

The Normal Review.

Vol. III. No. 5.

CALIFORNIA, PA., JANUARY, 1888.

50c a Year.

Entered as second-class matter.

WINTER term opened Monday, Jan. 2.

MR. L. O. SUTHERLAND, '83, is teaching near Webster, Pa.

In all school instruction the primary aim should be culture; the secondary, knowledge.

MISS SADIE LYONS, '81, is teaching near Peoria, Ill., and making her home with her brother-in-law, Rev. McGogney.

MISS ETTA ARMSTRONG, '83, was married Dec. 22, '87, to Mr. W. D. Craig. We wish them joy through life's journey.

MISS EMMA WHITING, of Fayette City, Pa., a former Normal student, was married Dec. 27, to Dr. Swaney, of Dubois, Pa.

MR. J. G. SILVENS, '84, was a late visitor at the Normal. He will graduate at Waynesburg College in June.

THE number of students, both day students and boarders, is larger than ever before at the opening of the winter term.

MISS HARRIET HUGHES, '85, has a very desirable position as teacher in the schools of Delaware City, Del. Term, ten months.

MISS REBEKAH E. BROWN, '79, is teaching at Sheffield, Pa. She has a live school, and is doing excellent work.

MR. W. E. GAMBLE, '84, is principal of the Buffalo, Pa., Academy, and is meeting with marked success in his work.

THE total amount received by the California Normal in appropriations from the State is an even one hundred thousand dollars.

MISS HATTIE JACKMAN, '81, was married Thursday, Dec. 22, to Mr. J. Fremont Colvin, of Fallowfield,

Pa. The REVIEW extends its congratulations.

REV. E. P. CRANE, formerly pastor of the Presbyterian church in California, Pa., has been appointed U. S. Consul at Stuttgart, Germany.

THERE were about 100 conversions at the revival meeting in California conducted by Evangelist Williams. The meeting closed Jan. 8.

MR. GEO. M. MITCHELL, a junior of '87, was married at Christmas, to Miss Belle Myers, of Bentlyville, Pa. The REVIEW extends its felicitations.

MISS ELDA N. HOOVER, '85, Mr. J. C. Hockenberry, '86, and Miss Dora G. White, a junior of '86, all teachers in Centre county, attended the Bellefonte Institute during holiday week.

MANUAL training will be introduced into the New York City schools about Feb. 1. Important changes have been made in the course of studies in order to make room for this new line of work.

JOHN M. CORE, Esq., of Uniontown, a member of the class of '81, was married, Dec. 27, 1887, to Miss — Hurst, of Uniontown. The ceremony was performed by Rev. Dr. A. S. Milholland. The presents were numerous and costly.

THE Northern Iowa Normal School is prospering under the superintendence of Prof. J. C. Gilchrist, formerly principal of the California, Pa., State Normal, and more recently principal of the State Normal at Cedar Falls, Iowa.

THAT splendid holiday number of the NORMAL REVIEW delighted many an old friend of the Normal. W. S. Van Dyke, '78, cashier of the Dick Bank, West Newton, wrote us: "Please send me the REVIEW as long as I live—and a

reminder when my subscription is due."

HEARTS are very much alike and all need lots of patience to keep them good and happy.

EX-CONGRESSMAN R. G. HERR says: "Business educates more than books." He says, also, concerning gesticulation: "When a gesture is made because you think you should make it, it is wrong; when you make it because you can't help it, it is right."

THE National Educational Association will hold its next meeting at San Francisco, July 17-20. The rates for travel will not exceed half-fare from Boston, New York and Philadelphia. Stop-over privileges at Chicago and all points west of the Missouri river will be allowed. Dr. E. O. Lyte, of Millersville, will have charge of transportation for Pennsylvania.

THE students of the English Department gave a "Public" on Scotland, Thursday, Dec. 22, which was highly appreciated by all. The stage was tastefully arranged to show the nationality of the entertainment. The performers were in costumes, some of them very elegant, suited to the performance.

The program was:
 Pages from Scottish History..... Paper
 Interesting Events and Places..... "Talk"
 "Laddie"..... Solo
 "Dinna Ask Me"..... Recitation
 "Is There for Honest Poverty?"..... Recitation
 "Coming Thro' The Rye"..... Chorus
 "The Heart of Robert Bruce"..... Recitation
 John Knox..... Essay
 "Bonny Sweet Bessie Beasie"..... Solo
 Scottish Traits and Character..... Oration
 "The Resignation of Queen Mary,"..... Scene
 From "The Abbot".....

The entertainment was arranged and managed by Miss Elma Ruff, the teacher of the Department of English. This is Miss Ruff's first year with this school, but already she has won the confidence of the students by her thorough and enthusiastic instruction. She spares neither time nor pains to make her department a success.

Calling.

[The little girl who recites this should be dressed in a long dress, have a hat on her head and a basket on her arm.]

Do you not think I look funny?
I have come to make you a call.
I have my work in my basket,
My mending and knitting and all.

The children are all well. I thank you,
But baby who has a bad cold,
She's the dearest little baby,
And she'll soon be half a year old.

She came to our home last Christmas,
Yet it seems only yesterday,
How pretty she looked, the darling!
Her name is Miss Violet May.

I cannot make calls to-morrow
For I have my cooking to do:
I must make some pies and puddings,
And do hard enough work for two.

And all because my naughty cook,
Got cross and went away:
We mothers do have such hard times
In getting a girl who will stay.

Good-bye, you must come and see me,
Don't ask me, I cannot stay,
I must go right home to the children,
There'll be mischief while I'm away.

—Gertrude Smith.

Work and Play.

"All work and no play makes Jack a dull boy," is a proverb most children have heard. Some of them don't believe in any kind of work and do believe in all kinds of play; yet it is equally true that all play and no work is very bad, indeed, for both boys and girls. It makes them worse than dull, it makes them lazy and selfish, if it does not get them into bad company, and, finally, the poor house and the prison. The fact is we need both work and play, and in both we must be really interested if we expect any good to come of it, so

"Work while you work,
Play while you play,
That is the way
To be cheerful and gay."

"Moments are useless
When trifled away:
So work while you work,
And play while you play."

All of you know of children who mope about, even when they are at play. They are a hard lot of children to play with, some of them, I fear, are too lazy; some have eaten so much that to play in a lively way will make them have a stomach ache; some are so bundled up that they can't move their arms or legs comfortably; some wear clothes so fine or so tightly fitted to their bodies that they are afraid to move lest they may soil their clothes or tear them. There are children (and you must never make

fun of them for that is mean and wrong) who have never learned how to play; either because they have been weak and sickly most of their lives, or because they never have been allowed to play as healthy active children should, that is, to romp and have a good time.

When you really work and really play, you *exercise* your body, that is, you set the muscles to work, the heart pumps the blood through the body more strongly than before, and the lungs work harder. If you exercise, as you should, in pure air, all the cells in the body, at the right time and in the right way, separate from the blood what is needed for the nourishment of bones, muscles, skin and other organs. All parts of the body begin vigorously to work, more heat is made, the skin glows, and the boy or girl who is exercising feels warmer, happier and stronger.

If you don't work and play with energy, the muscles will grow weak and flabby, the bones soften, the heart will not act like a well-oiled pump, the blood will move through the body as a slow, sluggish stream of water moves along, little oxygen will be taken into the lungs, but much of the poisonous carbonic acid kept in. The skin will flush or grow cool easily and the person who does not exercise, feels chilly, miserable and weak. The ant, the spider, and the bee show what can be accomplished by steady, persevering work.

Sometimes children play too hard, or are made to work too hard, which is all wrong; for then the muscles, bones, heart, lungs, and all parts of the body become tired out and injured so that they are of little use afterward. It is wrong, for example, for a girl to jump rope until she is so tired she can hardly stand, or for a boy to skate until he aches all over. *Feeble children should never try to do all that strong children do*, even if they are laughed at for being "dared" or "stumped." If you are feeble think more of how your heart is going to stand it if you play "follow my leader," than of how your feelings will be hurt if you don't. If you change your games fre-

quently, you will not tire of play. There are games so rough, or that boys play so roughly, that I must say a word about them, for I have seen boys hurt badly in such plays. One is "beat the squirrel," another "beetle and wedge," in which the boy who is pushed so roughly against another may have his neck sprained. In the game of "trades," a boy is likely to be hammered, planed, or rasped so hard that he may be injured. In "mumblety-peg" more than one nose has been injured by being rudely driven into the ground. Throwing stones is a dangerous pastime. It was but the other day that a lad, happening to be passing near when some boys were throwing ice-balls, was hit on the head by one containing a stone which some boy had put there, thinking it was funny; and though the surgeons did all they could, the bone, which was broken, pressed upon the delicate brain, made it inflame, and the poor little fellow died. *It is not funny nor manly ever to injure any one's property or person*, and there are enough sports that are safe.

Some of you who don't know how to work, (and there are such children, just as there are children who don't know how to play) are wondering by this time what kind of *work* can we children do. You forget how you sing in one of your plays, "As we go round the mulberry bush," telling how you wash your clothes on Monday morning, iron them on Tuesday, scrub on Wednesday, mend on Thursday, sweep on Friday, and bake on Saturday. Now some of these things are exactly what most of you can learn to do, even when you are children.

To wash or iron many clothes, and to scrub very much, I agree with you, is too hard work for children, and it is sad to see young boys and girls who are obliged (because of the death of one or both parents) to work very hard to provide a home for the little sisters and brothers. No matter how brave these children are with their work, they don't have play enough and so get worn out and old-looking long before they should. Most of you, I am sure, are not troubled

with too much work. It may be even very hard to get you to run cheerfully on an errand, or to do a little house work each day, to clean the yard, or to put where they belong your books and play-things after you have done with them, all because you believe in play and not in what you call work.

Remember that work and play go together, and if you are well and will not work you have no right to play. In some schools of which I know, some of the larger boys had a "strike," as they called it, would not work at their studies, and tried hard not to let other boys work, all because these first fellows wanted to have a longer noon recess, not for real play, but to idle away their time or to do mischief. Now, do you suppose for one single moment that, if these boys had learned how to work and play properly, they would have cared to make trouble in a school? No; the children who work well and play well are brave children who are trying all the time not to be mean or idle, or to get into bad habits. They will "lend a hand" to others who can't work and play, and will grow up strong, and by and by, become our best citizens. The other children are very likely to be among the worst, and when they die will hardly be missed.

There was a time when children at a proper age could be bound as apprentice to learn thoroughly a trade. Now there are very few apprentices, and the number of children who grow up to understand well any special trade is very small as compared with the number in the days of our grand-fathers and great-grand-fathers. To change this condition of things certain schools are now teaching various trades, such as carpenter work, and how to make shoes, broom handles, brushes, harness, lace, wire-work, ropes, rugs and very many things beside. Every girl as well as every boy must look forward in life to doing some kind of work well. To be useful is of more importance than to be good looking or to dress well, and the sooner we begin to be useful the better.

Boston was founded Sept. 17, 1630.

Reading.

In summarizing the results to be accomplished by the pupil in reading, the following points are to be kept constantly in mind:

1. To pronounce distinctly all the words so as to be heard.
2. To emphasize all the words so as to be understood.
3. To express the thought so as to be felt.
4. To attain clearness in expressing thought—separate and contrast ideas.

TEACHING READING.

1. Object.
 - (a) Definition.
 - (b) To gain knowledge and pleasure.
 - (c) To give knowledge and pleasure.
2. Process.
 - (a) Talking.
 - (b) Seeing.
 - (c) Hearing.
3. Methods.
 - (a) Alphabet.
 - (b) Word.
 - (c) Sentence.
 - (d) Phonic.
 - (e) Parker's.
 - (f) Jacotot's.
4. Elements.
 - (a) The intellectual element.
 - (b) The mental element.
 - (c) Vocal.
 - (d) Physical.
5. Talking.
 - (a) Object.
 - (b) Idea.
 - (c) Words.
 - (d) Association and reproduction.
6. Seeing and hearing.
 - (a) Object.
 - (b) Idea and word.
 - (c) Picture.
 - (d) Expression.

—*Greenwood's Principles of Education.*

Interesting Bible Statistics.

The Apocrypha has verses, 7,081.
 The Apocrypha has chapters, 183.
 The Apocrypha has words, 152,185.
 Verses in the Old Testament, 23,241.
 Verses in the New Testament, 7,959.
 The books of the Old Testament, 39.

The books in the New Testament, 27.

Words in the Old Testament, 592,430.

Letters in the New Testament, 838,820.

Words in the New Testament, 181,253.

The chapters in the Old Testament, 929.

Letters in the Old Testament, 2,728,100.

The chapters in the New Testament, 260.

The word "Jehovah" occurs 6,865 times.

The middle book of the Old Testament is Proverbs.

The middle chapter of the Old Testament is Job xxix.

The middle verse of the New Testament is Acts xvii, 17.

The shortest verse in the New Testament is John, xi, 35.

The longest verse in the Old Testament is Esther, viii, 9.

The middle book of the New Testament is II Thessalonians.

The word "and" occurs in the New Testament 10,604 times.

Chapter 19 of II Kings and chapter xxxvii of Isaiah are alike.

The middle chapter and shortest in the Bible is Psalm cxvii.

The word "and" occurs in the Old Testament 36,543 times.

The shortest verse of the Old Testament is I Chronicles, i, 25.

The middle verse of the Old Testament is II Chronicles, xxi, 17.

The middle chapters of the New Testament are Romans xiii and xiv.

Verse 52, chapter vii, of Ezra has all the letters of the alphabet except "j."

THERE never was a heroic exercise undertaken by man that did not involve antagonisms as great. The soldier who is discouraged because the enemy is numerous may as well lay down his arms, and the teacher whose efforts are enteebled by the thought of obstacles in his way may as well drop to the idea that he has no reward but his salary. The truth is that in all these conflicts the teacher's faith must sustain him; herein is for him the source of strength.—*Supt. Richard Edwards, LL.D.*

Our Real Ruler.

This a free country?
Well, may be,
So long as you haven't
A baby.

Young or old, tho' golden
Or gray be
Our heads, we're all ruled by
A baby.

Fond and foolish the words that
We say be
When we bow to that tyrant,
The baby.

The wise man's a fool
And a gaby
And a hobby-horse for his
Own baby.

But, of light in our homes, where'd
A ray be
Without that bright cherub,
The baby?

Then hallowed and blest let
The day be
That brought that dear despot,
The baby!

Wonderful Automata.

The king of automata constructors was Jacques Vaucanson, born at Grenoble in 1709. While quite a boy he made several self-moving figures. The bent of his mind was determined by a rather peculiar circumstance. Being to himself in the house of a friend to which he went with his mother, he perceived through the crack of a partition an old clock with slowly swinging pendulum, which excited his attention. Next time he visited the house he had a pencil and paper with him, and made a rough sketch of the clock. By earnest study and investigation he succeeded in making a clock of his own out of pieces of wood, and his wooden clock kept time fairly well. Then began his experiments with automata. He made a wooden chapel, with moving figures of priests. He invented a hydraulic machine for the city of Lyons, and later, in the same place, perfected a machine for silk weaving that caused the work people to rise against him in arms. His first great achievement at automata was his flute-player, which was one of the wonders of his time. He had been ill, and made it during his convalescence. The several parts of it were made by different workmen to prevent its discovery. Only a faithful servant aided him in his secret. According to D'Alembert, the remarkable figure stood on a pedestal, in which a portion of mechanism was concealed, and the player not only blew into the in-

strument, but with his lips increased and diminished the sound, performing the legato and staccato passages with perfection, and fingering with complete accuracy. It was exhibited in Paris in 1738, and made a great sensation. Vaucanson next made a flagelot-player, and later a mechanical duck, which waddled, swam, dived and quacked, and like De Gennes' peacock, picking up and swallowing its food. He was engaged on an endless chain when he died. He willed all his automata to the king.

Maetzel, the inventor of the metronome and of several musical automata, opened an exhibition in Vienna in 1809, with a life-size automaton trumpeter as the chief attraction. When the audience entered all they saw was a tent. After a time the curtains parted, and Maetzel appeared leading forward a trumpeter in the full regimentals of an Austrian Dragoon. By pressing the left epaulet of the figure he made it play cavalry calls and a march, and an allegro by Weigl accompanied by a full band of living musicians. Nor was this all. The figure retired and reappeared as a trumpeter of the French Guard. Maetzel wound it up on the left hip, pressed once more on the left epaulet, and it played the French cavalry call, a French cavalry march, a march by Dussek and one of Pieyel's allegros, the full band again accompanying.

Knauss exhibited at Vienna an automaton that wrote, and the Drozes, father and son, constructed several mechanical figures that both wrote and played musical instruments. A pantomime of five acts was performed by a troupe of puppets in Paris in 1729, and Bienfalt, in 1746, got up a representation of "The Bombardment of Antwerp," by automata. Another piece performed by Bienfalt's automata, which he called *comediens practiciens*, was "The Grand Assault of Berg op Zoom."—*St. Louis Globe-Democrat*.

Carrier Pigeons in War.

Steps have been taken in nearly all European countries to establish military communication by means

of carrier pigeons in time of war. England, France, Germany, Belgium and Italy have definitely organized military carrier pigeon services, and some have subsidized the private training establishments with the right to use the pigeons in war.

This method of communicating originated in China, or, at least, in the East, and it was most likely in use by the ancient Arabians. William of Orange and Napoleon I. used these messengers during their wars; but the greatest service was that rendered in 1870, between Paris and Tours.

During the siege of Paris 150,000 official despatches and about 1,000,000 private communications, representing a money value of about \$38,000, were conveyed by these pigeons. In this case the messages were reduced by microscopic photography so that a tiny piece of silk paper, $1\frac{3}{4}$ inches long by $1\frac{1}{4}$ inches wide, could contain 3,500 messages of twenty words each, or 70,000 words. The total dispatch thus arranged weighed at most less than one-quarter of an ounce, and was secured by a light thread to the tail feathers of the pigeon. Upon arrival the despatch was removed, enlarged by photography and deciphered.—*Public Service Review*.

School House Repairs.

School boards are a standing illustration of the fact, that, as a general rule, legislative bodies are not best adapted to the performance of executive duties; and when the two functions are linked together in the same organization, administrative details are very apt to be neglected, because the whole body, whilst very readily meeting and acting together in parliamentary forms of procedure, cannot, in the nature of the case, act as a unit in carrying out resolutions and policies that may have been adopted; and therefore it often happens that what is everybody's business is nobody's business, and the best intentions fail of timely and effective practical results, without which the best plans and wisest measures that can be put on record, are worth no more than so much waste paper.

For fifty years the necessity for some executive agency to supplement the general powers of School Directors and give them efficiency has been well understood, and many efforts have been made to provide for with it only partial success. The District Superintendency is undeniably the best adjunct of the Directors for the general purpose in question, wherever the law permits it, and sufficient power is conferred to make it effective. It is a matter of deep regret that the letter of the law was not broad enough to justify the Supreme Court in sustaining the Directors of Mahanoy township, a few years ago, in the most notable effort in this direction known to our school history; and the legislature has not yet filled this gap. It is one of the most important steps of progress that remains to be taken.

We are thinking now only of the annual house-cleaning and repairs, and miscellaneous improvements that are needed to put school houses and grounds in good order and presentable condition before the opening of the fall and winter term of the schools; and which are sometimes attended to, and sometimes not, according to the business capacity, public spirit, and sense of duty or otherwise of the Directors. It is the duty of the Board, by formal resolution, to order it done, and the duty of the President, in the first instance, to see that the Board is convened for the purpose and their attention called to it as a special service that cannot be postponed without discredit to the district and the school authorities.

There are several ways in which the work can be done. If there be no Superintendent, nor any Committee on Property as such, it can be devolved upon the Secretary of the Board. Or it can be divided amongst the Directors, especially in the rural districts and where there are a number of school houses, each Director taking charge of the house nearest his own residence, and therefore the most convenient to reach and oversee. If this would not suit, some unofficial person in the neighborhood could be employed as the agent of the Board, and acting under its authority to at-

tend to the cleaning and repairs. Resident teachers could also be employed for the purpose. If a male teacher, he would have strong professional motives for doing the work well. If a female teacher, and a good enough house-keeper to make a good wife, it is morally certain that she would put the premises in better condition than ever before known, unless the "conservatives" in the Board should tie her hands by restrictions in necessary expenditures, that would spoil her plans and cripple her usefulness as deputy supervisor of scrubbing and painting, whitewashing and repairs; in which case the school and the community would be the loser, and the Board not in the least the gainer in reputation as trusted and sagacious public officers. It is immaterial, however, which of these agencies is employed, so that the work *be done*, and *well done*—which is the main point—and done *in time*.

We know there are thousands of School Directors all over the State who need no admonition from any quarter with regard to this branch of their official duty; and they will not take umbrage at this private and confidential hint to their less wide-awake and less enterprising compeers, that the office they hold is charged with pressing duties and responsibilities, as well as clothed with honors, and that the latter are empty honors if the former be overlooked or disregarded.

THE practical education of modern doctrinaires is the market value which it brings to its possessor. The individual member of society, as an intellectual and moral being, bears certain relations to himself and to others, and the amount of influence which he can exercise upon his own destiny, and upon the destinies of those with whom he is brought in contact, determines the value of the means employed in his behalf. Education as understood by the public mind, is in a transitional stage. It is no longer sufficient that a man should possess culture, he must show power. Whatever talent he may possess must be exercised. His activity must cover all mental faculties. The senses

are to be developed as agencies, and through them he gets knowledge. Under the old system, knowledge was confined to the receptivity of scraps and fragments of learning, such as could be gleaned from textbooks and the well-defined daily lessons of the school-life. The student learned only what he was required to learn, and with the acquisition came the power of recalling through the memory what he had once acquired under its guidance. Practical training deals with facts, with things as they are found around us, in fine, with the material as it exists, distinct from the ideal and immaterial. Intelligence exercises only upon the intellectual processes involved in the acquisition of learning, comes to be more and more helpless in the increasing whirl of an age of activity. What do you know? is ever an important question yielding only to the other interrogatory, "what can you do?" The thinking and the doing are the two lobes of human character. The more closely they are brought together the more practical the training, and the nearer its approach to the new ideal. Exactly how to adjust the relations of both, so that knowledge in all worthy forms may honor its possessor, and industry in all phases of useful toil, may receive increased value and confer privileges upon the man of tools, this is the problem with which the friends of education are now engaged. In all critical and transitional periods there is danger of adopting extreme views, and in the matter of practical education we are to avoid placing undue valuation either on hand-work or upon brain-work, and so segregating their influence that they seem to be at discord and not in harmony.

W. O. R.

The great temple of Karnack, at Thebes, Egypt, contains the oldest botanical work in the world. It is sculptured on the walls, and represents foreign plants brought home by Thotmes III., from a campaign in Arabia. Not only is the plant or tree shown, but the leaves, fruit, and seedpods are illustrated separately, after the fashion of modern botanists.—*Boston Budget*.

Charge of the Lightning Judge.

"Up from the bench, the other day,
Bringing to the reporter fresh dismay,
As she thought of her failures oft before,
Rose the lightning judge of charges once more.
The air was warm, the hour was late,
The judge started off at a rapid rate,
And soon was going like the wind
With the reporter fifteen words behind.

And faster still from the swift tongue rolled
The words, like a torrent uncontrolled,
Till through the court room seemed to pour
Two hundred words per minute, or more:
And there in the shade of a waning light,
Shoving her quill with all her might,
With lips compressed, to her desk inclined,
Sat the reporter twenty words behind,

Then swift from her pen the dashes flowed,
Like chicken tracks in a muddy road;
And as she thought of the terrible need,
She scratched away with her atmospheric speed,
But soon o'er her face came a pleasant smile
As she began to catch the judge's style,
And as phrase and sign-word came to mind,
She soon was scarce ten words behind.

The first that came into her head were groups
Of hooks and circles, and then the loops,
Now a phrase brings her close, or, perchance,
Carries her two or three words in advance,
And so, page after page, away she sped,
Sometimes behind and sometimes ahead,
And when they reached the end, do you mind?
The judge was fifteen words behind.

Donnelly's Cryptogram and Delia Bacon.

More than thirty years since a book was written by an American woman and published in England, elucidating in elaborate detail, and with scientific precision, the assumed fact that one of England's greatest philosophers and statesmen, Francis Bacon, wrote the plays that have come down to us as Shakspeare's. Delia Bacon was a woman of remarkable intellectual power. Her mind was ever positively masculine in its capacity for close reasoning and methodical investigation. The philosophy she so earnestly endeavored to present as being involved, demonstrated, in this series of plays that present to us many-sided nature in all its varied shapes, was, is, the sociology of the greatest thinker of our day, Herbert Spencer. The greatest good to the greatest number is the occult principle that she would make apparent as expressed by Bacon in the Shakspearian plays. The condition of court life during the reigns of Elizabeth and James is comparable, in a degree, to that existing at present in Russia—a condition of absolute tyranny, a subjection of all individuality to the autocratic and inexorable will of a single person. All opinion, whether moral or intellectual, was subject to and strictly and terribly inenabable to the so called divine

prerogative of the reigning monarch. Social and religious observances, the trend of thought and morals, were all under the close supervision and constant menace of the supreme tyrant.

At no period in the world's history have there been evidences of such remarkable, phenomenal, mind-excitement as were presented during the Elizabethan period. Great progress was made in all departments of thought, invention, history, poetry, and yet in those vital regions of human progress—civil and social advancement, the amelioration of the people—there was hardly a spark struck. Practical effort toward the elevation of the masses was looked upon as seditious innovation. New theories were questioned with suspicion, as implying subversion, detraction from the blind and brutish absolutism upon which the monarch's power rested.

With increased enlightenment in general came, necessarily, questioning of the moral relations of subject and monarch.

It is only in natures devoid of all kinship with divinity, devoid of all claim to being a little above the brute, that a groveling acceptance of the present is possible. He who realizes the presence within of a soul, of an ego, a personality, distinct and differentiated from all others, will look about and work with a will to solve the mystery for himself, of his rational, natural position in the world.

If we have received the correct impression from suggestions respecting Mr. Donnelly's book, he shows conclusively that the cypher points out the profound theories of governmental and social policy, that science applied to humanity evolved. He demonstrates beyond a doubt the truth of Delia Bacon's discussion, that the Shakspeare plays are everywhere startlingly significant of the new philosophy of humanity—the new philosophy of the greatest good to the greatest number.

Mr. Donnelly has taken for his search the only edition of the plays upon which any reliance may be placed for authenticity—the folio of 1623. The plays in this volume

were collected directly from the play-houses by contemporary actors, so far as we know, by associates of Shakspeare himself. Many later and much-lauded scholarly editions have afforded ample opportunity for perversion and foisting of editors' improvements(?), and the extent of the conceit manifested by some of these savants is simply monumental. There is no royal, gratuitous road to an understanding of the Shaksperian plays; he who will, may attain the precious value of knowledge, but the will must be a positive, enduring one. It is an encouraging fact to the beginner to realize that about four out of five commentators will put a different interpretation upon some seemingly simple construction. Much of the hair-splitting speculation has originated with the German philosophers. It is, and always will be, one of the glaring reflections upon literary judgments that hardly two men can be found, even if of equal attainments, to harmonize in their opinions. Literary values, as all others depending upon abstract human judgment, are largely matters of individual temperament. This, however, is a digression.

The Donnelly cypher begins its work of iconoclasm with Henry IV., and is found, with some modifications, to be readily applied to the whole series contained in the first folio. It demonstrates beyond a doubt, revealing as it does, in its references to state matters, the personalities of the Baconian clique, that the plays involve the theories of social and governmental policy secretly promulgated by them. Delia Bacon endeavors to show that beyond and deeper than all the marvelous poetry and wisdom of the plays lies in each the new learning, the new law of emancipation of the people, the revolutionary speculation, founded on the profoundest and most rational philosophy of the day—revolt from the traditions of unthinking, uncaring, ignorant barbarism; a deep searching after the divine right of man, a free agent, not an abject slave of years of tyranny, born of primitive necessity for union under military supremacy. Mr. Donnelly

brings in review, with all the patient care and devotion to detail that he has shown in his previous books, the entire discussion as to the possible rational claims of the Shaksperian authorship. No stronger or more bewildering foundation for adverse argument can be had than the assumed facts and the shadowy, apparent tradition that involves the personality of the man Shakspeare. What we really know of his life amounts to nothing. All we have is the surety of his association with the stage of his time. It is a fact that we accept, to-day, the plays called Shakspeare's blindly. We are ready to accept these—marvelous as they are, world-embracing as the thought and philosophy in them is—as the work of a man whose known education was comparatively pitifully incomplete. It has been and is a pleasant and hopeful story to dwell upon, that of this self-made, self-taught genius, Shakspeare. We have been content for several hundred years to accept it, and have cherished it jealously. Delia Bacon, a woman, made the first onslaught, and reading over her first essay, published in the old and honored *Putnam's Magazine*, suggests potently cause for a final and serious, exhaustive examination of this much-mixed question. If Bacon did produce these plays, and Mr. Donnelly tells us that he has proved him the author, it will not take one thought value away. Their wisdom, their philosophy, their wit, their poetry, their "holding the mirror up to nature," will all be left.

An Office Boy's Lucky Mistake.

In a real estate office the other day I heard a gentleman relating the experience of an Eastern friend of his who, many years ago, for a bad debt (?) of \$20,000, was compelled to accept Western land of the estimated value of \$15,000. He paid constantly increasing taxes upon the land for a number of years without going to see it. One day his agent telegraphed him, asking him what he would take for the land, which had finally come to be far within the corporate limits of Chicago. The owner figured that, taxes and interest, the land

cost him \$30,000, and more in a joke than anything else—not dreaming that the offer would be accepted—wrote a telegram saying he would take \$50,000 cash for the property. He sent the message by his office boy, when the clerk insisted that the sum be spelled out in the message. The office boy rewrote it, and by mistake wrote \$500,000 instead of \$50,000. In an hour back came the reply: "Offer of half a million dollars accepted. Make deed and come on and get certified check." The man made his office boy a handsome present for his clerical error, and gave his old time debtor \$25,000 with which to re-establish himself in business.

Tons and Tons of Ivory.

One of the most interesting sights in the warehouses is the ivory room. Here are lying by the hundreds tusks of elephants, tusks of wild boars, horns of the rhinoceros and teeth of the hippopotamus. There are elephant tusks ten feet long and weighing 150 pounds. There are hippopotamus teeth nearly two feet long. The elephant tusk, of course, furnishes by far the finest quality of ivory, and there is also a great difference in the elephant—the elephant of India and Ceylon ranking the African specimen. It is only a question of time when the ivory trade will have to look around for a new source of material. The officer in charge of this room, a man about 60 years of age, said he had been there from a boy. He said there was a perceptible falling off in the supply every year, and what looked to the inexperienced eye like such an astounding collection was quite small as compared with what might have been seen twenty or even ten years ago.

Here is a lovely story about Sir Robert Carden. The venerable baronet has not only a habit of falling under horses' heads, but he is also given to dining at the wrong houses. A shining example of this peculiarity occurred years ago at the house of Lord Spencer, who lived next door to Sir Stafford Northcote. Lord Spencer gave a dinner, and

some of the guests were surprised to observe Sir Robert Carden in a corner, very much at his ease. Sir Robert did not know Lord Spencer, and Lord Spencer had never set eyes on Sir Robert, so the situation was embarrassing for the host, but not for the guest. At last Mr. Bernal Osborne came to the rescue. He went up to Sir Robert, who is very deaf, and shouted in his ear, "Glad to see you looking so well. Whom are you dining with?" "Sir Stafford Northcote," was the reply. "So am I," said the ready-witted Osborne, "but I think we have come to the wrong house," and he led the surprised ancient gently to the front door and planted him on the adjoining steps.

ANY government, State or municipal should encourage self-respect, consciousness of usefulness, and the dignity of position among all classes of employees. Respectable compensation, a fair and just consideration of personal claims, with an undisturbed tenure of office during good behavior and unimpaired usefulness, these are among the honorable relations which secure willing service and attract desirable talent to all forms of official employment. Teaching in public schools is of great public utility. The character of the work done has a large influence upon the welfare of many persons. Its exercises requires natural talent, much laborious and expensive intellectual preparation, good moral character, and estimable personal qualities. The government should requite faithful work with kind and wise legislation and with such encouragement as will attract to the calling those who in fitness, experience and moral worth are most likely to render valuable service and who are best fitted to engage in it. It is an utter subversion of good government so to harass teachers either in the matter of their compensation, the security of their position, or in the freedom of their work, as to drive away the best who can go, render uncomfortable those who are forced to remain, and bring disrespect and pity upon the whole class. There is no surer way of sapping the life from a public school system.

CLIONIAN * REVIEW.

MOTTO—*PEDENTIM ET GRADATIM.*

EVA PATTERSON, Editor.

THE school was lately addressed by Messrs. Snodgrass and Chalfant of '86.

MISS MACPHERSON made a short visit to Monongahela City January 9th, '88.

MR. ALVA GEHO, a former student, was home for his holiday vacation.

MR. COLLEY MILLER is teaching with success his first school near Searight's.

PROF. FENNO, a former teacher at the Normal, visited here during the holidays.

MR. GEORGE JENKINS, a former Clio, paid a flying visit here a few weeks ago.

ON vacating the President's chair, Mr. Van Powell delivered a fine address.

MR. FRANK BOYD, an earnest Clio, visited the school at the close of last term.

MR. JOHN JENNINGS, of Monongahela City, made a visit to the Normal during the holidays.

MR. CHARLES J. STEWART now occupies the Presidential chair. We wish him a successful term.

JESSE C. BENNETT, of Millsboro, a former student with Clio fame, has been visiting in our town.

WE are sorry to say Miss Mabel Izenour, a member of our society, will not return to school at present.

MISS ELMA RUFF has recently had her recitation room papered and carpeted, making it much more cheerful.

J. TRUMAN WELLS, a former Clio, and a member of the class of '78, is at present connected with the *McKeesport Times*.

MR. FRANK P. KELLER, a student of last year, sends good reports of his January examinations at Cornell University.

G. W. SNODGRASS, of Claysville,

a graduate of '86, and a worthy Clio, spent the first days of the New Year visiting our school.

BROWN COLLEY, a Clio of olden times, is teaching successfully a school of eighty pupils near Uniontown.

MISS BELL DAY, of Lagonda, Pa., who has been ill for some time, has taken a trip to New York for her health.

WE are very glad to have Miss Minnie Roley with us again. She has almost recovered her health, and is able to resume her work.

THE Senior Class are at present reading a sensational story called "The Commentarii," by Mr. J. C. Caesar, a rising and popular young novelist of Rome.

MR. JOHN G. SILVEUS, a student of Waynesburg College, and a former Clio, spent a portion of the holidays with his brother, Rev. Frank Silveus, of this place.

MISS MAGGIE STOCKDALE, class '83, and a present member of the Monongahela City corps of teachers, spent her vacation at the Normal.

PROF. J. I. HUMBERT, Principal of the Connellsville schools, with his brother, paid the Normal a pleasant visit on the 6th inst. Mr. Humbert is a member of the class of '84.

OUR first meeting this term, held in the chapel, was largely attended. The salutatory delivered by Miss Hannah Stephens was a worthy one. The brass band, which had been invited, rendered some excellent music.

REV. J. C. CARTER and wife, of San Antonio, Texas, are stopping with friends in the valley. Mrs. C., formerly Miss Jennie Adams, is a member of the class of '81. They will not return to Texas, as Mr. C. expects pastorate work in Pennsylvania.

MISSSES SIEPLER AND WOLF, of Webster and Monongahela respectively, will enter school in the spring and become Clios.

THE Carmichaels Teachers' Institute, held Dec. 16 and 17, was considered the best ever held at that place. Principal Noss lectured on the evening of the 17th.

THE newly elected officers for Society are: President, Mr. Charles Stewart; Vice-President, Miss Allie Baker; Secretary, Miss Flo Packer; Attorney, Mr. Archie Powell, and critic, Mr. Van Powell.

MR. HUGH KEYS, class of '87, has resigned his school, and is now conducting a class of about thirty in guitar music. He is also making a study of history for the purpose of teaching.

THE Scotch entertainment given under the auspices of Miss Elma Ruff, was instructive as well as entertaining, and a decided success. We hope she will favor us with more "Publics."

MISS ANNA J. HERTZOG, a member of the junior class at the Normal, is now engaged in teaching out an unexpired term in a school near Canonsburg. At the close of her term she will resume her place at the Normal.

CLIO is still increasing in numbers. The following new members have been received: Misses Anna Kinder, Neel, Grace Ward, Rena Armstrong, Lillie Shaffer, Mary Vogel, and Messrs. W. F. Rose and George Wright. We extend a warm welcome to them.

DR. T. B. NOSS and lady, and Misses McPherson and Ruff spent their holidays at Uniontown and Greensburg Institutes. Prof. G. G. Hertzog attended the Uniontown Institute, and Prof. F. R. Hall, after spending a while in the city, visited Greensburg and Uniontown. The other teachers ate turkey at the Normal.

PHILOMATHEAN ❖ GALAXY.

MOTTO—NON PALMA SINE PULVERE.

JOSEPHINE MELLON, Editor.

MISS LIDIE HACKNEY, '83, is visiting relatives near Emporia, Kan.

S. R. RUSH, of the class of '82, is now a flourishing lawyer in the city of Frisco, Utah.

MR. W. C. MURPHY, a former student of the Normal, is clerking in a drug store in Pittsburg.

THE seniors are about to take up their second classic, "The Courtship of Miles Standish."

L. R. CRUMRINE was a visitor recently, and states his intention of entering school next spring term.

THE seniors have begun reading Cæsar, and seem to enjoy it very much, but things are not what they seem."

MISS MINNIE ROLEY, of the senior class, spent the holidays in Beaver Falls visiting at the home of Miss Mellon.

MISS MARIE C. HALL, of Monongahela City faculty, paid her brother at the Normal a pleasant visit the 2d inst.

THE winter term has opened with a good outlook for a solid term's work. Several new students have entered.

OUR Society is having a very successful term under the good management of Miss McFarland as President.

MISS MINNIE E. APPLGATE, '83, who is a teacher in the McKeesport (Pa.) schools, spent the holidays in California.

W. D. CUNNINGHAM, class of '87, paid the Normal a visit at the close of last term, and was heartily welcomed by his many friends.

MAJOR WILLIAMS, the evangelist, held his meetings in the chapel hall Saturday evening, Sunday afternoon and Sunday evening.

CARRIE S. GREATHEAD, of the class of '85, and an earnest Philo, spent New Year's at the Normal. Miss G. is teaching at Rostraver.

PROF. A. S. FLANIGAN, '87, Principal of the schools at Confluence, Pa., writes that he is having good success, and is in love with his school.

MISS LAURA LLOYD, a former Normal student, was married last fall to Mr. Aaron Bowman, whose home and place of business is near Uniontown, Pa.

JOS. F. MAYHUGH, of last year's class, is teaching near Elkhorn, Pa., and is meeting with excellent success. In connection with his school he has a class in Latin.

NOTWITHSTANDING the Clionian Society being held in the chapel and assisted by the delightful music of the California band, we had a good Society the first evening.

WHEN O. S. Chalfant discovered that the second of January was a holiday, he sent his scholars home, then hied away to the Normal and gave us the pleasure of his presence and wisdom for the day.

WE were glad to see the familiar faces of R. M. Curry and A. A. Guffy, class '87, at our first meeting of Society, and they each gave us a good speech on Prohibition. They report success with their schools.

MESSRS. APPLGATE AND FOWLES gave us a rousing debate the first evening of Society. The question was:

Resolved, That the quickest way of gaining prohibition is through the prohibition party.

THE year of 1888 will long be remembered in history, it being the year of the election of the President of the United States, leap year, and the graduation of the class of '88 from the California Normal.

THE total enrollment of the model school for this year to the present is 207. The daily attendance is about 190. The pupils will give

an entertainment the Thursday evening before the close of this term, March 22, 1888, under the direction of the seniors.

UNPROFITIOUS as Saturday, the 6th inst. was, Dr. T. B. Noss and Prof. F. R. Hall turned out to the Centerville Institute. On their arrival a good dinner cheered their souls, and in the afternoon a large audience assembled in the M. E. Church to hear words of wisdom. After a discussion of "The Old and the New," and "Manual Labor in Our Schools," the good-bye was said, the work was done, the journey home begun, where they arrived for tea, pleased with their trip.

"ABLE was I before I saw Elba," is remarkable because it reads backwards the same as forwards; but the Latin words, "*Sator arepo: tenet opera rotas*" form a much more remarkable combination. The first letters of the five words spell the first word; the second letters the second word, and so on. The final letters of each word, taken in the reverse order, also spell the first word; the letters next to the last the second word, and so on.

NEVER too late to learn. Socrates, at an extreme old age, learned to play on musical instruments. Cato, at eighty years of age, began to study the Greek language. Plutarch, when between seventy and eighty, commenced to study Latin. Boccaccio was thirty years of age when he commenced his studies in light literature, yet he became one of the greatest masters of the Tuscan dialect, Dante and Plutarch being the other two. Franklin did not commence his philosophical researches till he reached his fiftieth year. Dryden, in his sixty-eighth year, commenced the translation of the *Æneid*, his most pleasing production.

The Public Schools and Nervous Children

"Relief for overworked brains, cause and cure. Dr. Blank's pills are valuable for school-children, who suffer from nervous headaches caused by overworking the brain in study, and for all classes of hard brain-workers, whose overtaxed nervous centres need repair and sedation."

The above paragraph is copied *verbatim* from an advertisement in a daily paper, published in an inland Western city; and it seems to me that, whatever may be the value of Dr. Blank's pills, the fact that it pays to advertise such medicines for children, and that the pupils of our public schools are classed with overtaxed brain-workers, is somewhat startling.

No one will dispute Dr. Hammond's assertion that we are probably the most nervous people on the face of the earth. There are causes enough for it. The blood of all nations in Europe is mingled together here, subject to a climate peculiarly exciting to the nerves. The great prizes of life seem open to all; and when a man has climbed his highest, he exclaims, triumphantly, "My children shall have a better start than I had." There is scarcely a white child born in this country that does not inherit some nerve-weakness from its over-eager parents; and it must be admitted that some of our educational methods may increase and exaggerate this fatal tendency.

In the calm faces of the statues the Greek sculptors cut, twenty-five hundred years ago, is reflected the ideal of that people. A Greek might philosophize upon this life, and strive to peer into the world beyond the grave; and he might cherish uncomfortable personal ambitions; but his ideal man was always, first of all, a splendid animal. Fine physical training was an essential part of every child's education, and to possess a good chest and harmoniously-developed muscles was quite as necessary as to be clever at argument. Today, as M. Taine somewhat grandiloquently observes in his *Philosophie de l'Art en Grece*, "Man is a prodigious brain, an infinite soul, for which its members are only appendices and its senses only servants." The average man of the century is of Sydney Smith's opinion, and thinks "the body of an athlete is of little use, since, for a few shillings, one can hire a pistol, a post-chaise, or a porter."

There is, however, a happy mean between giving all one's attention to physical culture, or to mental discipline, and some of our colleges and

universities attempt to reach this mean by encouraging manly sports. But the rank and file of the men of this country do not go to college, and there is absolutely nothing done for them, physically, just at the time it would be most valuable; namely, in childhood. No text-book for common schools exists on that most vital need, the wise care of the body; and physiology is rarely taught so that pupils listen, eager and attentive as I once saw a class of boys and girls listen to an accomplished woman who, by means of a manikin, taught them the secrets of a man's house of life. Not one school-boy in a hundred knows anything about the functions of his skin, and the proper care of his nose, ears and eyes. The fortunate ones whose appetites and love of mischief keep them from over-application to their books, are as awkward as calves, and use their fresh, young strength with neither grace nor skill.

But in childhood the body is as sensitive as the brain, to all impressions. Any habit or mode of exertion begun then is, so to speak, built into the intimate substance of the organ or organs exercised. Nature is then busy laying foundations for the individual life, and its perpetuation in new beings; and, in her building, stores up mental and physical health, or weakness and disease. Many of the nervous disorders of adult life, which physicians diagnose as "reflex irritation," can be traced to defective care of the body during childhood; and there is no doubt that the more grave neuroses, chorea, and epilepsy, and the craving for alcohol, could be traced to the same remote cause. In childhood, or never, the organic condition of the nerve-centres is brought to a perfect tone; and a child, neglected in body, may not only acquire a tendency to a particular form of disease, but he may transmit such acquired tendencies, in adult life, to his children.

For two years I had an opportunity to observe a little girl, daily, who was just beginning to attend school. She was of a nervous temperament, but had a singularly sweet and patient disposition. The school, a small,—private one,—was held in a medium-sized parlor, and the scholars were permitted unusual freedom. But, after a few weeks of school, my little friend would come home with a bright red spot on each cheek and two sharp little lines between her eye-brows, and there was an irritable note in her voice as soon

as she was crossed. A few weeks more she would lose her appetite and begin to grow thin, when her parents would take her out of school. To see her freshen up was like watching a drooping flower during a rain. Her nervousness disappeared, and she was entirely happy save for the fact, that she was out of school. About the same period I observed another little girl of eleven, who was attending the public school, and saw the same phenomena, only in her case severe nervous headaches set in. The studies pursued by these two children were easy for them, for they were very bright and quick, and learned long lessons at home without injury. Bad air, enforced stillness, prolonged efforts of attention, high school benches, and emulation, were the causes which affected their health.

That the average public-school house, under the care of the average school board, is not a perfect success, anyone will discover who will stand before one when the children are rushing out at recess or at the close of a session. Even when the children are noticeably clean, the odor is intensely disagreeable. Ten to one this average school-house is ventilated by opening the windows, a method which has the peculiar advantage in winter of giving at least half the pupils a chance to catch cold. The rooms are heated by stoves, generally placed at one side of the room, and the benches or chairs are made on contract by a man who has only the vaguest notions about the human spine and the legs of a growing child. The windows are set in where the architect thinks they will look well,—an arrangement which often causes startling results in the school-rooms.

In the seminary in which I spent my school days, the girls' study-room, which was also used as a recitation room, faced the north and west. We sat looking forward to four long west windows, and the light from the line of windows on the north side shone over our right shoulders. The desks were handsome, but they were too low; and, as at any sacrifice of comfort we must be lady-like, we usually put our elbows on the desks and studied with raised shoulders and bent heads, a position which in my own case exaggerated a congenital short-sightedness. That the average school-house of to-day is not an improvement on that seminary, I found out a year ago when visiting a new one. It was a handsome pile of cream-colored stone; but the study-room, which was also the largest and most-

used recitation-room, faced the south and every pupil in it had to sit facing the four large windows by which it was lighted. The registers were all placed on one side of the rooms, and, if possible, in front of the doors, "in order that opening and closing them might diffuse the heat,"—so the chairman of the trustees told me, explaining that he claimed the honor of their arrangement. The only possible way to ventilate the rooms was by raising the windows. During the severe winter weather the furnace heat was insufficient, and stoves had to be put up in the larger rooms. The district felt poor. The school-house had cost a round sum of money, and the chairman, whom I have mentioned, desiring an office more lucrative than the one he held, conceived the idea that he could win popularity by saving money to the tax-payers. So he ordered the janitors not to build the fires till half-past eight in the morning, and then to fill the stoves nearly full of coal and lay the kindlings on top. In spite of sneezing children and protesting teachers, he persisted in this nonsense for a week, when he was fortunately laid up with rheumatism.

At another school, the teachers, afraid to raise the windows at any other time, raised them at once and kept them open during the twenty minutes of recess. A frugal trustee, seeing them fly up in zero weather, forbade their being opened. "It is using up the school fund for coal at a perfectly awful rate," said he; and then, to economize still more, he succeeded in doing away with recess altogether, because it squandered twenty minutes, during which time the teachers were paid to work.

The system of marks and rewards introduced into some schools is pernicious in the extreme, in its effects upon sensitive children. I overtook a little friend, a lad about nine years old, who, pale and trembling, was going slowly home.

"What's the matter, Tom?" I asked.

"Headache," he said briefly, his white lips giving emphasis to his answer. A second later he darted to the other side of me, and seemed anxious to avoid being seen by a boy on the opposite side of the street. He explained that in his class-room the pupils were set in divisions, and that if every member of a division was present and stood perfect for a month that division had a holiday. "That boy belongs to my division," he said, his face twitching and

his body swaying, for he was too ill to walk straight. "The boys'll light on me, I tell you, for we were all perfect, and our month is up to-morrow."

The marking system, like the old hickory ruler, may be useful in some cases, but for the bright, nervous, American child it can easily become a torture, to be excused only by that most pitiful of apologies,—it is well-meant. I knew a girl who had grown remarkably from her tenth to her twelfth year, but whose nervous system had not kept pace with the general development of her body, who was thrown into hysterio-epileptoid spasm, by receiving ten demerits for failing in a recitation she had studied hard to excel in. An attack of chorea followed; and, though six years have passed, during which time she has been under medical treatment and led a simple, out-of-door life, she has not yet recovered from that nerve-shock and its effects upon her mind and body.

Exhibitions and public examinations of children under sixteen years of age are to be deprecated, for the same reason. Not only do they excite the pupils and use up nervous energy needed for their studies, but they seriously interfere with the genuine school work, and tend to teach that most pernicious folly,—that knowledge is something to make a show of.

The hurry characteristic of the age is rampant in the public school. "I'm dreadful glad I don't go to the school you did," said a little miss of fifteen to me, not long since. "I wouldn't be seen going to school till I'm twenty. They ain't a girl in our class who'll be sixteen when we graduate next year." Now, this little miss cannot do a sum in percentage without help. Her grammar is faulty, and from the "ologies," through which she had sped in a sort of rapid transit, she has gathered almost nothing. And when, not long since, she was appointed to write a short essay on the literature of the age of Elizabeth, she was helpless, and her cousin wrote a paper for her. Yet this girl had worked hard, and was accounted a diligent student.

The gravest difficulty in the way of improving the regime in the average public school is the mistaken ideas entertained of education. To a man who thinks it is something to be acquired or possessed, there is nothing absurd in storing a child's mind with a multitude of facts which he has no conception of, and which will forever remain mere words to him, and which will be of

about the same benefit to his mind as a dinner of corks would be to his body. To possess an accumulation of facts is, under given circumstances, a good thing; but as the growth of the body and the increase of its capabilities are dependent upon the assimilation of the food it feeds upon, so the understanding broadens and grows strong in assimilating, not accumulating, knowledge.

In this country, the public will always believe with Macauley, "that the one who has the right to hang, has the right to educate." But if the people have a right to educate all the children, they have no right to depute the work to politicians. The men and women who make teaching a life work, nay,—the elect among them, ought to be at the head of the management of all our public schools. Showy school-buildings, whose towers can be seen afar off and whose chief praise is in being ornaments to the city, would then give place to buildings best adapted to school work. Human lungs, spines, and eyes would be taken into account, and the school-house, like a perfect home, would grow from within outward.

Moreover, the kindergarten ought not to be the luxury of the well-to-do, but the blessed privilege of every little child. The power of attention in children, as in animals, seems to be purely automatic, and is determined solely by the attractiveness of the object to which it is given. Following the leadings of nature, the kindergarten methods beguile a child into learning, and do not at first ask of him sustained attention,—an act which fatigues his nervous system exactly as protracted exercise fatigues his muscles. These nature-methods also strengthen the power of self-control, and incite in the child self-direction.

Human beings, like plants, need an atmosphere; and I doubt if the best methods of teaching will ever bear their finest fruit in large schools. Small hospitals are the best; and it is an open question whether lunatics should be herded together. No comparison is possible between our public schools and a college or university, for in the former there is no solitude or privacy possible to the pupils during school hours. Yet, to a child under fifteen years of age, the need of motion and fresh air is more vital than it will be to him when he shall pass that age. Mary Putnam Jacobi says, gravely: "The confinement of school-hours for

children under nine years of age is a circumstance of serious moment in the hygienic history of women." It seems to me this observation applies, in a degree, to men. Small schools, in rooms properly ventilated, warmed, and lighted, with movable desks and seats, so that the tall children and the short ones may be as comfortable as the middling-sized, are the ideal schools. A big play-ground should always surround the school-house, and wide verandas, suitably furnished, would permit recitation in the open air at times, in summer. For severe winter weather, a warm play-room for the more delicate children to romp in should be provided. Of course all these things will cost money. But the children are heirs,—not only of their parents, but the nation; and our duty toward them is in exact ratio to our knowledge and wealth. — *Elizabeth Cumings, Terre Haute, Ind., in Education.*

"I."

BY DAVID SWING.

Each person is in his own company so much of the time that he is liable to be deeply affected by the association. As the French monarch said at last: "I am the state;" so each person in a life the most private becomes by degrees an owner of the world and assumes that the world is I: "I am the summing up of things." An old preacher of awful severity and of considerable fame and influence in his village seldom arose in argument above the laconic statement "I never drink," or "I never smoke," "I never eat pie." To some boys on the street the sour old parson said one day in anger: "Boys, I never whistle." What answer the boys made is not recorded, but there are many things they should have modestly suggested to the confirmed egotist. It is evident that the pastor had reached the conclusion that his feelings were the voice of the wisdom of the ages, and that the millions of earth could learn what to do or say or be if only they would direct some calm attention to his line of conduct.

To get this eternal standard of self out of mind and to realize the rights of the millions and the tastes of other people is one of the most difficult tasks which civilization sets before the individual. "I never drink water or any fluid along with my dinner. I take a drink of water or weak tea after the meal." "Oh, is it possible? How glad

the world is that you have uttered your great secret! Let the confession be printed in large gold letters, and let those letters be placed upon banners and walls, that the human race may soon know what was, or is, your habit in relation to fluids and dinner! How glad the Greeks and Romans would have been could you have spoken to their population words of such deep wisdom!

"Will you take some ice-cream?" "No, I never eat ice-cream. I do not ask my stomach to become an ice-chest. I have no use whatever for that kind of luxury." Please pause, friend. I asked you if you would take some ice-cream; I did not ask you for any enlargement upon what you may have done yesterday, or had an intention of doing to-morrow. Your biography was not involved in my inquiry. You may have lived a wise and useful life, but my question was wholly local and temporary. It will soon be dangerous to offer you anything, if a declination must be accompanied by a review of your life.

"Will you take a cigar?" "No, I never smoke. My father did not permit his house to contain any form of the noxious weed." You do not understand me, my friend. My inquiry was, "Will you take a cigar?" The question does not implicate your father or grandfather, your personal past or future; it stands complete in itself: Will you take a cigar? If you will not, just pass the box to your friend. There are matches on the table.

This "Ego" is the pest of the social circle. It is as troublesome as pigweed in a flower-garden or as mosquitoes in a Summer-resort. It often happens that the opinion of the "Ego" is desired by the company, but the supply of personal matter is generally ten times greater than the demand, and embraces all that variety of experience which may come upon a person between visits to a dentist's chair and talks with the doctor about a cold in the head.

In the literary circles this pest of monarchism intrudes: "I have just read 'She;' of course you have read it." In cases of this kind the person assailed ought to inquire presently, in retaliation: "Have you read 'Cudworth's Intellectual System?'" Have you read 'Walker on Woman?' Have you read 'Baxter's Call?' Have you read the treatises referred to in Poole's great 'Index?' Have you read 'Parkman's Indians?' Are you fond of the relig-

ious utterances of Spurgeon and Tal-
mage? Have you looked into the volumes now collected in Oxford, London and Paris?" To assume that this "Ego" has read the one book of the age is to be guilty of the old preacher's exultation in the words: "I never whistle." "I have read 'She.' I have read 'Theodore and Jane.'" Nobody said you had not. Let us have peace.

The glorious Bronson Alcott said that we should leave our personalisms at home when we set forth to join a group of friends for an evening. He no doubt implied that what concerns only the "me" should give place to what interests mankind. That is, we should spread out to a new breadth, and if the topic of conversation should gradually become "Strikes" or "Free Land," we should not go home in a pet because our favorite topic of "bees," "dogs," "fish," or "Browning" did not come up for remark. At times we must compel ourselves to draw happiness from that which gives pleasure to our friends.

Next to the folly of demanding of a friend that he must read, or must have read, our favorite novel, comes the folly of asking a pianist if he or she can play one's favorite piece. There are perhaps a million pieces of music composed for the piano. A good player consents to play for me. The instant he is at the end of his first task this volcanic egotism erupts and hastens to ask the kind performer if he can play the "Ocean Waltz," or the "Mountain Dance," or the "Forest's Requiem," or the "Cataract March," or the "Senegambian Te Deum." The poor forlorn pianist has lost his labor of love and art simply because his hearers had not brains enough to enjoy music, but only the intellect that could think of some other piece. In such a dilemma the piano should remain closed until the persons who desire to hear become willing to hear what the musician most wishes to render.

This pestiferous "Ego" becomes more and more despotic when it is humored continuously. It needs many a backset. It must be taught to appreciate the human race, and when thus taught, the sources of happiness will become much more prolific to the one who brings the wild creature into subjection.

The schools are closed at noon in Germany and Switzerland whenever the thermometer shows a temperature of 77 degrees at 10 o'clock.

Responsive Readings.

LEADER. Remember now thy Creator in the days of thy youth. Serve Him with gladness, and magnify his name forever!

RESPONSE. What shall I render unto the Lord for all His benefits towards me? I will take the cup of salvation and call upon the name of the Lord.

L. Give us, O Lord, the wisdom from above, which is first pure, then peaceable, gentle, easy to be entreated, full of mercy and good fruits, without partiality, and without hypocrisy.

R. Whence then cometh wisdom? and where is the place of understanding?

L. Behold, the fear of the Lord, that is wisdom; and to depart from evil is understanding.

R. Happy is the man that findeth wisdom, and the man that getteth understanding.

L. The merchandise of it is better than the merchandise of silver, and the gain thereof than fine gold.

R. She is more precious than rubies.

L. And all things thou canst desire are not to be compared unto her.

R. Length of days is in her right hand; and in her left hand riches and honor.

L. Her ways are ways of pleasantness, and all her paths are peace.

R. She is a tree of life to them that lay hold upon her; and happy is every one that retaineth her.

L. And beside this, giving all diligence, add to your knowledge temperance.

R. And to temperance patience.

L. And to patience godliness.

R. And to godliness brotherly kindness.

L. And to brotherly kindness charity.

R. Though I have the gift of prophecy, and understand all mysteries and all knowledge; and though I have all faith, so that I could remove mountains, and have not charity, I am nothing.

L. If these things be in you, and abound, they make you that ye shall neither be barren nor unfruitful in the knowledge of our Lord Jesus Christ.

R. But he that lacketh these things is blind, and cannot see afar off.

L. Wherefore the rather give diligence to make your calling and election sure; for, if ye do these things, ye shall never fail.

R. For so an entrance shall be ministered abundantly into the everlasting kingdom of our Lord and Saviour Jesus Christ.

L. Unto the Lamb that was slain,

R. And hath redeemed us out of all nations of the earth;

L. Unto the Lord who purchased our souls for Himself;

R. Unto that Friend who loved us, and washed us from our sins in His own blood;

L. Who died for us once,

R. That we might die unto sin;

L. Who rose for us,

R. That we also might rise;

L. Who ascended for us into Heaven,

R. To prepare a place for us;

L. And to Whom are subjected the angels, and powers, and dominions,—to Him be glory at all times.

R. In the church that waiteth for Him, and in that which is around Him,

L. From everlasting to everlasting;

R. Amen.

A Sketch of Von Moltke.

The great strategist represents in its highest development the modern military mind. His intellect is scientific, cold, mechanical. He was remarkable in his youth for his great powers of sustained thought. Imagination, though not absent, is in abeyance. For all great scientific, even mechanical achievements, a certain amount of imagination is necessary. He is constituted to be the soul of a machine. His genius, which is constructive and not creative, is a faculty for mechanical combination, for scientifically manipulating military forces; combining, dividing, concentrating, launching them in new combinations, re-arranging them, and hurling them again so as to thwart, paralyze and decimate systems of opposing forces, according to far-reaching, elaborate schemes. Yet his method is not rigid or bizarre; his plans are not laid down accord-

ing to mere theory, as were those of the strategist of the Russian army in Turkey, in consequence of which defeat was heaped upon defeat. Moltke's plans are simple and general, essentially vital, flexible, adaptable, giving perfectly free scope for modification. Everything is taken into account; everything calculated for; all is contrived with perfect tact of circumstance, with regard to all contingencies, all situations, with a foresight that has appeared well nigh prophetic. Again and again during the last war he divined the enemy's plans, and counteracted them.—*Time*.

THERE are three methods of gymnastic leadership which it is well for teachers to appreciate, select from, or combine. One is by imitation purely. Some teachers have very good gymnastics by leading the school in the exercises, or having them led by one pupil, the children following closely. With the youngest pupils this is about the only way. There is a second method which may be called "dictation," the teacher directing the movements by a descriptive word or name for the exercise without a leader. This puts the pupil upon his own thought. It combines the intellectual with the physical as the other method does not. It is sure to bring greater vigor, but is not so reliable for beauty and uniformity. The average school cannot be depended upon to have no thoughtless, heedless children who will not do well and promptly what they are told to do. This method, therefore, sacrifices beauty and uniformity for the intellectual element. The teacher changes exercises in such a way that the children have no idea which one is coming until it is called. It is in this regard much like the military drill. There is a combination of these two known as a "system" gymnastics, in which they are taught one series of exercises after another, being led in each until it is learned by rote, and then they must depend upon themselves to go through the "system" or series of exercises. The importance of physical exercises can hardly be overestimated.

A Social Problem.

'Twas at a hop I saw it,
And as I'm not adroit,
In diagnosing ball-room etiquette,
One question I will ask,
To solve which is a task
Which has been quite too much for me as yet.

A couple took the floor,
And in one moment more
The band a charming waltz began to play;
Around her slender waist
His arm he quickly placed,
And o'er the waxen floor they whirled away.

Now when the dance was o'er,
He was a trifle slower
Than some, in "letting go," it did appear;
She blushed a fiery red,
As some one near her said --
"What does he mean by hugging her right here?"

I simply would inquire
From those who are up higher
On social ethics than I ever got,
What, pray, is the immense,
Almighty difference
'Tween hugging when you're dancing and when
not?

The Will in Life's Work.

BY REV. A. E. FOOTE.

The will is the monarch of the mind. It reigns over us with supreme power. It directs our business, our amusements and our philosophy; it controls our hopes and aims and aspirations; it holds its sceptre even over the heart and religion, and spans our whole manhood.

Talent dazzles us, and we are apt to over-estimate it when compared with will, but, while talent gracefully *adorns* life, *will* is the strong arm that carries us successfully through the struggle. The great reason why there is a scarcity of eminent success in the world is that the great majority of people seem to think, "Where there is a *wish* there is a way." This is a suicidal heresy! It is the *will* that opens the avenues of fortune, and secures the prize. The indomitable will, the inflexible purpose have always inspired confidence and commanded success, for a strong will indicates STRONG CONVICTIONS.

Men of will are noted for believing *with all their might*. They are fully persuaded in their views. Their principles are as fixed as the laws of the Medes and Persians. Arguments do not disturb them, or philosophies confuse them. They not only possess their convictions, but their convictions possess them. Though the heavens fall they will cling to their belief!

Who could move a Luther when once convinced, or who can arrest the success of a man possessed of a burning conviction? "I will be

marshal of France," said a French officer, and the determination that he *could* be, enabled him to override all obstacles and reach the goal.

Others in the various walks of life have triumphed in like manner. They may have been very different in many respects, some of them soft and velvety outside, but they had the core of granite; they may have presented a smooth aspect, but were charged with thunder,

God will not have His works made manifest in any great measure by hesitating doubters and cowards, but by men of powerful convictions and all-conquering determinations—men whose will reveals that they believe something worthy of their ambition.

Such a will also INSURES ACTIVITY. Its demands are imperative in requiring unceasing labor. In executing their purposes, men of will must work with indefatigable industry. This was what compelled Caesar to cross the Rubicon, and Washington to cross the Delaware.

All the great founders and conquerors and liberators and saviours of empires were men of iron will, and hence of warrior metal. "There shall be *no Alps!*" said the great Napoleon; "Impossible is found only in the dictionary of fools!" and the Alps were scaled even by the artillery.

Rubens could not have dazzled all the galleries of Europe, or Goethe have written his sixty volumes had they not been impelled to unremitting toil by the force of will. These giants were the vanguard in the grand march of *activity*, and the monuments resulting from their industry are the glorious proofs of their wonderful success. Said the Saviour, "I *must* work the works of Him that sent me while it is day." A will that produces a life replete with toil in a conscientiously determined sphere accomplishes *more* than success; it strikes a chord that extends through the universe, vibrating along the whole extent, even to the throne above.

But a powerful will is not content with strong convictions and incessant activity; there is a degree beyond this, and the utmost must be secured, thus it also produces

ENTHUSIASM. It causes that inner warmth and outer glow of fervor and zeal which makes a man appear to be more than a man. It compels that from which have sprung the great and splendid actions that have thrilled mankind, and created heroes whose fame and glory issue to remote times and ages.

This wonderful will commands this ultimate and crowning element in life's work; this burning, irresistible and all-conquering impetus that develops a Garrison and his *Liberator*, and makes him cry out, "I am in *earnest—I will be heard!*"

These men of enthusiasm are the men who wear the true purple of genuine royalty. They are the real sovereigns in the world. The energy of their red-hot purpose makes them savor of omnipotence, as it fires them to almost superhuman attempts. And, with such, the ruling passion is strong even at death. Witness such an example once on St. Helena. The delirium brings visions of the marshals of Europe, and the legions of the Old Guard, and the battalions of a hundred victories; and grasping the imaginary rein of the prancing charger he swings the sword aloft and shouts, "*Tete d'arme, tete d'arme!*"

Such men, in addition to what they accomplish, attain an impetus which enables them to live in the world long after they are dead. Like John Brown they still go marching on—the earth continues to echo the sound of their footsteps. We meet them almost everywhere—we can scarcely avoid them anywhere. They look at us from the pages of history, and gaze at us from lofty pedestals. In many cases the air is still fragrant with their memory, while the zephyrs whisper their praise, and the winds proclaim their glorious achievements.

Thus these men of giant will *do and live*, and oh, that posterity might emulate their inspiring examples, until, instead of remarkable *exceptions*, noble lives and valorous deeds and conspicuous manhood might be the *universal rule*, and life's work be adorned in every case with the garland of everlasting success.

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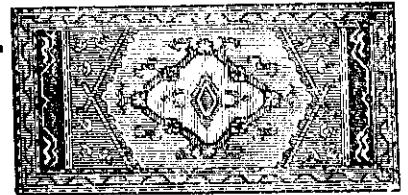
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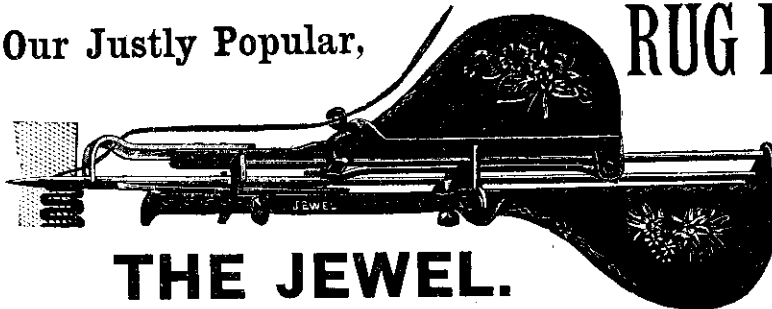


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I HAVE always preferred cheerfulness to mirth. The latter I consider as an act, the former as a habit of the mind.—Addison.

J. R. LOWELL has given a new beatitude: "Blessed are those who have nothing to say and cannot be persuaded to say it."

THE young ladies and gentlemen have combined in organizing a Christian Association for the purpose of extending Christian culture and influence in our school.

MISS IDA L. GRIFFIN, a graduate of the Oswego Normal School, has been elected School Commissioner for the Third District of Oswego county, N. Y., defeating a male candidate for the position.

SUPERINTENDENT HUGUS, of Westmoreland, had an army of 450 teachers at his County Institute. Yet all undismayed he held them to their duty until the week's work was ended. The Institute next year will probably be held in October.

It is hard to believe, but it is stated as a fact, that the Mississippi River is less than half a mile wide on an average, and less than thirty-five feet deep for 1,000 miles from its mouth; while the Amazon is ten miles wide and 400 feet deep on an average for the same distance.

THE total number of public schools in Pennsylvania last year was 21,062; total number of teachers, 23,822. The average monthly salary of male teachers was \$38.53; of female teachers, \$29.86.

MR. CHAS. WOODFILL, a veteran teacher of Fayette county, informs us he was a student at the Normal during the administration of Principal Ehrenfeld. His address is now Ruble, Pa.

MR. JOHN A. BRANT, '87, writes to Mr. Stewart, and says that the account of his marriage, as published in the REVIEW for December is a great mistake and should be corrected. He says he is anxious to score a victory for Clio in '88, and that he thinks his society work the most profitable he had while here, and realizes it now more than ever.

READERS of the REVIEW and former Normal students can order any book they wish through Michener & Eberman, California, Pa. The price will always be as low as anywhere else.

MISS MAGGIE HESTER, junior of '86, is teaching the primary department in the Blythedale (Pa.) schools. She will enter the senior class at the Normal next fall.

STATE SUPERINTENDENT HIGBEE, in the January *School Journal*, hits the nail squarely on the head in deprecating "the undue amount of mere amusement thrown into the evening lectures" at County Institutes.

AS THE value of a Normal training at California comes to be better understood, graduates of the school are in demand for good positions. Two applications for teachers, made to Principal Noss within the past month, could not be met. For a third position a junior was recommended and at once chosen.

THE Fayette County Institute, in December, was one of the best ever held in the county. The attendance was large, and the attention and interest all that could have been desired. Professors Darst, Sandison and Brown were genial and competent instructors. The Normal was represented by several members of the faculty. Superintendent Herrington won much praise by his quiet but efficient management of the Institute.

STATE SUPERINTENDENT HIGBEE, in his recent annual report, has this word for the State Normal Schools: "The commendable service now being rendered in the public schools of the Commonwealth by teachers who have had the advantage of Normal School training is the best evidence that can be offered in proof of the fact that these schools are co-operating in the work of education within their proper and legitimate sphere. The marked increase in the number of earnest and faithful students in attendance during the past year shows that the State Normal Schools, as a whole, are regarded by thoughtful people with growing

favor, and are proving themselves worthy of a most generous support."

UNTIL teachers learn not to consume the precious time of pupils with what is of *no use* (as most of the usual work in grammar and much of that in arithmetic) and learn to teach well and persistently what is of *daily use* (as plain reading and correct speaking and writing), school children will continue to caricature their mother tongue.

PRINCIPAL NOSS less than a year ago received the following letter:

—, — Co PA

March 2th 1886

To president of state normal school california washington Co PA Gent i thought i would write to you for a catalogue of college or for some information about your normal.

1 i would like to no what it costs by the year for schooling. 2 what boarding costs by month. 3 what is the number of students now attending. 4 what are the different brantches of studies 5 when does the nex term begin and how long does it last. i guess that is all questions I have to ask the reason i would like to obtain a college education is because friends and neighbors tells me i was intended for a public speaker please answer my letter and you will oblige me very much my age is 18 years 3 mo 5 days

Yours truly

Who has sinned, this young man or his teachers, that such a letter is possible ?

Sound Maxims.

Keep good company or none. Never be idle. If your hands cannot be usefully employed, attend to the cultivation of your mind. Always speak the truth. Make few promises. Live up to your engagements. Keep your own secrets, if you have any. When you speak to a person, look him in the face. Drink no intoxicating liquors. Ever live within your income, misfortunes excepted. Save when you are young to spend when you are old. Read these maxims at least once a week.