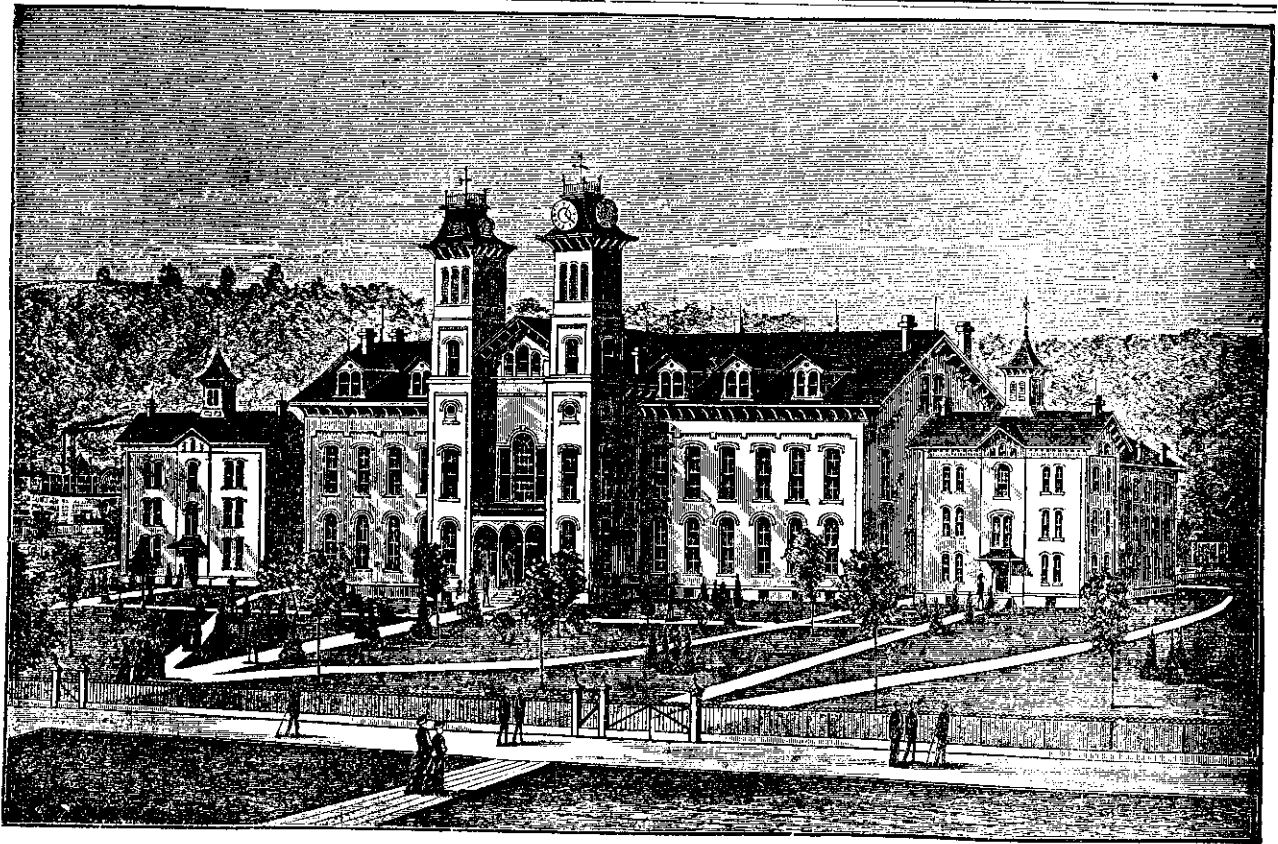


The Normal Review.

Vol. III. No. 6.

California, Pa., February, 1888.

50c a Year.



STATE NORMAL SCHOOL, CALIFORNIA, PA.

[Entered as second-class matter.]

SPRING term opens March 27.

LONGFELLOW entertainment in chapel, Feb. 27.

ONE of the latest accessions to the Junior class is Miss McMunn, until recently a teacher in the Eighth Ward school, Allegheny City.

THE Senior election of class officers and class-day performers occurred Tuesday afternoon, Jan. 31.

THE Junior class study psychology this term without a text-book. Note-books, however, are in de-

mand, and are being filled with observations made under the direction of the teacher.

MISS Mattie I. Cook, '83, now teaching in the Fifth Ward school, Allegheny, writes, "THE NORMAL REVIEW always finds a cordial welcome at No. 12, Fayette Street."

MR. JAS. L. COCHRAN, a former Normal student and now a student in Mt. Union College, writes, "There is one thing I miss every day. That is the Normal Reading Room."

By a recent resolution of the

Normal Trustees, students, not in the Senior class, have the privilege of self-boarding outside of the dormitories. This makes it possible to reduce necessary expenses for board and tuition to about \$40.00 a term. Will readers of the REVIEW kindly bring this to the notice of young people who would like to attend school as economically as they can?

THERE is a great deal of what may be called "reproduction work" in the Normal, at present. It breathes the right spirit, emphasizing the thinking powers rather than mere verbal memory.

Unmeasured.

There are depths within the sea that no plumb and line hath sounded;
Fields onside the unaided vision that no human eye hath bounded.

Instruments so finely strung that we never catch their sound
On our ears forever rung, to our senses out im-bound.

There are torrents wil' within us, rushing thro' the nerves and veins;
And the click of telegraph, transmitting thought to human brains.

Factories at each life station, with their busy toil and clatter,
And the alchemist's pulsation, transforming life's grosser matter.

And the din of growth abounding, and unrecognized changes,
In the measured psalm of life, where men's hearing never ranges.

There are words on love's lips laden, that oft remain unspoken,
For which some heart has listened, and for want of which been broken.

There are voiced songs celestial, that are motioned by the spheres,
Silent to the world terrestrial, yet prolonged throughout the years.

Latent echoes in the soul, that sometimes awake and thrill,
Dead to our impassioned senses, though their strings are never still.

There are visions called prophetic, hung outside our earthly portals,
That the soul, through openwindow, brings within the realm of mortals.

There are stars outside the gloaming, that not through it flash their splendor;
There are lives whose secret moanings, make their sympathies more tender.

There are heights and depths eternal, human mind has never treasured;
There are lengths and breadths supernal, only God has ever measured.

—S. A. Gordon, in *The Woman's Magazine*.

The Land of the Mounseer.

BY MAX O'RELL.

THE FRENCH AT SCHOOL.

Our dear parents in France are fond of telling their children that there are no days so happy in life as school-days. After I had tasted what school life really was, I can well remember that I formed a very poor idea of what awaited me beyond the school gates. My opinion is that when French parents have made up their minds to send a boy ten years old to a *lycee* till he is twenty, they have sentenced him to something very near, in severity, to ten years' penal servitude.

Winter and summer the French school-boy rises at five in the morning, or, rather, he is supposed to do so. The first bell rings at 5 a. m., to tell him to get up; a second one rings at 5.25, to inform him that in five minutes he must be down; and a third bell, at 5.30, enjoins him to leave the dormitory. Of course he rises at 5.25, puts on his clothes with prodigious rapidity, gives

himself a dry polish, *a la Squeers*, with a towel, or more often with his knuckles, and is quite ready at 5.30 to go down to the study-room. From this you will easily infer that a pint of water goes a long way in a dormitory of sixty French boys. In the study-room, under the supervision of an usher, called *pion*, and of whom I shall have more to say by-and-by, he prepares his lessons for the professors till 7.50. Breakfast is ready at eight. Considering what the *menu* of this repast consists of, I have always wondered how it could take the cook so long to get it ready. During the free ten minutes that precede breakfast-time, a few boys go and have a wash. These go by the name of *aristos* (aristocrats).

The three meals of the day bear the grand names of breakfast, dinner, and supper. Breakfast consists of a plate of soup and a large piece of bread. Most boys keep chocolate or jam, or buy some of the porter, to eat with their bread. At 8.30 they have to be in their respective class-rooms with their masters. The class lasts two hours, after which they return to the study-room to prepare until twelve for the afternoon class. From twelve to one they dine and play.

The dinner generally consists of stews and vegetables swimming in mysterious sauces. The bread is *ad libitum*. When a boy has finished his piece he holds up his hand as a sign that he is ready for another. A man holding a basketful of cut loaves is stationed in such a position as will allow him to fill all those pairs of empty hands as fast as they are put up. He flings, the boys catch; it is quite a dexterous game, I assure you. If a boy misses the piece intended for him, his neighbor not unfrequently catches and pockets it, partly as a precaution against possible pangs of hunger before the next meal, partly for the love of disobeying the rules, one of which enacts that no food shall be pocketed. The drink is called *abondance*, and is made up of a good tablespoonful of wine in a decanter of water.

As for play, it has to take place in a more or less large yard, surrounded by high walls, very much like a prison walk. Not a tree, not a blade of grass, to be seen; a mere gravelled yard, nothing more. There the boys walk two by two, or in larger groups, the big ones talking politics and smoking cigarettes inside their coats while the usher is at a distance, the little ones indulging in a game of top or marbles in one of the

corners. At one o'clock they are to be in their places in the study-room till two, when it is time to go to the afternoon class, which lasts till four o'clock. On leaving the masters, to be immediately handed over to the usher, they each receive at four a piece of bread, which they are allowed to eat in the yard with whatever relish they may possess or wish to buy of the porter. They play till 5.30, when they return to the study-room to do their lessons for the following day. At eight o'clock supper is ready. To this, like to all their other meals, they go two by two, after having previously all formed into ranks in the yard. The supper consists of boiled beef or a course or two of vegetables; sometimes an apple or a few cherries, according to the season, brighten the not very festive board. In my time cherries were the most popular dessert; after having refreshed the inner boy, it provided him with missiles, which were turned to good account on the spot, when the usher had his back turned. For drink, the mixture as before. After this frugal repast the boys repair, two by two, to their respective dormitories. Those who care to indulge in a little washing may do so before going to bed, so as to be clean the following day. I say "those who care," for never will an usher make a remark to a French boy over twelve (when he is no longer under the supervision of a matron) because he is dirty, not even in the refectory. Provided he has a cravat on, nobody will scold him for having a dirty neck. If cleanliness is next to godliness, the French school-boy is most ungodly.

On Thursdays he gets a holiday, that is to say, that no class is held, but he has to be in the study-room the whole morning and evening. In the afternoon he goes for a walk. Here some explanation is necessary of what is meant by the French school-boy's walk. The college is divided into big, middle, and small boys. Each division is formed into ranks, and thus, two by two, accompanied by ushers, the boys are marched through the streets. Silence is compulsory while in town, and the ranks are not to be broken until the little battalion has reached the country. There they can play, walk, or sit on the grass, under the eyes of the ushers, for an hour or two, when the ranks are formed again, and they are marched back to what I have no hesitation in calling their barracks, not to say prison. On Sundays the boy who has his parents or guardian in town is allowed to

go home for the day, if he is not kept in for one of those thousand and one petty offences invented at pleasure by the ushers and their supporters. On leaving school, on Sunday morning, he receives an *excuse*, on which the hour of his departure is marked, and the parents are to write on it at what time he has reached home. He has to be back at school at 10 P. M. punctually, and again his parents have to write on the *excuse* at what time he left their house. He generally returns on Sunday night in a comatose state, and the home fare tells sadly on the work he does on Mondays. He gets for holidays two months in the summer, two or three days at the beginning of the year, and a week or ten days at Easter. Such is the happy life that boys lead in French public schools. Fortunately there is a great deal of gay philosophy in the French mind, and the close friendship which springs up between the school-boys and their *esprit de corps* helps them to endure this secluded life of hardship and privations.

Now let us consider the influence this kind of life has on the French boy's character, what work he does at school, and who are the men that look after him. Shut in by the high walls of his prison the poor French school-boy is only too prone to compare himself to the different classes of society which he considers persecuted; that is, the inferior classes; and he shows his sympathy with them by adopting the ideas of an ignorant democracy, and by often expressing them in language which would be repugnant to his dignity if he were free. Poor little fellows! When they can evade the porter's vigilance, and run across the road to buy a pennyworth of sweets, they feel like perfect heroes of romance. On their return, their school-fellows flock round them to sniff a little of the fresh and free air that is brought inside the walls. If the young scamps are punished for their escapade, they bear it like champions of liberty who have fought for the good cause, and are looked up to by their comrades as martyrs and heroes. Under the circumstances, it is not surprising that they should now and then show a spirit of rebellion. Suppose, for instance, that some privilege which the pupils have long enjoyed and looked upon as their right has been withdrawn, rightly or wrongly, no matter which. What will the boys do? They will probably retire to a dormitory, there to sulk and protest *vi et armis*. They will erect barricades, lock the

doors, victual the entrenchments for a few hours, and prepare for a struggle. Rebellion has wonderful charms for them; they are insurgents, therefore they are heroes. Don't ask them whether their cause is good or bad. This matters little; it will be sanctified by the revolution; the main thing is to play at the "sovereign people." These hot-headed youths will stand a siege as earnestly as if they were defending their native soil against the Prussians; dictionaries, inkstands, boots, bedroom furniture, such are the missiles that are pressed into service in the glorious battle of liberty. But alas for youthful valor! It all fades before the pleadings of an empty stomach; the struggle has to be abandoned, the citadel forsaken, the arms laid down. The misguided ones are received back into the fold, to be submitted to stricter discipline than ever; the heroic instigators of the little *fete* are in the end restored to the tender care of their mammas, or, in other words, expelled from the school.

Corporal punishment is banished from all schools in France. If a master were to strike a boy, the odds are ten to one that the boy would defend himself, and threaten the master with the first object—inkpot or book—he could lay his hand on. Boys are punished by means of long and weary impositions. If boarders, they are kept in on Sundays, and thus prevented from going home. This is a terrible punishment. When they seem incorrigible, they are expelled. And for a boy to be expelled from a French *lycee* is no light matter, for the doors of all the others are closed to him, and the faculties may even refuse to allow him to stand as a candidate for the university degrees. His prospect in life may be ruined forever, for in France a man who is neither B. A. nor B.Sc. cannot study medicine or the law; he cannot enter the military schools, or be a candidate for any of the government posts at home or abroad. Business is the only opening left to him.

From the time-table that I have given at the beginning, it will be easily inferred that if the French school-boy plays less than other boys, he works much more. But with what results? The classes in French *lycees* contain from eighty to a hundred boys. They are generally composed of some ten pupils of extraordinary capacities or industry, of about twenty who follow the lectures with some profit, of twenty more who follow them anyhow, and of thirty, forty, and even sometimes fifty

poor boys, neglected, forgotten, who do and learn nothing, and are mere wall-flowers. They are all promoted by seniority, that premium still given in France to stupidity, as M. Leon Say once remarked in the French Senate. I remember school-fellows of eighteen and nineteen in the highest form who did not know their declensions. Boys may be attentive or not as they please—that is their business. Provided they do not disturb the peace, nothing more is required of them in the upper forms. They may even go to sleep and the master will seldom take the trouble to wake them up. If the boy is not likely to do honor to his teaching, he does not think it worth his while to concern himself about him. With such large classes as I have described, boys cannot and do not receive individual attention from the masters, who deliver lectures to them, but certainly do not give them lessons. With the amount of work that clever and industrious boys go through, each class turns out at the end of the year at least ten splendid scholars. As for the rest, you see twenty good average boys, twenty poor ones, and from thirty to fifty hopeless ignoramus. Each class has to go through a course prescribed by the minister of Public Instruction, and no master has a right to read a book with his pupils, not even the passage of a book, that is not down on the ministerial programme. A professor who carried his interest in his pupils the length of introducing a new book in his class would probably have his zeal rewarded with a mastership in the college of some little out-of-the-way town in France, or perhaps in Algeria. By this governmental system of fuss and intrusion, it is not only the talent of the pupil that is stifled, but it is also the talent of the master that is hampered.

What is to be admired in French schools is that the boys get on very well among one another. Friendship sprung up at school often lasts a lifetime. The hero of the French *collegien* is the top boy of the class—not the quickest runner or the best athlete. The dunce is the only comrade he despises. A boy who has carried off a prize at the great Sorbonne examination is for him the object of an unlimited admiration, and he feels inclined to lift his cap when he passes near him. The boys stick by each other to such a point that, rather than tell on an offender, they will allow themselves to be all punished for his offence, even though the punishment should amount to the

much-dreaded detention on Sunday.

The head of the college is called *Proviseur*. He does no teaching. He represents high authority, that is to say, the government. He is a saluting machine. He stands in the middle of the quadrangle as the boys proceed to their respective class-rooms. All take off their caps as they pass before the mighty potentate. The *Proviseur* does not know personally more than ten or twenty of the thousand boys trusted to his care. The work and discipline of the college are under the supervision of a censor. The masters, most of whom are ex-scholars of the celebrated *Ecole Normale Supérieure*, are eminent men, but they never mix with the boys out of school hours. They are much respected by their pupils, in whom admiration for talent is innate. The ushers, or *piens*, are mere watch-dogs. They see that the boys are silent in the study-rooms, the refectory, and the dormitory. They are ignorant, ill-bred outcasts, whom the boys despise from the bottom of their hearts.

When a French boy leaves school at nineteen, he is supposed to be prepared for a public part. Perhaps I have succeeded in showing how he is prepared.

Mistakes in Teaching.

I. MISTAKE IN SCHOOL MANAGEMENT.

1. It is a mistake to neglect the details of school management.

Among the small matters to which it is important to attend are the following:

Getting the pupils into line preparatory to marching them into the rooms.

Teaching pupils to stand and walk with head erect, shoulders well back, hands at the sides, and eyes to the front.

Teaching pupils how to go up and down stairs.

Having pupils stand while answering a question or reading in class.

Teaching pupils to hold the book in the left hand when standing to read.

Having pupils keep their work far enough from their eyes.

Having pupils stand in line when brought out in classes, and not allowing them to lean against the wall, desks, etc.

Having copy-books and drawing-

books, pens, etc., passed in a precise and orderly way.

Insisting on the habits of neatness, cleanliness, and punctuality of the children.

Seeing that no child leaves its seat without permission.

Having pupils have a uniform way of doing certain things, such as putting away and taking out books, going to the blackboard from the desks, or passing out of the room.

Seeing that all waste-paper, pencil sharpenings, etc., are put into the waste basket, and not upon the floor.

Seeing that chalk is not left in the troughs, but, at the close of each recitation in which it is used, that it is put into the chalk box.

Seeing that slates and blackboards are ruled in your primary rooms.

2. It is a mistake to omit yard supervision.

It is a mistake—

3. For the teacher to hold himself aloof from his pupils while they are playing.

4. To be continually repressing the activities of childhood.

5. For teacher not to take a position that will enable him to see every pupil at the same time.

6. To take hold of a pupil to put him in his place in line.

7. To give too many demerit marks.

8. To censure trifling errors too severely.

9. To complain or grumble much.

10. To allow whispering.

11. To allow disorder in the school-room during recess.

12. To punish a pupil in the presence of the school.

13. To invoke higher authority except as a last resort.

14. For the teacher to be tardy.

15. For a teacher to be careless about his personal habits, or to allow his pupils to be careless of theirs.

16. To give a command when a suggestion will do instead.

17. To allow pupils to be frequently troublesome without notifying their parents.

18. To annoy parents unnecessarily.

19. To show temper in dealing with parents or children.

20. To dispute with an angry parent.

21. To make remarks before the class about notes received from parents.

II. MISTAKES IN DISCIPLINE.

It is a mistake—

1. To try to teach without having good order.

2. To suppose that children like to have their own way at school.

3. To think that order means perfect stillness.

4. To try to startle a class into being orderly.

5. For the teacher to try to drown the noise of his pupils by making a greater noise himself.

6. To call for order in general terms however quietly it may be done.

7. To make too many rules.

8. To be demonstrative in maintaining discipline.

9. To speak in too high a key.

10. To try to force children to sit still even for half an hour in the same position.

11. To allow pupils to play in the school-room.

12. To use a bell as a signal for order.

13. To lose sight of the class. [A pupil will need a little more than the teacher's untiring eye to restrain him.]

14. To be variable in discipline.

15. To get excited in school.

16. To be satisfied with order that lasts only while the teacher is present.

17. To give an order without having it obeyed by all to whom it is given.

18. To treat pupils as though they were anxious to violate the rules of the school.

19. To ridicule a pupil.

20. To punish without explanation. [A pupil has a right to know why he receives a demerit or any other punishment.]

21. To whip for disciplinary purposes only. [Whipping should be for reformatory only.]

22. To punish by pulling the ears or hair, by pinching, by slapping the cheeks, by keeping the body in an unnatural position, etc.

III. MISTAKES IN METHOD.

It is a mistake—

1. To put questions to pupils in rotation.

2. To indicate in any way who is to answer the question until it has been given.

3. To repeat a question for the sake of those who do not hear it the first time.

4. To look fixedly at the pupil that is reciting.

5. To be a slave to your textbook.

6. To assign lessons without previously explaining them.

7. To assign much home work to young children.

8. To assign a lesson and not afterwards test the class to see whether it has been prepared or not.

9. To continue a recitation too long. [Fifteen to twenty-five minutes in primary; twenty-five to forty minutes in grammar.]

10. To think that to go over a subject once will be sufficient. [Subjects must be reviewed.]

11. To suppose that detecting errors by the teacher is equivalent to correcting them by the pupil.

12. To be satisfied with one correction of an error.

13. To try to teach too many points in a single lesson.

14. To give information to young children that they cannot use at once.

15. To continue with objects too long, or to use them in reviews.

16. For the teacher to repeat the answer after the pupil.

17. To have a stereotyped plan of presenting a subject.

18. To talk too much while teaching.

19. To use long words in teaching.

20. To give words before ideas.

21. To try to make difficulties too simple.

22. To neglect any opportunity for making the pupil do as much as possible in learning.

23. To tell pupils anything they should know or can be led to find out by judicious teaching.

IV. MISTAKES IN MANNER.

It is a mistake—

1. To scold.
2. To threaten.
3. To grumble.
4. To be hasty.
5. To show lack of animation and enthusiasm.
6. To be cold and formal.

7. To assume to be immaculate.

8. To be noisy.

9. To be careless.

10. To be frivolous.

11. To be too familiar with your pupils.

12. To swear, or chew tobacco, or smoke, or gossip, etc.

13. To rant around the room.

—J. L. Hughes.

Far Away.

Far away the pictured, golden sand;
Sunlit gladness of the summer strand;
And the exquisite-sweet breeze's lay
Round the ring-doves at their cooling play,
Soothing all the lovely laughter land,
Far away.

Far away the mirth-tongued chime of bells,
Echoing liquid down the violet dells,
Dreams by shore and stream, which would not
stay,
And whereof no word doth hither stray—
No, not e'en a whisper of them swells
Far away.

Far away the athlete's pride, the sight
Of the oar-swift race, the strength-delight;
Blaze of colors, banners' waft and away;
Faded past the palest hue of gray,
Slow or fast, they all have taken flight
Far away.

Far away the artful meshes set
Round one by ambition's dazzling net;
Vapid splendors, veiling less than clay;
Things that never spirit's toil repay;
Petty strife, and jealousy, and fret,
Far away.

Far away the year-wide, tedious waste,
So monotonously met and faced—
Yesterday, to-morrow, as to-day,
When the heart's pleasure saith its "Nay."
Scarce their shadow on the blue is traced,
Far away.

—WILLIAM STRUTHERS.

Modern Plymouth.

BY REV. ALBERT DONNELL.

Plymouth is not like a hill of potatoes, the best part under ground. Since 1870 its population has increased from six thousand two hundred to eight thousand, the gain of the last five years being about one thousand. This growth calls for an increase of living accommodations, and many fine and expensive residences have recently been erected.

There was a time when Plymouth was extensively connected with the fishing business, but when this was transferred to other places the citizens were too enterprising to let the town moulder and die. Successful efforts were made to secure manufactories, and it is confidently expected that the place will become an important industrial centre. Already they have boot and shoe shops, straw shops, woolen mills, a large foundry, a good-sized tack factory and other manufactories. One of the largest establishments is that of the Plymouth Cordage Company, which operates the most ex-

tensive works of the kind in America, and, perhaps in the world.

The people of the town have abundance of Yankee thrift. Everywhere can be seen fine poultry houses, and some men keep several hundred hens. These hens earn net to their owners from seven five cents to a dollar profit a year. Along the shore many make a specialty of ducks. These pay well, during the summer the ducks gather their own food in the shallow water. One man, about four miles from Plymouth Town, has a trout-breeding establishment. In his tanks and ponds are trout of all sizes, from the little fellows, not more than an inch long, to "speckled beauties" weighing three and four pounds. There, the feeding time is the most interesting. The fish congregate shoals, and impatiently wait for the food to be thrown to them. They watch the motions of the hand, apparently to calculate where the food will fall; then, when it does touch the water, darting hither and thither, leaping out of the water in beautiful curves, scores and hundreds crowd each other in one flashing mass. These fish sell at a dollar a pound, and men come from far and near to catch them at that price.

The curiosities of Plymouth do not all come over in the *Mayflower*. For many, the most, curious thing in the place are a gentleman's gateway and the swing in his front yard. The gateway consists of the lower jaw bones of a whale, set on end, that you pass, under and between them. The jaw bones, thirteen feet long, of another whale, supply the uprights for the swing. From the arch these form is suspended a rope and the seat is the last vertebra of a whale.

The scenery about Plymouth is beautiful. The town boasts of three hundred and sixty-five ponds, one for every day in the year. There is also an abundance of woodlands and so the drives, whether along shore or inland, are charming.

Take it all in all, Plymouth, even apart from its historic associations, is pleasant and interesting; and those who, on visiting the place, confine their attention to Burdett Hill and Pilgrim Hall, lose many of the best things in the town.

One Good Life.

A sunbeam piercing the forbidden shade
Of some drear prison cell has often brought
Quiet to troubled spirits, and has made
Dark, morbid brooding change to peaceful
thought.
So one good life will prove a guiding light,
To brighten paths weak mortals oft find drear—
A beacon in the narrow way of Right
To lure the fallen to a higher sphere.

A Night in the House of Commons.

BY REV. CHARLES PARKHURST.

To the American visitor the House of Parliament seems an impregnable Gibraltar. Especially if he has roamed at will about the Congressional buildings at Washington, the rigid and arrogant exclusiveness of the English will seem strange and uncongenial. We had been told that an early application to the American Legation would open a way to listen to the debates, but we found this assurance very delusive. The American minister is accredited with the courtesy of only two seats in the gallery for each day, which he can bestow on whom he will. These were engaged in advance for two weeks when we applied for a place. At last, however, by American persistency, and we might use another word, but it is not quite classic, we received a ticket for the "Stranger's Gallery." Supposing this ticket was good for a seat, we did not hasten at the immediate opening of the House of Commons, as it was said that the debate would continue until after midnight. Parliament convened at 4 P. M., at six o'clock we presented our ticket. The policeman assured us that there was no room, "that fifteen were now waiting in advance of us for a place, but"—you do not need to travel long in Europe to learn what that conjunctive means. It was an indication that if I slipped some silver into his hands he would make it possible for me to go by him. Taking the hint, I gave him the fee and passed on. The small gallery open to the public, all told, will not hold more than a hundred people, and this was so much crowded that I was wedged in, too tightly for comfort, on the stairway leading to the lower seats. There, until after one o'clock the next morning we remained. The custodians treat you

like the brute. Your ticket is taken up, and you are not allowed to go out for refreshment or relief after you have once entered; if you do, you cannot return. We gave one attendant a sixpence, twelve cents, for a glass of heated water, and he looked as if surprised because the amount was not larger. The ladies fare worse than the gentlemen. There is a small gallery for ladies, but it is more remote than any other place for listening and seeing, and the front is thoroughly screened from view by closely drawn wires. I suppose that it was feared that the fascinating beauty of woman might be a dangerous and tempting diversion to the noble and innocent members of Parliament. There sit the members of the House below, crowded uncomfortably close together, like school-children in the old style of American seat, before each scholar was given a seat alone. It is an amusing sight. Fully one-half have their hats on their heads, and the variety in style is clearly seen as you look down upon them. There sit in front of the speaker three clerks, each with a gown on and gray wig. The speaker has the gown with an indescribable something on his head, which falls down beside his face, half-covering it from sight. A feeling of mingled ridicule and disgust is awakened in you that the strong and wise English people will still cling so tenaciously to such traditional customs.

It is an evening of heated debate. The Irish question, in the shape of a Land Bill, is under consideration. We are fortunate in our evening. The daily press has intimated that Gladstone would speak, and we have crossed the ocean to see and hear our ideal statesman.

As we take our uncomfortable seat Lord Churchill is speaking. You expect from what you have read of him to see a large, robust form, with a face full of courage and defiance, but he is not this at all in look and stature. He is thin and spare and much under size as an Englishman. He is not an orator; indeed, the English do not seem to cultivate the art. They intonate so broadly, and with so much of the nasal, that it is with

much difficulty that you can understand them. Lord Churchill is, however, incisive, taunting and satirical. He is strikingly individual and independent in his views, now sharply condemning and now commending some features of the bill. He is feared, hated, respected, admired, a pivotal force in English politics, whose course cannot well be anticipated. He made a most favorable impression upon us, however, as a man of conscientious convictions, and as desiring to do justice to the Irish in their grievances.

For three long and tedious hours we were then obliged to listen to small men who were making speeches to gratify their constituency at home. They spoke mainly to empty sittings. The leading men of the House had retired for dinner and refreshment. We should have been glad to have slept, but with the telescopic eye of the custodian of the gallery upon us we did not dare to venture the nod.

A new man arises, and there is an expression of approval on the conservative side of the house. He has a frank, open, scholarly look, reminding us in face and form of Senator Morrill, of Vermont, as he looked a decade ago. Mr. Goschen belongs to the present ministry, and has risen to speak the views of the government. He is calm, discreet, conciliatory. He shows, however, in a little, that the critical words of Lord Churchill have stung him. Once, too, when the Irish members loudly jeered a declaration which he made, he lost self-control, and showed a sensitiveness to opposition that you would not expect in him. Though scholarly and profound he is not an orator, and often stammers and hesitates for the word he desires. He can use the pen better than the tongue. He impresses you favorably, however, as a man of integrity and ability, trying to do his best in a most critical situation.

No sooner is Mr. Goschen seated than Parnell springs to his feet. In look and bearing he greatly disappoints you. He has not the physique of the Irishmen whom we see in America. He, too, would be denominated spare. With brown

hair and whiskers, as he looked to us in the light at a distance, there was nothing to indicate that he came from the Emerald Isle. Neither was there any evidence in countenance or speech of the invalidism of which our press has recently said so much. In utterance he was bitter and denunciatory. Accusing Mr. Goschen of pretence and sophistry, he denounced the bill as inadequate to meet the great wrongs which the Irish tenantry were suffering. Defiantly he hurled into the teeth of the present ministry their record of wrong act in speech and influence, individually, in the past, on the Irish question. We have not heard such bold and severe words for many a day, and we confess that we thought less of Mr. Goschen and the present government when Parnell had finished his diagnosis. This man has so long carried the wrongs of Ireland in his bosom that he cannot tamely brook resistance to the real redress of gross injustice.

Gladstone was the man we went specially to see and hear. We confess to an ardent and enthusiastic admiration of him. We believed him to be the foremost man of the world in ability and character. In short, he was our ideal man. "Is Gladstone in the House?" was our first question to the man squeezed closest to us. There he was in light, Scotch suit, with the inevitable linen collar about his neck. His portraits do not express the tenderer lines in his face. He looks better than his picture, but, alas, not younger. Would we could roll the dial back for him a quarter of a century. At eight o'clock he rose suddenly, and left the house. For three long hours we waited to see him return, and could learn nothing about him, except that it was rumored he would speak upon the bill. At eleven o'clock, while another is speaking, suddenly there is an unusual breath of stir and commotion, and looking for the reason of it, you see Gladstone glide back to his seat as if he would prefer not to be seen. But the man has metamorphosed in his absence. The Scotch suit is gone, and in the place of it there is a faultless dress suit of blue, with a small red rose pin-

ned on the left lappel of the coat. We are comforted, for we are confident now that he is going to speak. We shall hear him in this our only and last chance. More than another hour we waited, anxiously and fearful that, after all, we had been confident without good cause. At last, he is upon his feet. A repressed cheer greets him. Every available space in floor and galleries is taken. This is the man that friend and foe delight to hear. He looks, on his feet, very like the portrait of Webster hanging in my study; it is Webster late in life, standing in public address. Gladstone is an orator. We have listened much in England, and have heard only two orators, Gladstone and Dr. Parker, of the Temple. England, as we have said, does not cultivate oratory. The art has not the influence in that land of hereditary rights and monarchical preferments and appointments that it has with us. Gladstone is a wonderful man. The House of Commons concede his superiority in ability. You feel it as he speaks. He is master of the situation, whether in minority or majority. With voice soft and musical, unlike the English, with diction chaste and classic, with thorough apprehension of the question in all its phases, and, best of all, with the moral and prophetic light in his soul, he speaks as if touched with inspiration. Well, we have seen and heard our idol, and we are satisfied. It is good to be enthusiastic over the one man who best incarnates for you the ability and honor of statesmanship. Sumner did it for us in our youthful days, Gladstone in maturity.

It inspired confidence in England and her representatives to look upon that body of men, and to listen to their utterances. England is slow, conservative, traditional; but England is serious, and has conscience. That conscience is touched and growing more sensitive. Gladstone has laid great moral and remedial questions upon the conscience of Great Britain, and whether he live or not to see a right consummation, it must and will come.

At one o'clock in the morning Gladstone closed his great speech, and Mr. Smith, of the government,

rose to reply. How long will England cling to this custom of turning the night into day? It was two o'clock in the morning when the House adjourned, and yet this is the regular practice. Wearily we wended our way to our lodgings, glad, however, of the greatest privilege enjoyed in London.

An Anæsthetic Bullet.

A German chemist has invented a new kind of anæsthetic bullet, which he urges will, if brought into general use, greatly diminish the horrors of war. The bullet is of a brittle substance, breaking directly it comes in contact with the object at which it is aimed. It contains a powerful anæsthetic, producing instantaneously complete insensibility, lasting for twelve hours, which, except that the action of the heart continues, is not to be distinguished from death. A battlefield where these bullets are used will in a short time be apparently covered with dead bodies, but in reality merely with the prostrate forms of soldiers reduced for the time being to a state of unconsciousness. While in this condition they may, the German chemist points out, be packed in ambulance wagons and carried off as prisoners.

Stanley and His Tobacco.

When in the civilized world Mr. Henry M. Stanley smokes six cigars a day. In Africa he uses a pipe and mild tobacco, which he finds a solace and an aid to concentration of mind. On one of his journeys down the Congo, as he was about to enter a dangerous country where he knew a fight was inevitable, he told his men to make ready and then lit his pipe and settled down for a five minutes' quiet smoke before the battle. Ten minutes later they were all fighting for their lives and the battle lasted for hours. He did not begin to smoke until he was 25 and did not master a pipe till he was 30. Livingstone, it is remembered, never smoked. Gordon was a most inveterate smoker, and when he went on his last journey to Khartoum 10,000 cigarettes formed an important part of his baggage.

Clionian Review.

MOTTO—PEDETENTIM ET GRADATIM.

HARRIET D. GEHO, Editor.

MISS ALLIE BAKER, a Junior, has been chosen to teach an unexpired term of school near Bentlyville, Pa. Miss Baker was an earnest society worker and will be missed by all.

TACT is as important in manner as in speech. The word is closely allied to *touch* and a person who has good tact is really one who can touch people gently, carefully, and kindly, in all the relations of life.

THE senior class have "seen themselves as others see them"—they have looked in a convex mirror.

WE heard the other day of the marriage of Mr. Chas. Binns, a former student. No particulars were learned.

MISS EVA PATTERSON has been elected Vice-President, in Miss Baker's stead.

SELF-CONTROL, once acquired, will be the most important factor in helping to shape your life rightly in every direction.

It will keep you from hurtful indulgence in mere pleasure; from the harmful use of rich and improper foods; from too much dissipation of time and thought in social enjoyment. It will help you to leave the society of companions and other pleasures, in order to put your mind upon your studies or your tasks, help you when you find your lessons hard and long, and that earnest work is required to do them, to perform that long and earnest work; help you when you feel disposed to give way to indolence or indisposition, to hold steadily on till your tasks, no matter what they are, are completed.

THE Senior Class, under the skillful management of Prof. Smith, has, for about three weeks, been studying Philosophy without their text-books.

They are not "going it blind" however, but are having plenty of *light* on the subject.

THE devotional exercises at morning chapel have been greatly im-

proved by the map explanations, given by Dr. Noss, in connection with the Bible lesson.

THAT one may enjoy and afford enjoyment in general society, it is necessary to have intelligence, a good knowledge of standard literature, a general knowledge of the more important events that are taking place in the world, and such a knowledge of the best current literature as may be obtained from the regular reading of one or two of the standard monthly magazines.

ANY former member of the Olio Society who has any knowledge as to where the old minute books and records of the society might be found, would confer a favor by communicating it to the society through the officers or some of its members.

PRES. CHAS. J. STEWART.

SEC. FLORA PACKER.

SEVERAL families expect to move to California in the spring for the educational advantages offered at the Normal.

THE graduating class of Jefferson Medical College, of which Mr. Geo. M. Van Dyke, '78, is a member, have voted to appear in gowns and Scotch caps on Commencement day.

MR. O. S. JOHNSTON, '83, writes, under date of Jan. 7, "I have charge of the schools of this place (St. Petersburg, Pa.) There are 4 teachers, and 230 pupils."

MISS JENNIE N. FRITZINS, '87, a primary teacher in the Tarentum schools, sends a year's subscription to THE NORMAL REVIEW, and says: "I really had no idea of the amount of work required of a teacher until I had the responsibility of 85 pupils, having practiced in the Model School on not more than 25."

A TEACHERS' institute, with an unusually interesting programme, was announced for West Point near Brownsville, Jan. 28, Mr. W. S. Brashear teacher in charge.

AMONG recent Normal visitors

were Col. W. J. Lunn and James H. Porte, Esq., of Pittsburgh.

THE Senior Class has chosen the following officers and Class Day performers: President, Mr. W. A. Applegate; Secretary, Miss Mary F. McFarland; Treasurer, Mr. W. F. Peairs; Orator, Mr. Van B. Powell; Poet, Mr. C. J. Stewart; Prophet, Miss Ada Gunn; Historian, Miss Minnie Roley; Consolator, Miss Hattie Geho; Donor, Miss Flora Packer; Odist, Miss Josephine Mellons.

THE spring term at the Normal, it is believed, will be remarkable for the large attendance of students and the strength displayed in all departments of the school. The faculty are preparing for a vigorous campaign.

SPELLING, to be effectively taught, must receive attention in all written work done by the pupil. A spelling exercise once or twice a day is not sufficient.

MRS. Noss has charge of a General Information Class. Cyclopedias and other reference books are diligently searched by the class.

SOME one should write an article protesting against the waste of time at county institutes in giving instruction in the various branches. If teachers are not acquainted with the subjects they teach before they go to institute they have neither the time nor the mental condition to study them while there.

An Hour With Longfellow.

ON the evening of February 27, Longfellow's birthday, will be given by members of the Senior and Junior classes, "The Courtship of Miles Standish," "The Hanging of the Crane," and some other selections from Longfellow. A pleasant and profitable evening is anticipated.

Philomathean Galaxy.

MOTTO—NON PALMA SINE PULVERE.

W. A. APPLIGATE, Editor.

MR. G. M. MONTGOMERY, who is teaching near Fayette City, paid the Normal a flying visit recently. He will enter the Junior class next term.

MESSRS. JOS. F. Mayhugh and A. A. Guffy are conducting an excellent literary society at Mentor school house, near Sunny Side, Pa.

JNO. M. CORE, Esq., class of '81, who is one of Uniontown's rising lawyers, takes great pleasure in attending local institutes and is always received with a cordial welcome.

PROF. J. B. Suter, class of '85, Lock Haven Normal, who is now traveling for his health, paid the school a visit recently. He was much pleased with our society halls.

MISS JOSIE MUSGRAVE, Philo's declaimer for last year, rendered "The Death Bridge of the Fay," her contest selection, on Friday evening, Jan. 27, in her characteristic style.

PHILO has 64 members, 49 of whom are ladies.

THE following are the names of those who have joined the ranks of Philo this term: Ladies, Misses Jennie Singer, Kate Singer, Lewis, McKay, Yarnell, Boyd, Lizzie Musgrave, Scott, and Mrs. Green. Gentlemen, Messrs. Marchand, Lewis, Rizor, Robinson, Kiehl and Chalfant.

THE following are present officers of the Society: President, W. A. Applegate; Vice President, Miss Minnie Paxton; Secretary, Miss Marquis; Attorney, Mr. Thompson; Critic, S. G. Ailes; Marshal, Mr. Huggins; Treasurer, Miss Vance.

PROF. Smith is teaching optics

to the Senior class without the use of a text-book. No member of the class is allowed to use a book. The class are doing well and the Prof. demonstrates clearly that a text-book is not necessary in school.

MISS Elma Ruff is training the Seniors in rhetoric and general history. She is a firm believer in the right use of language as a means of growth, and as a result, compositions are numerous.

MISS Annie I. Hertzog, who is teaching an unexpired term near Canonsburg, writes that she is succeeding well and is in love with her work.

MISS McMunn, formerly a teacher in the Eighth Ward school, Allegheny City, has entered the Junior class.

A PARTY of thirteen students spent Saturday, 28th inst., at the residence of Dr. Chalfant and report a very pleasant time.

MISS Lizzie Sheeran, '87, who is teaching at Emsworth, Pa., writes encouragingly of her work.

THE indications are that Philo will have more than a hundred members before the close of the year.

MISS Ella Teggert, of last year's Junior class, who is teaching near Fayette City, will soon close a successful term's work.

PHILO enrolls twenty-two Juniors.

PHILO is glad to welcome old members, and we extend a cordial invitation to all to come and visit us.

THE ladies of Philo surpass the gentlemen in debate.

MR. J. C. Rizor, a recent graduate of Duff's Business College, has entered school and identified himself with Philo.

MR. Harry D. Beazell, an ardent Philo, is now attending Duff's College.

MISS Mabel Leslie, of Washington, Pa., who is teaching in South Strabane township, this county, will enter the Junior class in the spring.

OUR society still continues to improve. There are few failures and the performances show careful preparation.

FRANK H. Underwood, of Monongahela, City, a former student, is President of the Victory literary society.

NORMAN D. Jobs, a student at the Normal during '83 and '84, graduated in January at the Cleveland Medical College.

MR. James B. Hallam, '87, reports good success with his school this winter.

MISS Elda Hoover, a member of the class of '85, is now teaching at Snow Shoe Intersection, Pa.

MR. Russell Myers, of Bentleysville, paid the Normal a flying visit recently. He is at home and reciting Latin and Greek to a private tutor. He will enter Washington and Jefferson College in the fall.

MISSSES Stiffy and Johnson, '87, both staunch Philos, are teaching near Beaver, Pa.

FRANK M. Seamans is winning laurels in his school near Uniontown.

MR. R. M. Curry, '87, is said to have one of the best schools in Elizabeth Township.

MISS Anna Ruple, '87, is teaching in Allegheny county.

MISS Lillian Treat, a student of '87, is now President of The Carnegie Literary Society, of Curry Institute, Pittsburgh. This society has a roll of 250 active members.

Prohibition in Literature.

BY JAMES BUCKHAM.

Strange as it may seem there is a tendency to narrow the meanings of words that come into the most common use. Familiarity breeds a certain contempt for the larger significance of terms. Thus, the words *temperance* and *intemperance* have undergone a very marked contraction in meaning since they came to be employed so constantly in every-day speech. It is only by an effort of the imagination that we now disconnect the term "temperance" from the idea of abstinence from intoxicating liquors, or "intemperance" from the still narrower conception of drunkenness. But these terms—or rather converse forms of the same term,—have a wide and noble range of meaning in their original significance. They obtain in the whole field of morality. Wherever there is a tendency to pass the bounds of natural law, or force the barriers of conscience; wherever the passions cry out for indulgence, and reason is assaulted by the desires, there temperance and intemperance are the definitions of action. The narrowness of the common significance of the terms is, or maybe, expanded into the widest range of meaning; and this capacity for expansion is shared by scores of terms, which have been contracted by familiar usage.

There is a form of intemperance, which is getting to be very common in our country at the present day, yet which seems to have escaped the attention of the more outspoken social reformers. I refer to intemperance in the use of fiction. There is an enormous outpouring of worthless literature of this class each year from the American press. And yet it is a supply that is regulated by demand. The people are crying "Novels! more novels!" and the press responds with novels, more novels. It has come to the point that the American public is being debauched by novel reading. An excess of this kind of literature has produced a certain levity of thought, a laxness of principle,—especially among the young,—and an unreal, fictitious

way of looking at all serious subjects, which cannot be too deeply deplored or too strongly antagonized.

And this enervation of the moral nature proceeds all the more rapidly and certainly, because the quality of modern fiction,—particularly American fiction,—is deteriorating. Whatever may be said in defence of the modern realistic school of novelists, it certainly cannot be claimed that these writers present us with any high and noble types of character. They bring before us strongly-marked lay figures, but, after all, no vital human characters,—none that uplift and inspire the reader. In the best analysis the impression left is one of grotesqueness. We say that such and such a character is unique, odd; and we admire the writer who has sketched it so strongly. It seems to be confessedly the highest achievement of the modern realistic school to give us *bizarre* pictures of the society and social types of the day. Now this class of writing cannot be helpful; it cannot be inspiring. It does not lift anybody above the common plane of life; and it drags many down to the common plane who would otherwise remain above it. Such novels, we admit, may be correct photographs of social life; but the very correctness of the photograph may furnish the chief objection to it. There are many things in society, as elsewhere, which one might well wish not to see twice. Such things ought not to be multiplied, either in art or literature; and the excuse that they are well photographed, whether with pen or camera, does not render the work meritorious.

So much for the realistic novel. But this is by no means the worst class of fiction we have to-day, nor is it the class which secures the largest number of readers. It is the weakly sentimental novel, the jejune travesty of human emotions, called the "love story," that is chiefly debauching the American reading public. This is the malt liquor of literature. What rivers and oceans of this stuff we drink! Our public libraries now vainly strive to turn aside the torrent, and now, yielding, as vainly try to sup-

ply the demand. Look at the statistics furnished by our public libraries. Three-fourths of all the books called for are novels. Nineteenths of the reading of our young people is cheap fiction. Travels, biography, history, essays, art, poetry, stand on the shelves with leaves uncut, but the latest novel,—there must be at least half-a-dozen copies of it, and all of them will need rebinding within the month. These are not exaggerations, they are plain facts, that can be substantiated at almost any public library.

Now this sort of thing is going to make intellectual inebriates of a nation the most splendidly equipped mentally of any nation on the globe. The critics already are asking, What has become of American literature? It had a splendid dawn. Fifty years ago there was in this country a group of poets and essayists, the light of whose achievements shone across two continents. But that light has faded. To-day we have no great poets, singing still,—though one or two stars of the galaxy of promise linger in the sky. We have no brilliant, graceful essayists, charming and instructing yet,—save one or two whose fame rests on what they have done. Nor is this the fault of our literary men. It is the fault of the people. The people are crying, "Novels! novels!" until the poet's voice is drowned, and the essayist is driven in self defence to firing squibs in the columns of the daily press. What the people will not read, the publishers will not produce; and, finally, literary men will not write. Demand always has, and always must, regulate supply in every department of human activity. This is the secret, and the only secret, of the decline of American literature. It is so wonderfully plain that I marvel how the critics can make a mystery of it.

The remedy: Let there be enacted a prohibitory law in literature. Let it be declared a criminal offence to write, publish, or read a *new* novel. If need be, we might have a few licensed national agencies, where fiction can be purchased under suspicion and ban, for "domestic uses." A few tired people must have them,—these modern

novels, they are only good to rest the mind. Let those who wish intellectual furnishing, inspiration, instruction, turn to those shelves full of magnificent works of genius—novels such as no modern writer could produce were the gold of Ophir his reward. There is enough fiction of this higher class to consume more than the fraction of time which a serious man or woman should allot to fiction. Enough, enough of this weak stuff called fiction, that pours from the press to-day! Watering-place novels, seaside novels, society novels, and "Mary Janes," stop the stream of them, before intemperance shall make of us a nation of weak-minded inebriates.—*Journal of Education.*

Youth no Bar to Greatness.

Lord Bacon graduated at Cambridge when 16, and was called to the bar at 21.

Peel was in Parliament at 21, and Palmerston was Lord of the Admiralty at 23.

Henry Clay was in the Senate of the United States at 29, contrary to the constitution

John Hampton, after graduating at Oxford, was a student at law in the inner temple at 19.

Gustavus Adolphus ascended the throne at 16; before he was 34 he was one of the greatest rulers of Europe.

Judge Story was at Harvard at 15, in Congress at 29, and Judge of the Supreme Court of the United States at 32.

Martin Luther had become largely distinguished at 24, and at 56 had reached the topmost round of his world-wide fame.

Conde conducted a memorable campaign at 17, and at 22 he, and Turenne, also, were of the most illustrious men of their time.

Webster was in college at 15, gave earnest of his great future before he was 25, and at 30 was the peer of the ablest man in Congress.

William H. Seward commenced the practice of law at 21, at 31 was President of a State convention and at 37 Governor of New York.

Washington was a distinguished Colonel in the army at 22, early in public affairs, commander of the forces at 43 and President at 57.

Maurice of Saxony, died at 32, conceded to have been one of the profoundest statesmen and one of the ablest Generals which Christendom had seen.

Napoleon at 27 commanded the army of Italy. At 30 he was not only one of the most illustrious Generals of all time, but one of the great law-givers of the world. At 46 he saw Waterloo.

The great Leo X. was Pope at 38; having finished his academic training, he took the office of Cardinal at 18—only twelve months younger than was Charles James Fox when he entered Parliament.

William Pitt entered the university at 14, was Chancellor of the Exchequer at 22, Prime Minister at 24 and so continued for twenty years; and when 35 was the most powerful uncrowned head in Europe.

From the earliest years of Queen Elizabeth to the the latest of Queen Victoria, England has had scarcely an able statesman who did not leave the university by the time he was 20, and many of them left at an earlier age.

The late Lord Beaconsfield entered the great world early, as did John Bright, and commenced his political career by writing a book at 17, in which he predicted that he would be Prime Minister.

Hamilton was in King's College at 16; when 17 he made a notable address on public affairs to the citizens of New York; at 20 he was intrusted with a most important mission to General Gates; was in Congress at 25 and Secretary of the Treasury at 32.

John Quincy Adams, at the age of 14, was Secretary to Mr. Dana, then Minister to the Russian Court; at 30 he was himself Minister to Prussia; at 35 he was Minister to Russia; at 48 he was Minister to England, and at 56 he was Secretary of State, and President at 57.

There have been twenty-two

Presidents of the United States. Five of them were elected at 57, and six attained that great office before the age of 50. Three military men past 60 have been elected. Two died very soon and the other was General Jackson, and he was but 61 when elected.

Jonathan Edwards acquired early fame as the greatest metaphysician in America, and as unsurpassed by any one in Europe. He commenced the reading of Latin when 6 years old. At 10 he wrote a remarkable paper on the immortality of the soul. At the age of 13 he entered Yale College, where he graduated four years later.

General Grant was elected President at 46; but when a very young man, in the Mexican war, he so distinguished himself at the battle of Molina del Rey that General Scott named him for promotion on the field; and at the storming of Chapultepec his courage and ability caused him to be specially commended by General Worth. And for these young acts of skill and valor he was made Captain in the regular army. He was but 39 when he gained his victory at Fort Donelson, and only 41 when he took Vicksburg.

In the educational world great emphasis is laid just now on the necessity of acquiring foreign languages. But Herbert Spencer has well said that as language is only a vehicle for conveying ideas, it is far more important to get ideas than vehicles. It is better for a farmer to have a thousand bushels of corn to carry to market in one lumber wagon than six vehicles and no corn. Our children may learn to converse fluently in half a dozen languages, and yet have no use for either, from a lack of ideas. If they could learn to speak and write good English, with the ease and elegance of a Macaulay, parents might well be satisfied. The importance of the English language is increasing every day, while that of others is steadily decreasing. Prof. Max Muller estimates that at the end of the next two centuries there will be 1,837,286,000 people speaking English, which will then be the dominant tongue of the world.

Examination Questions.

GRAMMAR.

1. What is a complex sentence? A simple? A compound?
2. Analyze the following: "It was his character that created his career."
3. Parse the italicized words in the following sentence: *The value of a local educational paper needs no demonstration, nor its existence any apology.*
4. Name and define the divisions of grammar.
5. Define voice, adverb, auxiliary verb, declension and conjugation.
6. Write a synopsis of the verb "to be," active voice, indicative, subjunctive and potential modes.
7. Diagram, or analyze, the following sentence: It fills a place unoccupied and reaches "the many" with suggestive thoughts.
8. Write a synopsis of the noun.
9. Define preposition, relative pronoun, distributive adjective and case.
10. What is an element? An objective phrase? An adverbial clause?

CIVIL GOVERNMENT.

- 1st. What is the first duty of every Government?
- 2d. How many methods of electing a President, and what are they?
- 3d. What are the powers and duties of the President? The Vice President?
- 4th. What is the House of Representatives? By whom are Representatives elected?
- 5th. In what case does the House elect a President of the United States.
- 6th. How many times and when has this occurred in our history?
- 7th. How is the Senate of the United States composed? By whom are Senators chosen?
- 8th. In whom is the power to declare war vested?
- 9th. Under whose immediate care is the Post Office department?
- 10th. When does the Chief Justice preside over the Senate?

HISTORY.

- 1st. Name the prominent Union and Rebel generals engaged in the late war; What caused the rebellion?
- 2d. Give a brief account of the Missouri Compromise.
- 3d. What was the Fugitive Slave Act?
- 4th. Give a brief sketch of President Grant's life and death.
- 5th. Describe the battle of Shiloh; of Gettysburg.
- 6th. Mention three important wars in which the Colonies engaged, and state briefly the Cause, and Result of each.
- 7th. Who surrendered at Saratoga; at Yorktown?
- 8th. Who was Commodore Perry?
- 9th. What is a protective tariff?
- 10th. Who are the members of President Cleveland's Cabinet.

PHYSIOLOGY AND HYGIENE.

- 1st. Of what use is the skeleton? The muscles?
- 2d. Describe the circulation of the blood? Where is the blood purified?

3d. Why is it better to breathe through the nose than the mouth.

4th. What is the brain? Into how many parts is it divided? How protected?

5th. What is the spinal cord? The nerves.

6th. How does Alcohol interfere with the action of the nerves?

7th. Does alcohol have any effect on the muscles? The bones? The skin?

8th. To what extent are we responsible for the health of our bodies?

9th. What is Opium? Its effects on the system?

10th. Is there any nourishment in tobacco? What poison is found in it?

ORTHOGRAPHY.

1st. What is Orthography? An elementary sound? A Diacritical Mark?

2d. What is a Prefix? A Suffix?

3d. Divide into syllables and indicate the accent on the following words: Advertisement, compensate, sacrifice, ludicrous.

4th. Write words representing the different sounds of a, of e, of i, of u, of the.

5th. Give the meaning of the following prefixes and illustrate each by example: inter, pre, con, anti.

6th. Spell, mark the accented syllables, and mark diacritically ten words pronounced by the Supt.

GEOGRAPHY.

1st. Name the countries of South America? Which is the largest? The smallest?

2d. What are some of the mineral products of Nebraska? Agricultural products?

3d. On what bodies of water would you sail in going from New York City to Galveston?

4th. Mention some of the chief exports of South America?

5th. In what part of Europe are the highest mountains?

6th. Through what countries does the Equator pass? The Tropic of Cancer? Of Capricorn?

7th. What is meant by Latitude? Longitude? In what latitude and longitude is Nebraska?

8th. Mention and locate three of the largest rivers in the United States? In Europe?

9th. What are the three divisions of Geography?

10th. What is the Gulf stream? and what effect does it have on the climate of a country?

ARITHMETIC.

1st. What is Arithmetic? A fraction? A decimal fraction?

2d. What number added to 307 1-7 -|- 210 $\frac{3}{4}$ will make 700 $\frac{5}{8}$?

3d. Paid \$365 $\frac{5}{8}$ for a horse and sold him for 4-5 of what he cost; what was the loss?

4th. How many yards of carpeting $\frac{3}{4}$ of a yard wide will cover a floor 15 feet long and 12 feet wide?

5th. How much is 6 lbs. 10 oz. 14 pwt. of gold dust worth at 75 cents a pwt.?

6th. What is Percentage? The base? The amount? Base and percentage given to find the rate, explain process.

7th. Bought a house for 25 per cent. less than it was worth and sold it for

25 per cent. more than it was worth, what per cent. did I gain on my investment?

8th. A and B start on a journey at the same time and place, traveling in the same direction. A at the rate of six miles an hour and B at the rate of four miles an hour; A reaches the end of the journey and travels back two hours and meets B. What is the length of the journey?

9th. A tourist leaves home at 12 m. on Monday and on Saturday finds his watch 1 hr. 15 min. slow. In what direction has he been traveling? How far?

10th. The square root of 625-1089 equals what?

The cube root of 15,625 equals what?

English as She is Taught.

An amusing compilation of answers actually given in school examinations, is published under this title by Cassell & Co. While the funniest are cudgeling their brains to produce laughable nonsense the schools are turning out unlimited supplies with the utmost ease. Here are some sample extracts:—

Quartermons, a bird with a flat beak and no bill, living in New Zealand.

Quarternions, the name given to a style of art practiced by the Phoenicians.

Quarterternions, a religious convention held every hundred years.

Republican, a sinner mentioned in the Bible.

Ireland is called the Emigrant Isle, because it is so beautiful and green.

The only form of government in Greece was a limited monkey.

By the Salic law no woman or descendant of a woman could occupy the throne.

The growth of a tooth begins in the back of the mouth and extends to the stomach.

Parasite, a kind of umbrella.

Parasite, the murder of an infant.

Mercenary, one who feels for another.

Every sentence and name of God must begin with a caterpillar.

The Puritans found an insane asylum in the wilds of America.

Eucharist, one who plays euchre.

Some of the best fossils are found in theological cabinets.

Cape Hateras is a vast body of water surrounded by land and flowing into the Gulf of Mexico.

Russia is very cold and tyrannical. (So it is, my boy; that is quite O. K.)

Edgar A. Poe was a very curdling writer. (Well, that's perfectly true, too!)

Physillogigy is to study about your bones stummick and vertebry.

A sort of sadness kind of shone in Bryant's poems.

Ben Jonson survived Shakespere in some respects.

Abraham Lincoln was born in Wales in 1599.

Thomas Babington Makorlay graduated at Harvard, and then studied law, he was raised to the peerags as baron in 1577 and died in 1776.

In the Canterbury Tale it gives account of King Alfred on his way to the shrine of Thomas Bucket.

Chaucer was the father of English pottery.

Chaucer was a bland verse writer of the third century.

Chaucer was succeeded by H. Wads. Longfellow, an American Writer. His writings were chiefly prose and nearly one hundred years elapsed.

Institute of Education.

BY SUPT. HOWLAND.

The Institute of Education held its first monthly meeting of the year in Central Music Hall, Chicago. The house was filled with teachers, who listened with marked attention to Supt. George Howland's paper on the value of properly conducting recitation. The recitation, he said, was the principal thing to bethought of with the pupil; on the proper conducting of it depended to a great extent the future worth or worthlessness of the scholar. Class recitations, he thought, were of inestimable value. Many disapproved of them on the ground that the bright pupil and the stupid one were instructed alike, and that the bright one was held back by the stupid. Mr. Howland claimed this reasoning was defective, because the two pupils received the same instruction in an entirely different manner, using a different style of reasoning in digesting it,

and both receiving as much instruction on the subject as each was capable of grasping. A recitation, he said, should not be merely a parrot-like speaking of memorized pages, but should be an exposition of what he had learned from his study. In order to properly conduct a recitation, with benefit to the scholar, the teacher should have a thorough knowledge herself of the subject in hand. No teacher could be successful who merely asked the printed question and signified assent or dissent to the answer. The recitation was much more than a test of memory. Its purpose was to show whether or not the pupil had fully comprehended that which he had studied, and if he did not, the teacher should know the best manner of explanation. The manner of approaching and grasping a subject was often as important as the facts contained in it, and the teacher should study these different methods of study in order to properly instruct the pupil. Mr. Howland then touched the subject of keeping children after school. He denounced the practice as a pernicious one, and one that could not be too severely condemned. Mental exertion, he said, like physical, had its limit. He thought that the majority of American children spent too many years in school and too many hours a day. Learning, he said, could be made pleasant to a child, but when every small mistake is punished with from ten minutes to half an hour after school the life grows weary to them, and what should be a pleasure becomes irksome. Young scholars, he thought, should be given no lessons to learn that would require study out of school hours. Those hours they should have for physical growth and development. The teacher should not make study a punishment, as that did more to dwarf interest than all other influences combined. He further thought that the teacher should study the character of her pupils. She could then exert an unfailing personal influence, without which no scholar would learn. No scholar, he said, could learn from an unsympathetic teacher with a nicely painted pencil, who stood there to act the re-

cording angel, and never drop a friendly tear on his unintelligent answer. With 28,000 children in the first grade, 17,000 in the second, and 9,000 in the fourth, all between 6 and 14 years old, no teacher could be too careful of her personal influence. Teach them from the start, he said, that school is pleasant, and the love of learning will grow with them.

Unsectarian Schools.

Our public schools are entirely unsectarian; they do not make either Catholics or Protestants. The Roman church has a perfect right to conserve its own interests. We are sorry to have our schools depleted, but if the church chooses to build parochial schools and to call away the members of its own families to such institutions, we have no occasion to denounce them. All our churches have society schools, although they are not made so positively sectarian and propagandizing as the Catholic institutions. But when the Roman church, as in one of our New England cities, insists on placing its schools, with their sectarian teachers and daily sectarian instruction, upon the public system to be supported out of the common tax, then the community is forced to pay not simply for the education of youth but for this sectarian training. Every denomination would have the same right, if permitted in one instance, and that would effectually destroy the whole system of public instruction. There is no doubt that this is the purpose of the Roman Catholic Church. The church is directed by wise counsels. It is making what the politicians call a "still hunt." The leaders do not often make a violent raid upon public sentiment, but slowly and wearily watch their opportunity.

MRS. TYLER, who was the first bride of the White House, still lives at Richmond, Virginia, and is now well on to her seventieth year. Her portrait in bridal dress and veil is hanging in the White House, and was the second portrait permitted to hang there.

TRAIN the boys and girls to be self-sustaining. The vast free school system has brought a liberal education within the reach of all. Even the humblest parents may find it possible to give to their children those advantages which were denied to themselves, and which it has seemed to them would have been an open sesame to the barred doors of wealth and distinction. That they avail themselves of this great privilege, may be seen by the thousands or patient toilers who take upon themselves extra labor that the children may have a chance, deny themselves every luxury, and many of the barest necessities of life that the children may make as good an appearance as their mates. So far this is truly a devotion which merits far greater appreciation than it often receives, for it is the fruits of one's own efforts, which are appreciated most, and the sacrifices of parents are taken too much as a matter of course, and valued accordingly. While the great end in view, of making the objects of all this self-denial grand and noble men and women capable of taking places of responsibility and trust in the world, is frequently but a chimera. They have been through school; they have a smattering of all the studies in the curriculum, and they can not earn their own living. They have had no *special* training in anything; they have not sufficiently mastered any one branch of study to teach, very likely had no aptitude for teaching. They have learned no trade, or studied no profession; but are at the age of from 20 to 23 emancipated from school, with no practical knowledge or experience to guide; simply the vague idea that they are to receive a large salary for some very light work. In the meantime they will go home and wait, Micawber like, for something to turn up. We do not depreciate, in the least, the efforts which are made by such parents; only to point out wherein they failed, and to plead most urgently that they be so gauged by the broad standard of practical useful-

ness, that their hopes may be fully realized in the noteworthy success of their sons and daughters, instead of such dismal failures. Never in the history of the world have there been as many avenues to competence or fame as are open to the present generation; but such a demand has brought skilled workmen into the field until there is no longer room for any except those who bring special training, and if they would be really successful, natural adaptation to whatever calling they desire to devote their energies. Parents may not consistently decide for their children what they shall adopt for their life work. That should always be determined by the general bent or inclination of the child's mind, which a little observation on the part of the parent will usually reveal. Having discovered what the child has talent for, even if it is not just what you have preferred, try to give him special instructions in that one thing, remembering that "little profit goes where is no pleasure taken," and he will bring far greater power into the business he likes than he would into any other. A devout mother can never make an eloquent and successful preacher of the boy whose whole heart and soul is wrapped up in the idea of being a machinist. No matter if it is a disappointment, for better success in the business he likes than failure in the profession you like.

Quite as unfortunate in its results is the habit of working a little while at one thing, and then changing to something else, and so on through the whole calendar of pursuits, becoming more fickle and vacillating with each change. Rothschild on being asked for advice by young Buxton, said: "Stick to your brewery, my boy, and you may be the leading brewer of London. Be brewer, baker and manufacturer, and you will soon be in the Gazette." However, much of this desire for change is avoided by making the right choice in the first place. If children evince a positive distaste for study and a desire for business life, it is much better to let them leave school and go to work at what they wish. Later they will realize their needs, and a term

or two will advance them far more than years would before. In fine, study your children's *capabilities* and *aspirations*, and be guided by them, instead of by your own ambition and hopes. For your encouragement in this, look around amongst your acquaintance at those whose lives have been wasted because they hated their employment, and above all, no matter how rich you are, be sure that each child has some trade, profession or means of support if suddenly thrown on his own resources.—*Home Chimes*.

Educating Indians.

It takes eight years to graduate an English-born pupil from the grammar grade, giving ten months' continuous schooling each year. After this from three to five years are required to make a competent mechanic of such graduates, giving all the time to the trade. Here are from eleven to thirteen years given to the education and training of the ordinary American boy who is to make his way in life as a skilled mechanic. And the boy starts in usually with all the advantages of inherited civilization and with the Christian educating influence of a Pennsylvania home surrounding him from his birth. And yet the Indian child, taken from his savage heathen surroundings, with his inherited tendencies all wrong, is expected to be transformed in from three to five years into a civilized being, the equal in intelligence and manual skill of the white boy. The education given the Indian youth is not designed to enable them to live again in barbarism. And the pity of it has been that for the great multitude there has been no escape. After their few years of schooling, back they have had to go into the companionship of savages, who look with contempt upon their education, and with the old savage surroundings a relapse into the old manner of living is not surprising. The wonder is that so many hold out for civilization. In the granting of lands in severalty and other changes in the laws is seen the beginning of the policy which proposes to wipe out barbarism and substitute civilization.

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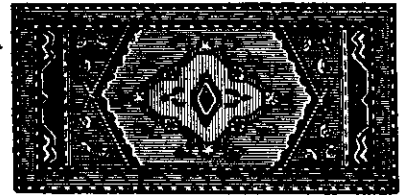
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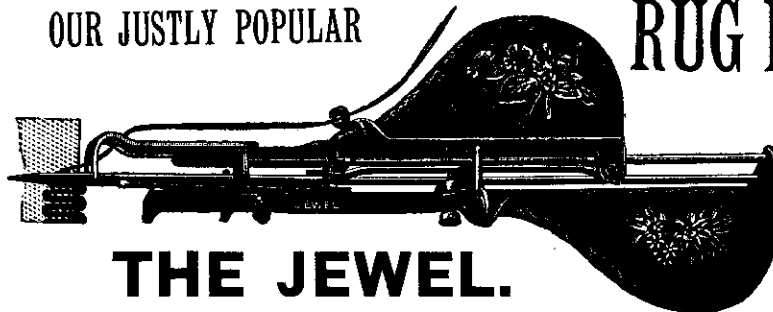


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SUPT. JOS. K. Gotwals, of Norristown, Pa., writes Principal Noss, "I am pleased to notice the high stand your school is taking in the work. You are doing a grand work. Accept my thanks for a copy of the December *NORMAL REVIEW*."

PRINCIPAL X. Z. Snyder, of Greensburg, has been elected Superintendent of the schools of Reading, Pa., to succeed Dr. T. M. Balliet, who enters upon his new work at Springfield, Mass., April 1. The election of Dr. Snyder was unanimous.

HON. John F. Cox, a member of the Pittsburgh bar, and a member of the last House of Representatives, will lecture in Normal Chapel, Friday evening, Feb. 3, on "Abraham Lincoln." A large audience and a good lecture are in anticipation.

PROF. W. S. Jackman, class of '77, now of the Central High School, Pittsburgh, has an elaborate and peculiarly able article on Botany in the *New England Journal of Education* for January 26. The article fills 20 columns, and constitutes what the editor terms the "Botany Number" of the *Journal*. It is a book in itself. The matter is arranged in the form of Lessons, 45 in all. These are practical, and form an easy and helpful guide in the teaching of plants. Send 6 cents in stamps to *Journal of Education*, 3 Somerset St., Boston, Mass., for a copy of the paper.

ONE of the first sentences in Prof. Jackman's paper, "Botany from a text-book, it is to be hoped, is a thing of the past," discloses the spirit of the new education and of the true education.

Editor Winship, of the *Journal*, thus characterizes Prof. Jackman's article: "We speak confidently

when we say that Mr. Jackman's presentation of this subject will command the respect and win the admiration of all teachers of botany. It is scientifically and philosophically reliable. It has all that is essential, and is at the same time wisely winnowed. It is entertaining reading, and yet has that peculiar 'grip' which makes it teachable. We count ourselves most fortunate in being able to present our readers such an article."

We refer at length to this paper not merely because its author is a graduate of and a former teacher in the Normal, but because the article itself illustrates so happily the wisdom of teaching things rather than words.

Longfellow Night.

The birthday of the poet Longfellow, Feb. 27, will be celebrated at the Normal with appropriate exercises. An evening's entertainment will be given by members of the school, under the direction of Miss Tillie E. McPherson. The leading feature of the programme will be the drama of Miles Standish, presented in costume and with suitable stage effects. An illustrated sketch of the poet, descriptive of his home life and literary habits, will be an interesting number. Several songs, with words from Longfellow, such as *The Rainy Day*, *The Bridge*, *The Old Clock on the Stairs*, &c., together with a number of choice recitations, will be so arranged on the programme as to give a pleasing variety to the exercises. An evening of rare interest and enjoyment is expected.

THERE is much empty and profitless discussion about the "New Education." It is a mere battle of words. Why don't writers set forth clearly and specifically what they believe in and what they reject, whether new or old? Because this takes brains, while bobbing up to object does not.

Phylomathean Galaxy.

Continued from page 9.

PROF. A. W. Newlin, class of '77, is one of the most popular and efficient teachers in the Allegheny College.

DR. N. W. Patton, '78, an ardent Philo, is a prosperous physician in Smithton, Pa.

MR. R. Q. Grant, '79, one of Philo's best members, is in the employ of the Signal Service, and is stationed at Fort Stanton, N. M.

MR. A. P. Shutterly, '79, is teaching at Marchandville, Fayette county.

MR. O. A. Robertson, '80, a worthy Philo, is living at Campbell, Minn., and is a popular teacher.

PROF. A. F. Cooper, '82, will graduate this year in the law department of Michigan University.

MR. J. C. McClure, '83, is now living at Los Angeles, Cal., and is a successful civil engineer.

Miss Eva Teggert, of the Senior class, attended the Wedding of her sister, Miss Carrie, who was married to Mr. Brown, of Fayette City, Jan. 19. *GALAXY* sends greetings.

MISSSES Boyd and Mountsier spent Saturday and Sunday last in Bellvernon, at the home of the latter.

AN organization known as the Anti-Slang Society, has been organized in the North Dormitory.

THE value of a Normal Training cannot be over-estimated. No teacher should attempt to teach without a special preparation. The record of those who have had a Normal training is abundant proof of its value.

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