental development both interest-
ing and profitable.

Many teachers who read, or see,
this will say that these suggestions
will do for those in more favored
localities, but in their districts there
is scarcely a stone to be found.
So the writer once concluded with
regard to this locality. Close ex-
amination of wash-outs, branch
banks and hillsides has shown our
conclusions to be wrong; dozens of
rare forms and queer objects now
ornament our museum and give
zest to inquiry.

Get a good text book, read it half
an hour a day for two weeks, be-
come imbued with the proper spirit.
Only a few minutes each day, dur-
ing your walk to and from school,
will suffice to secure a small col-
lection. To this, additions can be
made at convenient periods and in
a few weeks or a month at most,
you will find yourself in possession
of a means to interest and instruct
such pupils as might be restless
and hard to manage under other
circumstances.

The Earth-Worm's Work.

It is only recently that science
has come to understand fully the
service which the earth-worm—the
humble creature which some
American boys call the "angle-
worm," and others the "mud-worm"
—performs in the economy of the
world.

It is now known that, burrowing
steadily in earth, he does valuable
work for agriculture. The little
holes which he makes let in the air
and light to damp places, and con-
duct to the roots of the plants the
leaf-mold and surface accumula-
tions of all sorts which these plants

need for their nourishment. But
more than this, the worm brings to
the surface the finely powdered
earth which they consume in their
burrowings, and scatter it over the
soil.

Two earth-worms, put in a glass
vase eighteen inches in diameter,
filled with sand covered with dry
leaves, managed first to sink the
leaves entirely beneath the sand,
and then to cover the sand with a
thin coating of humus, or mold.
All this was accomplished in six
months.

One earth-worm will bring to the
surface about seven grains avoirdu-
pois of earth in a day. This is a
very small quantity of earth, but if
we multiply it by fifty-six thousand,
the average number of worms to an
acre, we have more than fifty pounds
of earth raised every day.

From the 9th of October, 1870,
to the 14th of October, 1871, the
worms upon one field in England
brought up eight tons of earth, and
in another field sixteen tons. A
field in Staffordshire is covered an-
nually by the worms with a deposit
of earth nearly a quarter of an inch
in thickness.

By the slow toil of the earth-
worms rocks are buried in the
ground and the surface of the earth
is modified. It is chiefly their
work which has buried the ruins of
dead cities under the ground.—
Youth's Companion.

Ex-Empress Carlotta.

The widow of the unfortunate
Maximilian resides at Lacken, near
Brussels, and her mental condition,
though the doctors say it is some-
what improving, is still most pitia-
ble. One of her peculiarities is to
search for and pick up things from
the ground, and she derives such
pleasure from this innocent pursuit
that her attendants purposely scat-
ter things about the paths in the
beautiful grounds of the chateau
which her sister, the queen of Bel-
gium, has placed at her disposal.
She paints landscapes with great
success and another of her occupa-
tions is to prepare the daily menu
for the table.

Civil Government in Ungraded Schools.

BY W. C. BAKER, A. M.

The study of social and political science holds a deservedly prominent place in the curriculum of our higher institutions of learning. The student, with leisure and money at command, may find in the elective courses of our universities ample opportunity for investigating the principles underlying the science of representative government. The smaller colleges do something in the same direction, and our high schools and academies commonly teach the outlines of Civil Government. And it is well. The earnest student can direct his attention to no subject of more vital importance. It is not the groundless foreboding of the pessimist that seriously ponders the influences at work in our social system, and peers anxiously forward to divine the outcome of the conflict, and with misgiving, awaits the onslaught upon our cherished institutions, of the forces that make for their destruction. Silently, swiftly, surely, agencies, poisonous and deadly, are working in our midst. Enemies, indigenous and imported, threaten our common weal. Over-crowded Europe unloads itself at Castle Garden, and hordes from the Celestial Empire pour through the Golden Gate. The Heathen Chinese brings his heathenism with him. The Irish revolutionist, the German socialist and the Russian nihilist, each strive to introduce here the same social heresies that endanger the peace of Europe. The labor problems of the Old World are upon us. Strikes and lockouts are of daily occurrence; now an entire railway system is obstructed, or thousands of employes, dependant upon their daily labor for their daily bread, voluntarily starve at the dictation of a Master-workman. Anarchists and murderers receive expressions of sympathy from labor organizations, and Henry George, on the wildest of platforms, polls more votes than the straight nominee of the grand old party. Following the last census, the drink habit annually consumes one-eighteenth part of the entire property valuation of the country. Surely it is a

time for earnest, honest, conscientious statesmanship. If our American Republic is to successfully grapple with its enemies, if the genius of our institutions is to counteract all destructive tendencies, and absorb every evil influence, and transform the socialistic theorist into the genuine loyal citizen, then the best elements of our civilization must predominate and reformers must bestir themselves and the masses of the population must rally to their support. The best efforts of our best statesmen must be supported by the rank and file, the whole body of citizens. If virtuous government is to obtain, if our liberties are to continue, their value and excellencies must be appreciated, and to be appreciated they must be understood, and to be understood, they must be studied. A few fortunate students will reach the college and university; other few will receive the instruction of the high school and the academy; but by far the greater number of the boys and girls will finish their education in the country schools. All that is done for them at all, must be done for them there. In six years, the boys now fifteen years old, will become voters, and there will devolve upon them all the duties and responsibilities of citizenship. Twenty-five years hence the control of all our political affairs will practically pass into the hands of those who are now pupils in the public schools. What can better equip them for their duty than an acquaintance with the forms of government with which they will be directly connected and which they will be called upon to administer? How better can the young man be taught to recognize wise measures and faithful officials, and himself be qualified to discharge the duties of the office-holder?

Let us attempt then, what is believed to be, a practical outline of the study of Civil Government, adapted to use in the ungraded schools of the country districts. And, first of all, the importance of the subject, and the certainty that the pupils, as a whole, will never receive this instruction elsewhere, justifies us in devoting to it a fair share of the time that would other-

wise be occupied with other branches. In making up the school programme, let the matter of *local government* be considered as fairly entitled to a hearing, equally with orthography or grammar or penmanship. If our schools could be under the management of a permanent board of well-paid officers, and continuous instruction from the same teacher be secured, a course of study might be easily devised, which would accomplish good results. But, if, as is usual, the school officers totally abstain from interference and assistance in school management, and the teacher is employed for a single term, with attendance irregular and text-books in endless variety, the teacher has before him the practical problem of how to do the most for his pupils in the sixty or eighty days to which his time is limited. Evidently the subject can not be mastered nor comprehensively examined. The term is short, and the pupils have little knowledge of history, nor have they been sufficiently disciplined in study, to make practicable, methods which might be attempted in high schools. Manifestly, we cannot begin with an analysis of the Constitution of the United States. The whole process must be reversed. Forms of *local government*, which directly affect the residents of the school district, and which the pupils may themselves observe, must be used as the starting point.

The teacher should invite his entire school to a small picnic, on the nearest section corner, and from that point, indicate the location of other corners and the boundaries of the district. The older pupils can then easily make a plat of the district upon the blackboard, locating the highways, the school house and their own homes. The school will enjoy organizing their district by a ballot election, choosing a full set of officers from among themselves, and in this way will most quickly become familiar with the duties of the various offices, the expense incurred in maintaining the schools and the exact manner of school management in the district where they live; and, in connection with this, if thought advisable, they may study the other forms of school or-

ganization existing in our state.

In this way, it is believed, that the older pupils, as they verge toward citizenship, will be led to cultivate a more intelligent interest in the welfare of their schools; that they will see to it that the advantages for which they pay their school tax are actually secured to the children of school age; that they will themselves make good school officers, and that they will appreciate improvements in school laws when proposed. When the study of the school organization is finished, let the district plat be enlarged to a plat of the township, showing the corners and boundaries, the principal streams, and village, if there be one, together with all the sections properly numbered, the location of the school section, the manner of marking corners and the legal subdivisions of the section. The number of range and township will naturally lead to an explanation of principal meridian, base-line and correction lines. Let the whole subject of government land surveys be mastered right here. We then have the *township*, with its boundaries located by the United States survey, as the local type of independent representative government.

The township organization should be thoroughly studied. It is, in essentials, the original institution of free government, and its principles are older than the English race. In England, one thousand years ago, and in Denmark, two thousand years ago, our Saxon ancestors were independent in their local government. The early settlers of New England planted the institution in America, and with some modifications, it has been transplanted to the Mississippi Valley. The greater part of our so-called state laws are really executed by our township officers, elected to their offices by their neighbors. The civil township is essentially a republic, enclosed by the boundary lines of the Congressional survey. The school should learn the facts of its government, just *what its officers are* and *what they do*. A complete organization should be made, filling every office from road supervisor to constable. The duties of the trustees, clerk, assessor and justices of the

peace should become familiar. The significance of elections and manner of conducting them, the oaths of qualification, the bonds required of officials, the mode of handling public money and transacting public business, all should be thoroughly understood, with a view, first, of knowing the facts as to how these things are done, and, secondly, what they are for and what they are worth. The young man should learn to recognize efficient service in a faithful official, and to realize the necessity of the same conscientiousness in public matters as in private, and to know that public money must be handled as economically as funds from his own pocket.

The names and locations of the neighboring townships, which make up the county, should become familiar and the entire list of county officers, with their duties, should be studied with equal care. The points of contact between the township and county governments, should be made as simple as possible, having special reference to the way in which the adjustment of the one to the other, directly affects the residents of the township and the parents of the pupils. Let the facts appear as to what the county officers do. An outline which shall include the distinctive duties of each county officer, if not overloaded with a summary of all the details, can be readily retained in the minds of most pupils. The business of a sheriff may be much more easily taught to a boy than the infinitive mode or the greatest common divisor.

The duties of a country justice, who lives near the school house and with whom the scholars are acquainted, may be helpful in some degree in explaining the work of the courts. If the historical truth is made to appear that the township and county have come down to us from Old England, and that many of our state laws, which define the duties of township and county officers, merely declare that they shall do what they have been doing for centuries, and still continue to do, independent of the state law, and that nearly all the governing is done by the township and county officers and not by those of the state, it will

be comparatively easy to explain to the older pupils just what the nature of the state government is.

A few lessons, outlining the history of the state, may serve to stimulate in many pupils a desire to know more about it, and so induce a taste for reading. In connection with the historical account of the consolidation of some of the earlier New England colonies, and of their united defenses against the native Indians and their French neighbors, and later, of the confederation of the thirteen states, and last of all, of the formation of the "more perfect union," we may trace the growth and development of the Federal Government, and intelligibly and successfully teach our pupils that it was formed by the sovereign states, voluntarily relinquishing forever, certain specified rights and powers, and retaining and reserving to themselves, all rights and powers not so specified. We may also show them that the written constitutions of both state and nation, are, in the main, records and statements of established usages in government, that the people make the government and then write it in the constitution.

The study which may be given to these matters and the subjects that may be dwelt upon most profitably, depend entirely upon the time at command, the capabilities of the pupils and other circumstances peculiar to each school; but the citizens and voters of the immediate future are in our hands and should receive from us such aid as we can give them, to prepare them for the work. We believe it possible, in some such way and by some such means as herein indicated, during a single term, in the ungraded schools of the country districts, to acquaint the pupils with the facts of their local government; to indicate to them the nature of the state and national constitutions and how they may be studied; to awaken in them an ambition for further study and reading, for which the little knowledge thus gained may serve as a nucleus; and to inspire in them a zeal for pure and upright political methods.

Outline of American History.

SPECIALLY ADAPTED FOR TEACHING.

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

THE REVOLUTION.

Sad was the year, by proud oppression driven
When Transatlantic Liberty arose,
Not 'mid the sunshine and smiles of heaven
But wrapt with whirlwinds and begirt with woes
Amid the strife of fratricidal foes
Her birthstar was the light of burning plains,
Her baptism the weight of blood that flows
From kindred hearts, the blood of British veins
And famine tracks her steps and pestilential pains.
—T. Campbell.

Hitherto the history of America has been little more than that of a number of scattered settlements belonging at first to several European nations until they were one by one brought under British rule. Hereafter we shall have to treat of these settlements as one undivided nation possessing an independent government.

This government moreover is remarkable as being the only instance in all history of a Republic that continued to give satisfaction to a large country for any length of time. It has lasted for more than a hundred years, and appears to be stronger and more popular now than at any previous time. Rome cannot be cited in contradiction of this assertion, for as soon as it grew large, its Republican government failed completely to give satisfaction, and soon degenerated into an infamous military despotism.

The war that brought about this great change is called the Revolution. It is one of the great events in the history of the world. It separated the English race into two distinct nations. It laid the foundation of one of the greatest nations in the world, at present, of one that is perhaps destined at some future time to be the greatest of all, and it established the first and only *great* Republic that has ever given public satisfaction.

It should also be kept in mind that the people of both countries were very much divided in opinion.

All the aristocracy, both of rank and talent in England, were in sympathy with the colonists, but the merchants of England were bent on keeping down American manufactures and trade for their own selfish benefit, and they were able to command a majority in the government at that time. In this country also there was quite a considerable party (called Tories) who were opposed to the war. The entire population of the colonies at the time was only, I think, between three and four millions. Here it may be asked, how could a people so few and so scattered succeed in war against such a mighty nation? Perhaps it might be answered in the words of England's greatest poet:

"For Freedom's battle once begun
Bequeathed from bleeding sire to son
Though baffled oft is ever won."

But if a more prosaic answer is required, I should account for it as follows:

First—The great opposition that the war met with in England, and especially in Parliament, where the unrivalled eloquence of Pitt, Burke, Fox and Sheridan was all exerted against the ill treatment of the colonies.

Second — The quickness with which the war spread over the whole country after the first affray at Lexington caught the English unprepared and allowed the patriots to gain important advantages before they had recovered from their surprise.

Third—The alliance of the French the chief importance of which was that it obliged the English to employ so many soldiers at home that they could not spare as many as they would otherwise have sent out here.

Last, but by far the greatest—The ability, purity of purpose, and the unblemished character of the American leaders among whom

stands pre-eminent Washington, *one* of the ablest generals, *one* of the wisest statesmen, and beyond comparison, the noblest man in personal character that history has ever yet recorded. But I must defer the outline of the war itself until our next issue.

Penmanship.

Though essays on this subject are many, more are needed to arouse a deeper, more active interest in this part of a common education than seems, at present, to be manifested.

Why this lethargy should exist, is a very difficult query to answer. It cannot be because the masses are blindly ignorant of its varied uses, for all must know that the field of pen-work is unlimited; that many of the finest engravings are wrought by the pen in the hand of the skilled artist; that a knowledge of writing is necessary in this age to the most humble and obscure individual; that it is of supreme importance to the lawyer, physician, business man, and, indeed, to every trade and to every profession, and that to every individual, struggling all along life's rugged pathway, a good, plain hand-writing ever forms a passport to employment, advancement, and a final triumph. Repeating the question, Why this lethargy? Why is this essential so ignored in so many of our schools?

Inquiring among parents, this one fact is brought out: They are most anxious that their sons and daughters learn to write well; that they regard a free and legible hand of vastly greater importance than that Mary Jane or John Henry be able to recite Latin glibly; point out the stars of the first magnitude; classify the mosses or lichens; discuss with microscope and insect, the habits of a flea; demonstrate

that H₂O is water; discourse learnedly on the Babylonian and Chaldean civilizations; tread the winding paths of philosophical investigation; delving in trigonometrical functions, getting a little of this, a smattering of that, and so crammed with all, that the poor creature can scarcely give a lucid answer to anything, and if compelled to write, it is in a chirography almost unintelligible.

Such being by no means an overdrawn case, the answer to the question would seem to be: The fault is with the teacher primarily. At his door it must be laid, from the fact that he is, too often, grossly ignorant of the subject, and to hide this grievous defect in his qualifications, cultivates the too prevalent, though ridiculous, ideas that writers are born, not made, and that all eminent men are scrawlers.

When teachers' examiners require that those licensed to teach shall not only have the theory, but the art and the good horse-sense to impart it to others, we may expect a general and substantial progress in this most neglected study. Still, we hope for the best and trust that those who see clearly will persevere, feeling sure the reward will be abundant.

Penmanship cannot be taught as other sciences, because more skill, more method is demanded on the part of the teacher. The best result only is obtained when taught from the blackboard. The teacher must thoroughly understand his subject, and possess resources from within. Very little cover is afforded for hiding (at the blackboard) one's ignorance from a class in writing.

The very first principles must be brought out, element by element, by the instructor.

To a certain degree he is the inventor of his own system, as also of

his own manner of teaching. Originality must be *the feature* of his work. In no case should he depend upon printed copy or chart, since, some time without it, should the necessity arise he would be unable to provide a substitute from his own personal experience.

In short, the teacher of penmanship must possess skill, and be a thorough penman.

It is folly for a man to try to impart a practical or theoretical knowledge of writing unless he be a thorough penman himself.

Theory will answer its purpose in some things, but it is a small part indeed of a writing master's equipment.

Skill, skill is the first qualification of the instructor, and patience the second, while, as a third, care might be given.

The method presented in this series of papers may differ somewhat from those most used, but as this is an age of progress, we believe, and experience sustains us, that the methods of ten years ago have been vastly improved upon, and that improvement will continue to be noted for a long time to come.

Providing the teacher be skilled, we discard all copy-books, printed copies and compendiums as useless hindrances, and give exercises tending to develop speed and movement, discarding the idea that, inasmuch as the infant must crawl before he walks, so must the writer write slowly first, gradually increasing his speed until at last the required rate is acquired, is the height of folly and absurdity.

A FEW minutes each day devoted to memorizing short selections of either prose or poetry will be found to greatly strengthen and improve the memory, besides giving a valuable fund to draw from in conversation, and a suggestive element for

thought. For the benefit of those who wish to adopt this plan, we shall generally publish a column of poetical selections, and in "Treasure Trove" column, prose quotations for memorizing.

The Shah in His Diamonds.

In the presence of the imams and dignitaries of the court the shah receives the salutations and New Year's greetings, accompanied by effusive and long-winded compliments. The court poet recites an ode or panegyric upon the wisdom and, above all, the discernment of the king of kings. Later on the members of the various diplomatic corps, after being received by some of the ministers of state, are admitted into the presence and behold the august countenance of the shadow of God. Although he has a larger collection of jewels than any other monarch, this is one of the few occasions upon which he displays them, for as a rule the shah dresses plainly and in quiet colors, with only a few diamond buttons on his black cloth coat. On New Year's his majesty is usually bedecked in his most magnificent jewels, many of which were brought by the ruthless Nadir Shah from Delhi; his tunic is ablaze with diamonds, his belt, sword, and scabbard incrustated with the same costly gems, and in his hat is the aigrette or distinctive emblem of his royalty. The ceremony is usually not a long one; his majesty addresses a few words to the ministers, inquires after the state of their country and the health of their respective sovereigns or presidents. The distribution of bags of money—which, by the bye, year by year decreases in value—and the distracting noise of twanging musical instruments, announce that the reception is over. The coins presented are contained in tiny silk bags made for the occasion, and consist chiefly of silver as thin as a wafer; sometimes there are a few gold pieces among them about the size of an old silver penny, of not much intrinsic value, but much appreciated in Europe when mounted as ear-rings, buttons, and other ornaments.

CLIONIAN * REVIEW.

MOTTO—PEDETENTIM ET GRADATIM.

GRANT M. DANLEY, Editor.

C. C. SMITH is in the state of California.

G. G. THORNBURG, '81, is assistant city editor of the Pittsburg Penny Press.

MISS MINNIE ROLEY, an ardent Clio, has gone home to recruit her health.

OUR sister society, the Philomathean, is said to be doing splendid work this term.

J. B. POLLOCK, '84, is now in the freshman class at Washington and Jefferson college.

MISS MAUD MOORE, '86, is attending the Ladies' Seminary at Allegheny City, Pa.

J. H. SUTHERLAND, '83, is attending the Western Theological Seminary at Allegheny, Pa.

MUCH credit is due the younger members of this society for the interest they manifest in the work.

In a spelling exercise recently, the seniors distinguished themselves. Ask Miss MacPherson how.

E. E. MCGILL, '86, expects to enter Canonsburg Academy in the spring to prepare for the ministry.

PROF. HALL and Mr. Charles J. Stewart will attend the Fayette County institute during holidays.

MR. W. L. McCONEGLY, '86, gave a temperance lecture in the M. E. church on Saturday evening, Dec. 10th.

If it were not for hope the heart would break, as the old lady said when she buried her seventh husband.

SEVERAL persons from California and vicinity will attend the Fayette County Teachers Institute during holidays.

THE new water-works, bath rooms, etc., are now in full operation and are highly appreciated by the students.

MISS MARY GILCHRIST, of Oskaloosa, Iowa, visited the Normal recently. Miss Gilchrist goes to Montana to teach.

MISS ANNIE MEHAFFEY, a former teacher here, was married recently. We have not learned the name of the lucky gentleman.

J. B. HALLAM, '87, reports admirable success in his efforts as teacher. He was one of the ardent Clios. of "Ye olden time."

JOHN F. MACKAY, '79, a staunch Clio, is now a student and teacher in Paris, France, and is a star representative of the society abroad.

OUR society still continues to improve. There is seldom a failure by any of our members to respond when assigned a performance.

NEARLY all of our students will spend the holidays at home or with friends. Just imagine how lonely it will be for those who stay behind!

AN entertaining dialogue, in which thirty characters will be represented, will be given by the Clio society the first Friday evening of next term.

CLIO has now forty-six active members, twenty-one gentlemen and twenty-five ladies. Of these eleven are seniors; gentlemen, five, ladies, six.

MISS GERTIE CARROLL, of Dallas, W. Va., and Miss Amanda McNay, of Good Intent, Pa., former Clios., will return at the opening of the spring term.

C. M. SMITH, '86, who has been teaching at Hickory Creek, has resigned his position there to accept the vice-principalship of the Mt. Carmel school.

S. P. WEST, '86, now Principal of the colored school of Bridgeport, Fayette County, Pa., was in town Saturday, Dec. 3d, and reports admirable success.

DR. NOSS has recently adopted a new mode of recitation for the seniors in Psychology; some member of the class is chosen to conduct the recitation, while he assists by offering suggestions, criticising, etc.

THERE are 2,406 counties in the United States. The state having the largest number is Texas, 194. The state with the least number is Delaware, with 3.

MR. J. A. WILLIAMS, a former student and Clio., will fill the vacancy in the Victory school, Carroll Township, caused by the resignation of Miss Eva Clark.

PROF. J. F. BELL, '84, paid us a visit on Thanksgiving. He is teaching this winter at Hair's School, near Claysville, Pa. He will go to the Jefferson Medical College at Philadelphia next spring.

MISS ELMA RUFF, one of our lady teachers will give a "Scotch Entertainment" in the chapel on Thursday evening, Dec. 22. This is the first of a promised series of "publics" that will be of rare interest.

CLIO was honored, at a recent meeting, by a visit of the whole faculty, with one or two exceptions. Dr. Noss, and Profs. Hall, Hertzog and Hogue joined in the miscellaneous debate, and gave us some valuable ideas.

MISSSES MAY DONALDSON, Marie Hall, Annie Jenkins and Maggie Stockdale, teachers at Monongahela City, formerly Clios, attended the Opera at Pittsburg Thanksgiving week, and heard Booth and Barrett in Othello.

MR. JOHN A. BRANT, an active Clio last year, is married. Particulars not yet received. After all your protestations, John, we didn't think you would have done it. All the same, you have our best wishes for a happy wedded life.

MISS EVA G. CLARK, of Coal Center, a former Clio, was married on Wednesday, Dec. 7th, to Mr. John M. Milliken, of Pittsburg. Dr. Noss performed the ceremony. The happy couple left on the evening train for a wedding tour to Philadelphia and other eastern cities.

PHILOMATHEAN ❖ GALAXY.

MOTTO—NON PALMA SINE PULVERE.

MABEL MOUNTSIER, Editor.

W. R. SCOTT is at the present time studying Pharmacy in Chicago.

W. C. MURPHY is now clerking in a drug-store in Pittsburg.

THE senior class is noted for its proficiency in spelling proper names.

W. D. CUNNINGHAM, '87, is winning laurels in his school at Stoners, Pa.

PROF. F. R. HALL, went courting a few days ago—as a juror to Washington, Pa.

MISS MELLON, our former president, made a very pleasing address upon leaving the chair.

THE society is making successful efforts in varying the regular exercises by adding tableaux.

THE seniors have prepared special schedules of their work in teaching to be placed in the exhibit room.

JAMES DARSIE, clerk for Jos. Horne & Co., Pittsburg, ate his Thanksgiving dinner at his father's, California, Pa.

THERE has been some talk among the members of the society of having a Philo reunion some time during the winter term.

MISS MARY L. PHILLIPS, '87, of the Homestead public schools and W. N. Jarrett of Pittsburg were married Nov. 2, 1887.

FRANK P. KELLER, a student of last year, having passed the preliminary examinations, is a student in Cornell University.

NO DOUBT it will please many old members of the school to learn that Dr. Clayton Parkhill, of Denver, Colo., is rapidly recovering his health.

MR. A. F. COOPER, class of '82, of Flatwoods, who is a student of law in Michigan University came home to cast his vote in the last election.

MISSSES RUFF, Mac Pherson, Packer and Mountsier were in Pittsburg Thanksgiving week to

hear the tragedians, Booth and Barrett.

S. ROSCOE McCOLLUM, an old Philo, has lately been elected for the second term to the office of County Superintendent, Wright Co., Iowa.

MISS LUNA C. CHALFANT, '86, expects to visit Pueblo, Colo., in the near future, where, probably, she will accept a position in the public schools.

MESSRS. J. I. HUMBERT, Principal of the Connellsville schools, and John L. Gans, local editor of the Connellsville Courier are Philos that honor their society.

A TEACHERS' convention was held at Monongahela City, Dec. 17. The committee of arrangements were Misses Collins, Stockdale and Hall—all Normal graduates.

MESSRS. R. M. CURRY and V. C. Rader, class of '87, who are teaching near Elizabeth, are taking private lessons in Latin and Greek in addition to their school work.

MISS ELLA C. HALL, a former student and Philo, is reviewing her studies at the Morris Cross Roads Academy. She expects to take up the work of teaching soon again.

J. PRESSLY McDONALD, who won our debate in last year's contest, is wielding the birch in Lower Tyrone, Fayette County. He expects to attend Mt. Union in the spring.

PROF. SMITH's table is an excellent proof of Philo's strength. Sitting at this table are eleven regular members of society and Prof. and Mrs. Smith, who are honorary members.

MISS ELLA BAER, a junior of '87, spent Thanksgiving at Miss Eva Patterson's home in Monongahela City. Miss Baer is teaching a large and flourishing school at Venetia.

OUR society elected Miss Clara Mulhollan as valedictorian for the closing society of the fall term and Miss Joe E. Mellon as saluta-

torian for the first society of the winter term.

PROF. J. C. LONGDON, Principal of the Beallsville Schools held an institute the 10th inst. Prof. Longdon manifest the same zeal in his school work, that he did when an active Philo.

MR. JOHNSTON G. FRYE, Lock No. 4 and Miss Maggie McConnell, Elizabeth, were married Thanksgiving day, Nov. 24. Both were enthusiastic Philos while attending school. We extend our congratulations.

THE officers recently elected in the society were: President, Miss McFarland; Vice-President, Miss Eva Teggart; Secretary, Miss Gilmore; Attorney, Miss Camp; Treasurer, Miss Eichbaum; Critic, Mr. G. M. Fowles.

MRS. W. C. DUNN, formerly a teacher and student of the Normal, visited her home in California several weeks ago. Mrs. Dunn was present at the organization of the Philomathean society and was the youngest member at that time.

MISS MAGGIE DAVIES, the only teacher in Fayette County who was perfect in the teachers' examinations of this year, holds a position in the Connellsville schools. She will enter the junior class of the Normal at the close of her school.

MESSRS. G. M. MONTGOMERY and T. K. Farquhar are conducting an excellent literary society at the Valley school house near Fayette City. The experience which they gained while members of Philo fits them for the work they have undertaken.

MESSRS. RADER, Guffey, Mayhugh and Curry and Miss Annie Ruple spent an evening during the week of the Allegheny Institute at the home of Miss Lizzie Sheeran in Allegheny City. Miss Sheeran is teaching this year at Emsworth. All the above mentioned are Philos of the class of '87.

Aristocratic Surnames.

Phonographers complain that scarcely one English word in a thousand is spelled correctly—that is, all its letters are not sounded precisely as they are in the alphabet. And such criticism is perfectly just, although, from the force of habit, we seldom notice the faulty orthography of common words. But if we meet proper names, of persons or places, their eccentric spelling is more observable, and sometimes even puzzling. Highly educated persons often hesitate in pronouncing a proper name which they see for the first time. This remark especially applies to some aristocratic surnames, as will be seen by the subjoined, with their recognized pronunciation:

Clanranald must be sounded as if written Clanronald. Derby, in speaking either of the peer, the town, or the race, should always be called Darby. Dillwyn is pronounced Dillon, with the accent on the first syllable. In Blyth the *th* is dropped, and the word becomes Bly. Lyveden is pronounced as Livden, and Pepys as Pepis, with the accent on the second syllable. In Monson and Ponsonby the first *o* becomes short *u*, and they are called Munson, Punsonby. In Blount the *o* is silent, and the word is spoken as Blunt. Brougham, whether referring to the late illustrious statesman, or the vehicle named after him should not be pronounced as two syllables—Brawham or Brooham—but as one—Broom. Colquhoun, Duchesne, Majoribanks, and Cholmondely—four formidable names to the uninitiated—must be called Cohoon, Dukarn, Marshbanks, and Chumley! Cholmeley is also pronounced Chumley. Mainwaring and McLeod must be pronounced Mannering and Macloud. The final *x* in Molyneux and Vaux is sounded, but the final *x* in Devereux and Des Vaux is mute. In Ker the *e* becomes short *a*, and the word is called Kar; it would be awfully bad form to pronounce it Cur! In Waldegrave the *de* is dropped, and it becomes Walgrave, with the accent on the first syllable. Berkeley, whether referring to the person or place, should be

pronounced Barkley. Buchan is pronounced Bukan; Beauclerk, or Beauclark, as Beaclare, with the accent on the first syllable, and Beauvoir as Beevor. Wemyss is pronounced as Weems, and Willoughby D'Eresby as Willowby D'Ersby; St. John must be pronounced Sinjin as a surname or Christian name; when applied to a locality or a building it is pronounced as spelled, Saint John. Montgomery, or Montgomerie, is pronounced Mungunery, with the accent on the second syllable. In Elgin *g* takes the hard sound it has in give; in Gifford and Giffard it takes the soft sound, as in gin—as it also does in Nigel. In Conyng-ham the *o* becomes short *u*, and the name is called Cunningham. In Johnstone the *t* is silent. Strachan should be pronounced Strawn; Heathcote, Hethkut; and Hertford, Harford. The *av* is dropped in Abergavenny, which is called Abergenny; and the *n* in Penrith, which is called Perrith. Beauchamp must be pronounced Beecham; Bourne, Burn, and Bourke, Burk. Gower, as a street, is pronounced as it is written, but as a surname it becomes Gor. Eyre should be pronounced Air; and Du Plat is called Du Plah. Jervis should be pronounced Jarvis; Knollys as if written Knowls; Menzies as if written Mynjes, and Macnamara must be pronounced Macnamarah, with the accent on the third syllable. Sandys should be spoken as one syllable—Sands; St. Clark is also one word.—*London World.*

In the Old Album.

Do you ever open the old album and look at the pictures? Well, the old folks—your father and mother—always look well, for, don't you know, parents are always old-fashioned. But there's your aunt, with a coal-scuttle bonnet and hoops, and her hair pasted down over her forehead and parted in the middle, with a kind of jaundice complexion and bright eyes that show in their pupils nothing but the excited, intense interest of trying to look into the camera for fifty seconds without winking. And you thought she was so pretty then, and you remember as a child

when you went and told your mother you saw her being kissed by her beau at the garden gate. Then there's her beau, who afterwards married her. He was so handsome, don't you know. Look at him. He wears a long frock-coat with lapels that curl up under his arms; he has a flaming necktie and a shirt front showing down to where the coat looks as if it were tied by a string tight around his waist. His trousers don't fit, and his face is all covered with yellow specks, and he looks as if he had swallowed a fly and it was in dying agonies in his windpipe, while he daren't cough for fear of spoiling the picture. Then there's yourself. Well, that's not so bad. You know you were very pretty as a child, and you remember the dress, and—well—you're not quite so old-fashioned—to yourself—as the others. And you turn the page. There's Fred, whom you jilted. You look at him and you're glad you jilted him. He used to be so beautifully pensive. Now he looks like an idiot, and—well—you doubt if he ever could have been so horrid, anyway. Then your husband comes along and turns the book over and says: "Do you remember that?" You close it on his fingers; it's fearful. You have an old-fashioned, shapeless, black-silk gown that looks like gingham, or something with wide sleeves and big ruffles, and the skirt is gracefully bunched out like a half-exhausted balloon. And you've had the picture painted, and the beautiful red of your cheeks has become mottled, and the neck is yellow, and the hair is a dirty brown color, and you've got hold most awkwardly of a green chair. And your husband wonders what he ever could see in you until you show him his own picture. Then he shuts up suddenly like a knife, don't you know.

And the old gray-headed man comes and takes up the book. He has lost the taste for fashions and for styles and only the faces speak to him. He thinks, as he looks at this faded and yellow portrait—it is his wife when they were both thirty years younger and photographs were not so common—she

is for a moment young again and he remembers how he stood in the corner and watched her as the picture was taken, afraid to breathe until the cap was put on, in case some movement of his lips might break the spell and frighten away the sunlight. But he has another picture older than the paper photograph. It is a daguerreotype. He keeps it to himself. It cost him dear. It is a young girl in the first blush of womanhood, and all the modern cameras in the world, with all the most patent improvements and all the most embellishing effects, can never make so beautiful a picture for him. Well, well. God bless the old folks. They're a trifle cranky, but there's an awfully kindly method in their crankiness.

Village Improvement Associations.

HOW TO RAISE FUNDS FOR THEM.

Over three hundred of these associations have been organized within a few years, and the work is now advancing more rapidly than ever. The improvements of one town or city are often copied by its neighbors. These examples with their manifest results in many States now give a cumulative force to this movement, and warrant the hope that instead of three hundred, there will soon be three thousand such associations spreading wide abroad their beneficent influence in bettering homes as well as towns. The home should always be the objective point. "The hope of America is the homes of America." When every citizen is stimulated to make his grounds and wayside neat and attractive, the entire town becomes inviting. The homes of any people plainly tell their state and traits—their thrift and ambition, or sloth and improvidence. It has long been my desire to do my utmost to improve the homes and home life of the American people, and help in the practical realization of the cardinal truth, that the chief privilege and duty of life is the creation of happy homes.

HOW CAN WE RAISE THE NEEDED FUNDS FOR VILLAGE IMPROVEMENT WORK, is a question often put to me. I answer, *first*, enlist the ladies.

Many efficient associations have been started by them, and nearly all are officered in part by them. Their co-operation is essential. I always anticipate success in any town where one or two honest ladies start this work. *Second*, interest the youth of the town and give them something to do, in improving around their homes and by the roadsides. Let every child—girl or boy—*help* in planting, if too young to work alone, some vine, flower, shrub, or tree to belong to the planter, or at least to be known by his or her name. Such offspring they will watch with pride as every year new beauties appear, and find a peculiar pleasure in the parentage of trees, whether forest, fruit, or ornamental, a pleasure which never cloys but grows with their growth. The educational effect of such work, the æsthetic influence, the growth of heart and mind thus secured are of priceless value.

Third. The treasury may be replenished by membership fees, large or small, according to the liberality of the community, by life memberships, by fairs, lectures, concerts, and other entertainments. LARGE GIFTS FOR SUCH PUBLIC IMPROVEMENTS ARE OFTEN MADE BY WEALTHY CITIZENS, AND BY NATIVES, NOW NON-RESIDENTS. Many whom fortune has favored are glad of such an opportunity to show their grateful remembrance of the mother soil that bore them. Many hundreds and thousands of dollars come in such filial gifts.

The associations foster public spirit and town pride. They impressively put to every citizen the question, "What do I owe to my town; what is it my duty or, rather, my privilege to do for it." The man who cares not for his native town, nor that of his adoption, has no heart in his bosom. Such a selfish soul must be sterile in heroic virtues. But the sentiment that cherishes and honors one's homestead and town is noble and ennobling and has characterized the greatest and best men the world has ever seen.

The influence of these associations is marked and happy in fraternizing the people of a town, leading all classes, irrespective of party

or sect, or rank, or riches to meet on common ground and work for the common good. The Arbor Days, now observed in some twenty States, invite the young and the old of all classes to join on a given day in tree-planting. Important as is this work, tree-planting is but one of the many improvements needed. To give a single illustration, in one town where a large foreign population is engaged in extensive quarries and manufacturing, the operatives and quarrymen joined with the citizens on a Saturday afternoon in a big "bee," where many hands made light work, or rather did much work, and all "had a good time." Henceforth they thought more of their town and more of their homes, which shared in these improvements as did the sidewalks, roadsides, cemeteries, and other public grounds. This general co-operation of all classes, this interchange of friendly courtesies promoted good fellowship and made all proud of the achievements of that—to them—memorable day. The *Village Improvement Bee* may help to counteract the tendency of rural life to isolation or seclusion, or separation by classes or nationalities, lifting out of the ruts of a dull, plodding monotony, cultivating social amenities and neighborly feeling. In some towns after such a day of united work a collation prepared by the ladies becomes another bond of union and fellowship.

These associations have other important aims, such as organizing *free town libraries*, securing public health by better sanitary conditions in the homes and their surroundings, improving sidewalks, roadsides, roads, providing drinking troughs, breaking out paths through the snow, lighting the streets, and removing nuisances. The donations and legacies recently made to public libraries are many and often large. In Massachusetts alone are over two hundred free public libraries containing over one million volumes, with a yearly circulation of over three millions. No other State and no other equal area on the globe is so well supplied with free public libraries.—*B. G. Northrop, LL. D., in The Watchman, Boston.*

Conceptional Drawing.

AS AN AID TO THE READING LESSON.

The phrase used as the title to this article is meant to describe that character of drawings which picture some event or scene that is stamped on the memory. It is one means of telling just as writing and talking are others. Opportunities ought to be given to all young children to practice it in school. It gives free exercise to the imagination which is the one faculty that needs more school exercises contrived for its development. Now how can it be profitably realized? The writer was present not long ago when a second reader class was reciting. The teacher read to them a new lesson with which they were not familiar. It was a story told by an old man to a companion about a lock of hair he had in his possession. He stated that it had been cut from his head more than sixty years before under peculiar circumstances. He was in the woods with his father who was chopping. He was amusing himself picking up the chips that were flying around. In his eagerness he ventured too near and fell with his head upon the log under the descending ax. He escaped being killed, the lock of hair—cut off by the sharp edge of the ax—attesting to his danger. His father had preserved this as a reminder of God's care and had left it to him on his death-bed many years later.

After reading the lesson she asked the children to draw the picture on their slates. They obeyed promptly and in a little while the sketches were ready. None of them were first rate, of course, but they each showed the author's conception of what he had heard. The examination of these drawings gave the teacher the opportunity to correct many misunderstandings on the part of the children. One of these was so remarkable as to deserve special notice, indicating clearly the great value of the lesson as supplementary to the reading lesson. It was this: One of the children had drawn a number of little birds in the picture. Upon being asked about it, she replied, "They are the *chippies* that were flying about." She had confound-

ed the chips of the story with the sparrows she had so often heard called *chippies*.

The writer did not remain to hear the lesson read by the children, but there can be no doubt that a livelier interest was excited and better expression secured on their part by this happy device of the teacher. Poetry lessons abound in beautiful pictures, and yet how dreary are these lessons when read in many schools. Put the children to sketching the pictures and in a little while those lessons now so dreaded by the teacher will be the most instructive and enjoyable of all.

Teaching Primary Reading.

BY DR. EDWARD BROOKS.

Reading, or Elocution, as shown by a careful analysis, embraces three general divisions or elements; the Mental Element, the Vocal Element, and the Physical Element. A philosophy of vocal expression, developed under these three heads, which embrace the entire subject, is most interesting and practical to the elocutionist and public speaker. The course in primary instruction can also be most conveniently presented under these three divisions of the subject. In the present article we shall speak of the first of these three divisions, the Mental Element in teaching reading.

The Mental Element in reading is that which pertains to the mind. This element lies at the basis of good reading. Thought and expression both have their origin in the mind. The mind thinks the thought, and in correct reading the voice should express just what is in the mind. Good reading is based on correct thinking. The mind thus determines and shapes the matter to be expressed, and also gives color and meaning to the voice in expression. The first condition of reading is that pupils should understand that *reading is merely having something in the mind and telling it*.

Reading is an art, and all arts are based on certain fundamental principles. All these principles of reading, it will be readily seen, have their origin in the mind. These principles are of two kinds: first, those which relate to the condition or use of the mind itself in reading; and second, those which relate to voice and gesture as expressing the products of the mind. The first having reference to the condition of the

mind in reading may be called the *subjective principles* of reading; the second class having reference to the expression of the mind in voice and gesture, may be called the *objective principles* of reading. The most important of these principles of the first class are those of Comprehension, Appreciation, and Conception. Each of these will be briefly mentioned in the present article.

I. *Comprehension*.—The first law of good reading is that of *comprehension*. There can be no clear and impressive expression of thought if the mind does not clearly comprehend the thought expressed. The first aim of the reader or speaker should be to attain a clear idea of the matter to be expressed; and then endeavor to so express it that the listener may also obtain a clear idea of the subject. Mind should speak to mind, in reading from the page of an author, as well as in speech or an oration.

This principle, so simple as to seem axiomatic, is of great value in teaching reading. Its value is enhanced by the fact of its frequent neglect and violation. Much of the poor reading in our schools and the bad habits of expression there acquired arise from a practical ignorance of this principle. The first duty of the teacher is to impress this principle upon the minds of the pupils. Their first lesson in the reading class should be *not to read*, but to understand *what reading actually is*. This lesson once learned, a lesson apparently simple, and yet with some pupils difficult to acquire, the rest of the work is comparatively easy.

The teacher will remember that his first object is to teach the pupil to *know practically*, that *reading is not calling the words in the book*, but merely *telling what he thinks and feels*. He must be taught to *read from his thought and not from his book*. In order to do this he must be trained to the habit of *getting the thought* of the selection he is reading. Let me emphasize this by repetition: the first aim of the pupil in reading is to *get the thought of the author*. In order to secure this object the following suggestions will be found to be of value.

1. First, the teacher will see that the pupil understands the *meaning of the words* of the lesson. The teacher should go over the sentences and paragraphs and call attention to and explain the meaning of such words as the pupils may not understand. The more advanced pupils may be required to study a glossary of words or the dic-

tionary in preparing the reading lessons. It is often well to require the pupil to use the words in sentences in order to be sure that their meaning is understood. Teachers will often be surprised at the ignorance of pupils in this respect, and only a little experience will be necessary to impress upon the mind the importance of these suggestions.

2. Second, the teacher should be careful to see that the pupil understands the *thought expressed* in the sentences. A little investigation will often disclose the fact that even when the meaning of the words is clearly understood, their collocation into sentences does not give a clear thought to the pupil's mind. To secure this element of expression, it will be well to have the pupils *state the thought in their own words*. Have them tell the thought in the paragraph or lesson without looking on the book. Train them to the habit also of looking at a sentence and *grasping it as a whole* before attempting to give it expression. Remember that in correct reading *the sentence is the unit of expression*. The predicate must be known, in part at least, before we can give proper expression to the subject.

3. Pupils should also be required to *analyze each sentence and paragraph* and point out the *prominent ideas*, so that they may know where to place the *emphasis*. Many pupils, like many public readers, place their emphasis at random or for the effect of rhythm or melody, and thus sacrifice sense to sound. They should be led to see that nearly every sentence was written for a distinct purpose, which is brought out by emphasis upon the leading idea or ideas of that sentence. When they are unable to determine the prominent ideas, attention can be called to them by asking appropriate questions.

4. Pupils should be required to *study their reading lesson*. They should spend a part of the time on the reading lesson that they now spend on their grammar and arithmetic. The better they know the subjects of the reading lesson, the better they can read the lesson. The teacher should *examine* them upon the lesson to see that they understand it, before permitting them to read. He should also *explain* such things as may not be understood, especially the figures of rhetoric, such as similes, metaphors, personifications, historical and classical allusions, etc. Every reading lesson can be made a most valuable lesson in lexicology, grammar, rhetoric, etc.; in-

deed more literary culture can be given in the reading class, properly conducted, than in any other class in school.

5. Finally, we suggest *not to go through the book too rapidly*. In teaching reading, it is a good maxim to "make haste slowly." A pupil should be kept at a selection, ordinarily until he is quite familiar with it—the more familiar he is with it the better he can read it. Pupils themselves show most interest in reading selections which they know best. It will be found a valuable exercise for pupils to commit passages and *read them from memory* instead of from the page of the book, being careful, of course, to see that the understanding works with the memory in this exercise.

Let the teacher therefore remember that the *first law* of reading is that of *comprehension*; and that his first aim should be to make the pupils *thoroughly comprehend* what they attempt to read, and to read not so much from the *words of the book* as from the *thought in the mind*.

About Diamonds.

It was a pleasant fancy of a writer in *The Cornhill Magazine* to argue for the plausibility of the fairy story of the princess from whose pretty lips "fell diamonds, both in speaking and in singing, and even in silence," when she merely smiled. "For consider," he says, "into what does the diamond blaze, when, on combustion, the spirit of the gem leaps upward home again to its parent, the sun; into what but carbonic-acid gas?—that *carbon dioxide* of the chemist which attends the combustion of every fire and gas-burner, the decomposition of every vegetable, which is exhaled in every breath we breathe?" The same writer also utters the less pleasing but equally striking thought that "the chimney-sweep is covered by that which, under happier auspices, would be jewels."

The diamond is mentioned very anciently in literature. Jupiter, according to classical mythology, was anxious to make men forget the days he had spent among them, and finding that one man—Diamond of Crete—remembered him, turned him into a stone; not a very credible story of the origin of the gem, but men of science in the nineteenth century are not much nearer to knowing the truth on the

subject. The Greeks call the stone *adamus*, the indomitable or unchangeable; and from this has come down our word *adamantine*, and, after the letters have undergone changes of a kind that are not rare in the growth of language, our name of the stone itself. But, long before the Greeks had emerged from the darkness of the mythic age, the diamond was made, among the Hebrews, the peculiar jewel of the tribe of Zebulun; and Aaron's breast-plate, when he was dressed in his priestly robes, was adorned in the second of the four rows of its setting with precious stones—with an emerald, a sapphire, and a diamond; and Jeremiah, when the Greeks were just beginning to be known, rebuking the misgoings of his people, said: "The sin of Judah is written with a pen of iron and with the point of a diamond."

But, although the ancients considered the diamond indestructible, and were capable of trying the most daring experiments with it, no specimen that is known to have belonged to them has come down to us. Some persons suppose that the Kohinoor is five thousand years old, as man's possession, but no one knows or can trace its history back with certainty for more than a few centuries.—*Pop. Science Monthly*.

The Great American Desert.

When railroads first touched the Mississippi River at Burlington—about 1852 or 1853, it must have been—a great celebration was held on the east bank, and a commendable glorification indulged in. The speakers were Stephen A. Douglas and Lewis Cass. Mr. Cass in his speech referred to the fact that, according to all school histories and geographies previous to that time, they must be very near the great American Desert, but he said "as this desert constantly recedes as we approach it, it will probably be found there is no desert at all." Men now under 50 years of age, when at school studied geographies which located the American Desert lying in the western half of Iowa, and extending to the Rocky Mountains. In fact, Des Moines is situated in the locality of what was then asserted to be part of the great desert.

When God Gives Us Spring.

O gracious beauty, ever new and old!
O sights and sounds of nature, doubly dear
When the low sunshine warms the closing year
Of snow-blown fields and waves of Arctic cold!

Close to my heart I fold each lovely thing
The sweet day yields; and, not disconsolate,
With the calm patience of the woods I wait
For leaf and blossom, when God gives us spring!
—Whittier.

Curiosities of Examinations.

The following are questions and genuine answers handed in to a southern superintendent, and will be fully appreciated by the fraternity.

Question—Explain the difference in function between the cerebrum and the cerebellum, and locate each.

Answer—"Of cerebrum and cerebellum—both are aids to the brain in human life, the cerebrum in connection with the brain—for thought the cerebellum between the base of the brain and the spinal cord for impressions."

"Cerebrum situated in front and oval, cerebellum has a twisted appearance, and is so tender that the touch of a pin on it would cause instant death."

"Cerebellum situated in the top of the head and protects the cerebrum."

"The cerebrum is the covering of the brain and serves to protect it from injury."

"The cerebellum is an inner covering or protection for the brain. Both are located in the upper part of the head."

"Cerebrum and cerebellum are portions of the brain which are located in the cavity of the head."

"The brain is a large mass of nervous tissues within the sockets of the bones; consisting of two parts cerebrum and cerebellum. The cerebrum is the large portion of the brain. It is composed of a whitish substance edged with grey. The cerebellum is the smaller part of the brain and it contains white and grey also; but more of the latter."

"Cerebrum is the movements of the arm between the elbow and shoulder, and depends upon the functions of the muscles thereof—Cerebellum movements of the leg between the knee and the pelvis."

"Cerebellum is not connected with the mind, hence has no will.

Cerebrum controls the mind. Cerebellum has parallel ridges."

"Cerebrum occupies the front and upper part of the brain. It is a white mass with grey specks on the outside, or sprinkled in the ganglia here and there."

"Cerebrum fills upper part of the skull, and it is divided into two divisions, which is almost equivalent to two brains. It permits us to read on one subject and think of another."

"Cerebrum receives impressions made on the brain, the cerebellum conveys these impressions. Cerebrum is situated in lower part of left side of the brain; cerebellum in right side."

"Brain consists of two hemispheres, the cerebrum or upper part is composed of fibrous tissue."

"Cerebrum resembles a piece of coral from its many windings."

"Cerebellum is the inner brain, and is composed of white matter and is situated in the lower part of the cerebrum."

"In the cerebellum reside the nerve forces of the brain, and when an impression is made the nerves carries it to this part of the brain."

Question—Explain the action of the lungs.

Answer—"The lungs enclose the heart, and convey to it the air necessary to life."

"The actions of the lungs depend upon the functions of the heart, we have a right lung and a left lung, one heart commonly called two hearts, right and left. Through the veins the blood is carried to the lungs to be purified, back to the heart through the arteries—arteries, pure blood, veins, impure."

"The action of the lungs is to enable us to make the act of respiration and also to purify our blood. They give off carbonic acid, in return we receive oxygen. They are composed of a spongy substance, in the lungs are little disks containing iron from which our blood is colored. The impure blood from the heart passes through the right ventricle auricle passed semi-luna valves into the lungs where it is purified, then passed back through left auricle, left ventricle passed bicuspid valves into circulation purified."

Question—What is function of the stomach?

Answer—"It is one of the digestive organs and resembles tripe. Food after undergoing several changes enters the stomach."

"The stomach is the organ in which all food is deposited and it is acted on by the different juices and is there converted into a milky mass. The stomach then is the seat of digestion."

"Food is nourishment for the stomach, and if not taken when the appetite calls the brain or sympathises with the functions of the stomach. The functions of the stomach prepares the food for examination."

"The functions of the stomach depends on the actions of the digestive organs. The stomach is composed of intestines large and small, large about five feet long, small about twenty-five or thirty feet."

"The stomach is the machine by which blood, bone, etc., are prepared from the food we eat, and brought through the system by functions of the stomach."

"It is what we take into the stomach that supply the capillary vessels with blood and nourishes the muscles and brain."

"Function of the stomach is to digest for the system. The food first chewed and mixed with the saliva passes into the stomach where it is taken through a churning process mixed with the gastric juice, etc., passes into the entrails and mixed with other acids, pancreatic, etc., thence back into the stomach, part of it being absorbed by various channels and the stomach, until it is made fit to be transferred to the lungs."

"Function of stomach to retain food conveyed by gastric juice."

"Food entering the stomach is acted upon by the gastric juice, then enters œsophagus and is carried off by the pylorus."

"Functions of the stomach are parts that are—"

"Stomach is the expanded part of the body that receives the food before it passes into the alimentary canal."

"Digestion prevents the proper workings of the stomach."

"Stomach contains the liver, kidney, etc. Its chief function is to aid the alimentary canal in digesting the food, and also to keep up the circulation of the blood. The stomach also contains the pancreatic juice."

"Stomach contains the intestines—organs of digestion. It also contains the pancreatic juice and bile, both aids in digestion. After the food has been received into the stomach, the nourishing portion is extracted and sent off into the blood, necessary for making muscle, etc., goes to make bone, etc., and the waste matter is sent into the alimentary canal, a tube like intestine."

Tests of Success.

1. *Spirit*.—A good teacher will animate his class with an excellent spirit; they will desire to learn. Animation, earnestness, are effects of knowledge rightly presented.

2. *Understanding*.—The end of education is to teach the pupil to *understand*; hence there should be daily advancement made here. The teacher should notice (1) that his pupils are quick; (2) have a complete grasp; (3) are independent.

3. *Progress*.—Mental advancement is the necessary effect of education.

4. *Discipline*.—(1) in mental characteristics—as clearness, completeness, accuracy, etc.; (2) in behavior—quiet, obedient, orderly, decorous, conscientious.

The teacher should seek these in each recitation; and should study the means that bring these ends. The absence of these tests is very significant.—*New York School Journal*.

Philips Brooks Swore.

When I was in East Gloucester, Mass., last summer I heard a remarkable story concerning Dr. Brooks, for which Oliver Wendell Holmes was said to be responsible. The genial autocrat was fishing one day in the yacht of a well-known character in East Gloucester, named Captain Cook, who follows the sea for a livelihood. In conversation Captain Cook informed Dr. Holmes that the last fisherman who had

hired his boat was Dr. Brooks. "He was very pleasant company," Captain Cook was kind enough to say, "but he swore a good deal for a clergyman." "He did what?" inquired Dr. Holmes, aghast. "He swore," stoutly reiterated Captain Cook. "Oh, nonsense, I don't believe it," said the Doctor. "Well, what do you call this?" inquired the old fisherman. "He got a haddock on his hook and he had a great deal of trouble to get it near the boat. At last he landed him, and I said, said I, 'Well, for a haddock that fish pulled d—d hard.' 'Yes, he did,' said Dr. Brooks' Now, what's that but swearing?"

Executing a Bull.

Here's a true story from Leetsdale, Pa. The minister, in his sermon the other Sunday, referred to Luther nailing his thesis and taking such a stand at the Diet of Worms that the Papal bull against him had to be executed. A business man and his wife had been drowsily listening to the sermon, and after the service was over began to discuss it. "John," said the lady, "I didn't know that the Catholic Church still believed in such barbaric superstitions at the time of Luther."

"What's that?" inquired her husband, sleepily looking up.

"Why, didn't you hear the minister say that after Luther took his stand at Worms the bull had to be slaughtered? I never knew that."

"Neither did I," responded John, "but if he said so I guess it must be true, though I don't see why they had to kill the bull, because Luther wasn't afraid of it, or what in the name of sense the Pope meant by sending it out at all. Funny things in this world." Then they relapsed into silence and dreamily meandered through the mud.

ONE day when Victor Hugo was up for election, a delegate from one of the revolutionary societies of Paris called, and in the name of his fellow-members complained rather rudely of Victor Hugo's theatrical ideas. "I would like to know," said the delegate, "whether you stand by us or the priests."

"I stand by my conscience," answered the poet. "Is that your final answer?" began again the exasperated visitor. "If so, it is very probable that you will not be elected." "That will not be my fault," said the candidate, calmly. "Come, now," continued his self-appointed catechizer, "there is no middle course. You must choose between us and God." "Well," was the response, "I'll take God."

"Be Comforted," Said the King.

King Frederick VI. of Denmark, while traveling through Jutland, one day entered a village school and found the children lively and intelligent and quite ready to answer his questions.

"Well, youngsters," he said, "what are the names of the greatest Kings of Denmark?" With one accord they cried out: "Canute the Great, Waldemar, and Christian IV."

Just then a little girl, to whom the schoolmaster had whispered something, stood up and raised her hand.

"Do you know another?" asked the King.

"Yes—Frederick VI.!"

"What great act did he perform?"

The girl hung her head and stammered out, "I don't know."

"Be comforted, my child," said the King, "I don't know either."

ANY book which will direct the attention of young men to the true, grand mission of life, the enthronement of the divine in their souls, is a good book. The young man should early learn to honor himself, know his power, and recognize his duty. He should early form high and noble purposes, and, husbanding all his resources, use himself to the best possible advantage. He needs manliness, self-reliance, courage, and faith. He should be gentlemanly, diligent, kind, thrifty, guileless, and possess "high thoughts seated in a heart of courtesy."

EVERY man has three characters—that which he exhibits, that which he has, and that which he thinks he has.

LONGFELLOW's birthday, Feb. 27, will be celebrated with interesting exercises at the Normal.

MISSSES WESTBAY and Musgrave spent their Thanksgiving vacation with Misses Viola Boyd and Forsythe, of Redstone, Pa.

PROF. E. M. WOOD is building a house in Baldwin, Kan., from which we infer that he intends to make that place his permanent home.

THAT the senior class may have more practice in teaching than is afforded by the model school, Dr. NOSS calls upon individuals to aid him in conducting the recitations.

THE NORMAL is preparing for school work on a larger scale than ever before. The attendance for the spring term promised to be the largest ever known at California, and the instruction the best.

IF you receive an extra copy of this number of the REVIEW you are kindly requested to hand it to some friend who may be interested in it. If more sample copies are wanted, please send for them. They will be sent free.

THE California Normal is becoming the "Favorite School" for teachers. Nearly every town, large and small, in southwestern Pa. is now represented among its students. The total attendance on opening day this year was nearly 400.

AMONG the many special advantages our Normal students enjoy is that of getting text-books and certain other books at from 20 to 30 per cent. discount. For example, Webster's Unabridged Dictionary, latest edition, can be bought by

students of this school for eight dollars.

MR. C. M. SMITH, '86, has been elected assistant principal of the schools of Mt. Carmel, Pa., a borough of six or seven thousand inhabitants, in North-umberland County. He entered upon his new duties Dec. 12. We congratulate Mr. Smith on his promotion. He will fill his new position as he filled the one he left, with marked ability.

IT is safe to say that no single improvement ever made at the Normal gave so much satisfaction as the new water supply and sewerage system. The purest spring water gushes forth storngly on every floor occupied by students. Not a pail of slop is carried down stairs, nor a pitcher of water up. The faithful old pump at last enjoys a long needed rest.

A VERMONT college has put in a set of scales on which the boarding pupils are to be weighed monthly. The ostensible object is to ascertain the effect of the board furnished upon the system of the students, but the latter have a sneaking suspicion that if they show an increase of weight their rations will be cut down, or the hash made less substantial.

THE influences of the school are thoroughly Christian; the instruction practical and inspiring; the location healthful and delightful. Notwithstanding the many costly improvements of late years, which now afford the student all the comforts and advantages of the best schools, the expense for board and tuition has not been increased one cent. \$4.00 a week will cover entire cost of board and tuition to those preparing to teach.

THE NORMAL is proud of her "boys" who are members of the Uniontown bar. In the "Academy" days of the school, D. M. Hertzog, the able District Attorney, and P. S. Newmyer, of Connellsville, were students here. Among others who are members of the bar, or are preparing for admission, and who have been Normal students within the past decade, are T. R. Wakefield, J. M. Core, G. B. Jeffries, A. M. Claybaugh, W. J. Johnson, and T. E. Partridge.

Wise Words.

CHEERFULNESS is the weather of the heart.

SLEEP is the best stimulant, a nerve safe for all to take.

It is better to be able to say "no" than to read Latin.

HOPE is the main-spring of happiness; resolution is the secret of success.

THE first symptom of a mind in health is rest of heart and pleasure felt at home.

WE may choose a life of sin with all its consequences, but we cannot choose a life of sin without its consequences.

ONE of the best ways to prevent general disorder in a school-room, such as whispering, passing notes, loud studying, etc., is to create a sentiment in the minds of the children about one's duty to his neighbor. Continually impress upon the pupils the impropriety and positive unkindness of disturbing others. There will, in time, if the teacher practices as he preaches, be a sincere regard for the rights of others, and little, if any, need to speak of the offenses that make up the aggregate of a teacher's trials. Besides such pupils have received an impression toward true citizenship that must result in making them better men and women.

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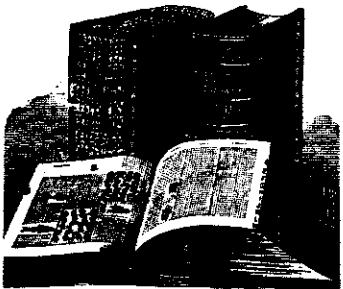
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