

# The Normal Review.

Vol. 3. No. 1.

California, Pa., September, 1887.

50c. a Year.

Entered as second class matter.

The September *Review* appears late in the month.

Our total enrollment at the opening of the fall term was about 400.

The windows on the Chapel stage have been tastefully hung with lace curtains.

Mrs. B. V. White, a former student of the Normal, has re-entered for the class of 1889.

Mr. Geo. M. Van Dyke, '78, has returned to Philadelphia to attend Medical Lectures.

Monongahela City is now represented at the Normal by five students, Elizabeth by nine, McKeesport by two, Homestead by three, Braddock by two, West Newton by three.

The Saturday evening socials have been well attended and much enjoyed.

The directors of the California Public Schools have extended the term to seven months, and talk of a still longer term in the near future.

The singing in the Chapel seems stronger and more inspiring than ever.

Principal Noss is one of the instructors at the Waynesburg Teachers' Institute; which convenes Oct. 3. Prof. Hogue, of the Normal, a former superintendent of Greene Co., will also attend the Institute.

Elder A. Plunkett, of Crawfordsville, Ind., visited the Normal Sept. 16, and conducted the devotional exercises in Chapel.

Mr. H. S. Kiehl, Class of '77, has been appointed Land and Claim Agent of the Pittsburg and Lake Erie R. R., with office at 77 Fourth Avenue, Pittsburg. He ought to be teaching, but since he is not, we con-

gratulate the P. & L. E. R. R. Co., on securing his services.

Principal W. S. Bryan, '81, of the Brownsville Schools, dropped in to see us early in September. His second term at Brownsville began Sept. 13.

There will be a large accession to the Junior Class later in the year. A third section will have to be formed.

The latest building improvements at the Normal include an ice-house and a stable.

Mrs. Milton J. Allen, formerly Miss Hannah C. Van Dyke, for several terms a student at the Normal, died of inflammation of the brain Aug. 22, 1887. Her death, which was very sudden, occurred at her husband's home at West Columbia. She had been married but a few weeks. In school Miss Van Dyke was held in high esteem by students and teachers. Modest and unassuming, she was nevertheless quite companionable and cordial in her friendships. In the hearts of her schoolmates she is written down a gentle and good girl. The Hall of the Philo Society to which she belonged has been draped out of respect to her memory.

Visiting the public schools of Bellevernon, recently, we noted with pleasure the good work being done by Misses Lucy Ulery, ('82), Carrie Longanecker, ('84), and Becca Reeves, ('87), as well as by the Principal, Mr. Steen. We failed to see the primary room, but heard good reports from it.

The Washington County Teachers' Institute will meet Oct. 24, and the Alleghany County Institute on the same date. The Institute in Fayette, Somerset and Beaver counties will meet Dec. 26, and the Westmoreland Institute some time in December. The Lawrence County Institute convenes Nov. 14.

A large spring on the hill above

town has been purchased by the Normal trustees to supply the buildings with pure and fresh spring water. Pipes will be laid at once, and before the fall term is half over water will be conducted to each floor of the dormitories. It is the design to use this water also for bath-room purposes and to supply one or two fountains in the front campus.

Miss Bernette McDonough, '87, teaches the "young idea how to shoot," at Dawson, Pa. She has over seventy little pupils and is sighing for more children to conquer.

Catalogues will be sent to any address on application. Send for catalogues for any of your friends, who may be interested.

Call the attention of your fellow-teachers to the *Normal Review*.

Isn't it a pity to let people form a bad opinion of you?

Circumstances influence no one more than the child at school, and she fails of her high privilege who, as instructor of youth, does not by inquiry or observation acquaint herself with the home surroundings of her pupils enough to know to what extent they are aided or abetted in the preparation of their lessons. Those who lack the stimulus of home interest in books and culture need special attention, advice, or encouragement. It is a delight to be companionable with those who come from refined homes, with literary advantages and scholastic inspirations; but the ultimate reward—aye, the greatest delight—eventually arises from being the means of breathing refinement into homes hitherto unblest; being yourself the inspiration to those who else would never enjoy it.

Knowledge will ever govern ignorance, and a people who mean to be their own governors must arm themselves with the power which knowledge gives.

### Primary Geography.

BY CHARLES L. GORDEN, BLUE  
MOUND, ILL.

Our greatest educators say that text-book geography should not be taught earlier than the fourth reader grade. This we think is true. Hence the question often arises, what shall we teach in the lower grades? Shall we teach no geography in the lower grades? We *may* begin this work when the child enters school and we *should* begin no later than the beginning of the second year. Below we present a plan for primary work in geography.

The children are now before us and we tell them to look up. "What do you see? Look down at the floor. What direction are you looking? What is above your head? Point to it. What is below you? Point to it. What did you point to? Where is it?"

Thus you see that four new words have been learned; *up* and *down*, *above* and *below*; and they are opposite in meaning. Now they may be written on the board.

Now I look toward the door. The children may tell me what I am looking at and where it is from me. Name an object behind me or in the rear. Now we have learned four words more opposite in meaning; *front* and *rear*, *before* and *behind*.

The child must teach himself and we instruct. Therefore let the child act in these lessons and *be sure you do not rush*. Many other words should be learned in a similar manner. Here are a few: right and left, near and far, here and there, this and that, these and those, in and out, on and off, by and away, over and under, top and bottom, to and from, etc., etc.

So much for *place*; we will now consider *direction*.

Time: 12 o'clock. Conditions: clear day. Stand with back to the sun and we will have our shadow in front of us and to the north, North

is now in front of us and south is behind us. Have children point to something north of them; to something south of them. Then show them that on their right hand is east and on their left hand is west. Again we have learned four new words that are opposite in meaning.

Have them see that the sun rises in the east and sets in the west. Allow them to point to objects east and west of them; have them write all new words on the board. Let them tell in which end of the house the door is. Number of windows on south side of room; on north side. Now take the children to the playground and see if they can point out the directions they are trying to learn. Let them point to fences, roads, rows of trees, etc., extending north and south, east and west. Drill on this until they have the points thoroughly fixed in their minds. Now make a diagram showing the four points and tell them they are the *cardinal* points because they are the principal points.

After these points are firmly fixed, tell the pupils, that in addition to the cardinal points there are four more points necessary for them to learn.

That these are half way between the cardinal points. Let them point to objects in the room in these directions, then go with them to the playground and let them locate objects in the different directions. Let them tell in what direction they live from the school-house.

We not only wish to know the direction an object is from us but we wish to know how far off it is.

This we call *distance*.

To find this we have certain measures which we must study carefully. Now have the children supplied with foot-rules. Let them guess at distances. Then measure them. Drill on this until they understand about the foot, the yard, and the rod. (Why not give them greater distance at this time?) Let them measure the blackboard, the house, the playground, the walk, etc. Be sure that you let the children do the work for

"we learn to do by doing." Develop the child's physical activity as well as his mental powers.

### A Topical Outline of the History of the United States, with Dates.

BY L. E. MURRAY, B. S.

#### HISTORY OF THE UNITED STATES. INTRODUCTORY.

- 1<sup>1</sup> Adaptation.
  - 1<sup>2</sup> Geographical position.
  - 2<sup>2</sup> Physical features.
  - 3<sup>2</sup> Extent and area.
- 2<sup>1</sup> Original Inhabitants.
  - 1<sup>2</sup> The Mound Builders.
    - 1<sup>3</sup> Theories concerning their origin.
      - 1<sup>4</sup> That they crossed Behring Strait.
      - 2<sup>4</sup> That they belonged to the Malayan race.
      - 3<sup>4</sup> That they may have crossed the Atlantic.
    - 2<sup>3</sup> Evidences of civilization.
      - 1<sup>4</sup> Worked copper mines.
      - 2<sup>4</sup> Mounds of various kinds.
        - 1<sup>5</sup> Mounds of sepulture.
        - 2<sup>5</sup> Sacrificial.
        - 3<sup>5</sup> Temple.
        - 4<sup>5</sup> Defence.
      - 3<sup>4</sup> Implements and manufactured articles found.
      - 4<sup>4</sup> Ruins of cities and buildings in Central America.
    - 3<sup>3</sup> Fate—Probably exterminated by the Indians.
    - 4<sup>3</sup> Time—Many centuries ago
  - 2<sup>2</sup> American Indians.
    - 1<sup>3</sup> Origin of the name.
    - 2<sup>3</sup> Character.
      - 1<sup>4</sup> Physical.
      - 2<sup>4</sup> Social.
      - 3<sup>4</sup> Moral.
      - 4<sup>4</sup> Religious.
    - 3<sup>3</sup> Mode of life.
    - 4<sup>3</sup> Language.
    - 5<sup>3</sup> Customs.
    - 6<sup>3</sup> Principal Tribes.
      - 1<sup>4</sup> Algonquins New England and Canada.
      - 2<sup>4</sup> Iroquois—Six Nations—Oneidas, Mohawks, Senecas, Cayugas, Onondagas and Tuscaroras.

- 3<sup>1</sup> Cherkees in northern part of Georgia and Tennessee.
- 4<sup>4</sup> Catawbas in North Carolina.
- 5<sup>4</sup> Uchees in eastern Georgia.
- 6<sup>4</sup> Natchez on the Mississippi.
- 7<sup>4</sup> Mobilian—Many tribes along the Gulf and Miss.
- 8<sup>4</sup> Dacotahs or Sioux.
- 9<sup>4</sup> Aztecs in Mexico.
- 10<sup>4</sup> Shoshones, Selish, Klamaths, Pawnees, Utahs, Blackfeet, Crow, Snake, Flathead, Nez Perces.
- 7<sup>3</sup> Present condition.
- I. PERIOD OF DISCOVERIES AND EXPLORATIONS (986 to 1607).
- 1<sup>1</sup> Northmen.
- 1<sup>2</sup> Herjulfson—New Foundland or Labrador 986.
- 2<sup>2</sup> Lief Erickson explored south to R.I. or N.Y. 1001.
- 3<sup>2</sup> Thorwald Erickson—Me. and Mass. 1002.
- 4<sup>2</sup> Thorstein Erickson 1005.
- 5<sup>2</sup> Thorfinn Karlsefne from Mass., south 1007.
- 6<sup>2</sup> Proofs of these—Icelandic records.
- 2<sup>1</sup> Spanish.
- 1<sup>2</sup> Columbus.
- 1<sup>3</sup> Birth and early life.
- 2<sup>3</sup> Efforts to obtain aid.
- 3<sup>3</sup> Voyage and discoveries.
- 1<sup>4</sup> Incidents of first voyage.
- 2<sup>4</sup> San Salvador, Conception, Cuba, Hayti 1492.
- 3<sup>4</sup> Discovered Porto Rico and Jamaica—Left Colony on Hayti 1493.
- 4<sup>4</sup> Trinidad and South America, Sent home in chains 1498.
- 5<sup>4</sup> Explored southern part of Gulf and coast 1502.
- 4<sup>3</sup> Death and burial place.

2<sup>2</sup> Amerigo Vespucci.

- 1<sup>3</sup> Discovered and explored eastern coast of South America and visited the West Indies 1499.
- 2<sup>3</sup> Made a second voyage 1501.
- 3<sup>3</sup> Published an account of his explorations 1504.

Within the next ten years the West Indies and the Isthmus of Darien were colonized by the Spaniards.

**Dr. Radestock on Children's Lying.**

"The fiercest and most obstinate fight which education has to carry on is that against lying. from earliest childhood to the upper classes of gymnasiums and real schools."

Dr. Radestock says: "Most lies are not the result of an inclination thereto, nor of natural villany, but of the effect to withdraw from a momentary difficulty; they are used by children to avoid smaller or larger punishments, without their valuing the truth in the same way in which we must. They look upon language as a supply of means to reach their purpose." "Lies," in his sense, includes all statements of fact not in accord with the fact. It may be doubted whether, by comparison, the Doctor does not under-estimate here the number of lies that originate in the fancy. However that may be, his proposition may be, and should be; resolved into a broader generalization. Owing to their immaturity and inexperience, the advantages of lying are so many and so great as often to overpower children's ideas of truth and habits of truth-telling. Lying, as a means of "withdrawing from a momentary difficulty," is only half the truth since to children, as to many older persons, lying has positive as well as negative advantages; that is, children lie to gain good as well as to escape evil. The child's ideas of truth are so poorly developed, and his habits of truth-telling so feeble, that the desire for what is thought good—as a holiday—or the aversion for what is considered evil—as a whipping—silences reason and overrides habit. Probably children do lie oftener to shun evil than to obtain good, but the omission of the positive side of the general truth is nevertheless a serious one. Atten-

tion may also be drawn to the word "momentary." One of the most plainly marked tendencies in children is to live in the present, to disregard the future, to overlook the long run in an absorbing interest in the short run, and this fact probably justifies the "momentary," but children also indulge in lies that look beyond the moment.

Perhaps it is needless to remark that these intentional lies, whether to secure good or to avoid evil, are far more serious, in a moral point of view, than those that originate in the love of invention and "composing." It is more needful to correct them, and at the same time more difficult to do so. Correction involves, as a first step, the detection and exposure of the lie. "What we should see to is, that when questioned about what took place, they tell the truth." Dr. Radestock quotes Waitz touching "the evil psychological results of the successful lie": "If, in consequence of the transgression of a command, conscience has been awakened, it will be almost entirely silenced by the successful lie, for the transgression seems obviated thereby, as it has become invisible. Herein is the great danger of the lie: it permits the transgression, which it withdrew from discovery, to appear less great and important, as the feared results thereof are now happily turned away, and in this way it dulls the conscience in general." It is not too much to say, that nothing can be more harmful to the moral nature and life of the child than a course of successful lying to conceal wrong-doing. Such a course tends to destroy the idea that wrong-doing and punishment are bound together by a natural sequence; moreover, it is at once a premium on lying and on wrong-doing. It is very important for parents and teachers to know whether the children under their charge tell the truth or not. And this is one of the most difficult and delicate of all duties. To seem to be over-watchful, to treat the child with constant distrust, much more to use deception, as only too many parents and teachers do, is about as mischievous as it is to be indifferent and careless to what children are doing, and so allow them to form habits of lying before one knows what is going on. On this point practical hints and suggestions may be valuable, but nothing can take the place of good sense and practical wisdom.

No matter what the origin of the lie may be, it must be followed by some kind of punishment, suited to the age and character of the child. The child is almost wholly dependent for his ideas of right and wrong, in his earlier years, upon what those about him treat as such. If these make lying venal, he is not likely properly to value truth; if they regard it as base and mean, he will adopt that sentiment. Says Dr. Radestock: "The pupil should here be made occasionally to feel, with great severity, the severe consequences of lying, besides the reprimanding words about the disgrace of it. One writer thinks lying should be caused to result in misfortune to the children themselves, that by this misfortune they may be diverted therefrom; they should also be accustomed not to feel ashamed of the confession. With half-grown boys and young men, however, who are not habitual liars, it will have a very good effect to teach them to look upon a lie as something terrible, by evidences of confidence, and in this way to brand it silently as dishonorable cowardice and deserving of shame."

It is all important that the child does not contract the way of thinking that lying is good policy or practical wisdom. This he must learn in those early years when the moral sentiments are feeble, from painful experiences that flow from objective sources, as penalties of various kinds. Moreover, as his mind opens, the educator should teach him to weigh the permanent against the momentary—teach that there is a long run, and that this should be regarded rather than the short run.

This is not the place to analyze the elements entering into moral education: Suffice it to say, that education begins with the moral habits, and that morality is very largely, if not mainly, a matter of habit to the end of life. As Dr. Radestock says: "Bad habits injure as much as good ones benefit. Education should, therefore, combine the positive acquirement of good habits and the negative work of not practicing bad habits, and prevent the spoiling of the child by not permitting its wishes and wants to be fulfilled the moment they are expressed.—*Suppl. B. A. Hinsdale.*

A school once troubled the teacher by incessant whispering. In vain he tried to check the evil. It was sug-

gested to her to deprive the whisperers of a portion of their recess. So it became her habit to require a personal report from the pupils just before the gong struck. The children were very honest in the matter, and readily confessed their misdemeanor. They made no fuss at the punishment, but sat quietly looking somewhat ashamed and thoughtful. As the days passed on the teacher noticed with alarm that the number of whisperers was steadily increasing. Plainly, her punishment was not radical enough. At last, after much thought and no little heartache, she determined to throw all the force of her longing into one earnest appeal to their reason and generosity.

"I want to tell you what I saw to-day," she said, when every little eye was fixed on her face. "It was a poor child who had a dreadful disease called the St. Vitus dance. Her face, hands, whole body in fact, kept twitching in the most painful manner. She could not help it, for she had lost the power to make her own body obey her when she wanted it." Here the teacher explained in simple language about the action of the muscles and nerves presided over by the will power. "Poor little girl! How sad it was! She felt very badly over it. Now, children, some of you are in danger of losing the power to make yourselves mind. Here are hands, feet, eyes, tongue—such good little servants when they are made to mind; such hard masters when they make us mind. Now I want to know if I have a single child who is willing to be the servant of his body rather than the master?"

The children looked very serious and thoughtful, and some shook their heads.

"Think what if you wanted your hands or feet to do something and they would not! Yet many of you are just as badly off. You know that whispering is a bad thing for you, and you often think you will try to go without it. But before you realize it, you have whispered: you are your body's slave because you cannot make it mind. What are you going to be worth when you grow up, if this is so? Now I want my children to be little soldiers, fighting, first of all, against the bad habits they are so apt to get into. Suppose we try to be soldiers to-day, until recess time. Let me see how many can make themselves mind."

The children went to work with a

pride and steadiness that were so good to see. At recess time only one or two had whispered. This was kept up all day, working just for an hour at a time, and when night came the teacher could truly say that it had been a good day. She took the yellow crayon and made a star on the board. "I shall make one every day that you try to rule yourselves, and when we have twenty stars I will give you a treat."

So the children worked from day to day. It was a surprise to see the influence that had been thrown about them, and the firmness and pride that it developed. The pupils really tried, that was perfectly evident. Of course, the teacher had to help them. She had to watch over them with an anxious interest, and give many a word of warning when she saw some weak or thoughtless little soul walking into temptation. Then all did not succeed, even with her help; and some days no golden star was added. But a real success was gained in the growing steadiness of many. She heard them talking it over at recess, and remarks like this were general, "I can do it if I try, I can go a whole week without whispering." It was not easy work, but it was better than scolding or punishments. It was a radical method, in that it went to the bottom of the whole matter.

The teacher felt that she was accomplishing some real lasting good in assisting the child to conquer himself. And what, after all, is our work but just that? It is a good thing to make fine readers, writers, spellers, and accurate accountants of our pupils, but it is far better to influence them to be pure, loving, honest, and faithful. Knowledge fades away, and our pet systems are superseded by others. But the world has ever need of a finer, sweeter living, of earnest souls in sound, well-trained bodies.—*American Teacher.*

#### A Few Things to Tell Pupils.

ATTAR OF ROSES.—The rose gardens of Ghazepore, a town of British India, are fields in which small rose-bushes are planted in rows. In the morning they are red with blossoms, but before mid-day these are all gathered and their leaves distilled in clay stills, with twice their weight in water. The water which comes over is placed in open vessels, covered with a moist muslin cloth, to keep out the dust and flies, and exposed all night to the cool air. In the

morning a thin film of oil has collected on the top, which is swept off with a feather, and carefully transferred to a small phial. This is repeated night after night, till nearly the whole of the oil is separated from the water. Twenty thousand roses are required to yield a rupee-weight (less than a half an ounce) of oil, which sells for \$50. Pure attar of roses is seldom met with. That which is sold in this country is diluted with sandal-wood oil, or with sweet salad oils.

**THE WASP AND THE BEE.**—A wasp, who was flying about in a garden, met a bee, who had come in to get some of the sweet juice of the flowers to make into honey.

The wasp said to the bee, "Well, Mr. Bee, you seem to be very busy to-day."

"Yes," answered the bee, "I always find enough to do. We have a great many little bees in the hive to feed; and then, you know, we have to get ready for winter."

"My house is almost ready for winter," said the wasp; "but I shall not want food then, for when winter comes I shall die."

#### Valuable Notes on Teaching Reading.

BY PROF. STICKNEY.

*Style in Reading.*—The formation of *style* in reading is one of the leading objects of a teacher's ambition. It is often a matter of difficult attainment owing to the persistence of habits of speech. As a rule it is better to build a good articulation than to attempt to eradicate faults. If a pupil be trained to *enunciate* well, to control the *slides of his voice*, to vary the *pitch* and *volume*, and to attend to these points in other's reading, he need only to understand and enjoy what he reads to make an agreeable reader.

*Enunciation* can best be promoted by making it a branch of vocal gymnastics. At least once a day, and better apart from the reading than with it, pronounce combinations, using all difficult elements. Words drawn from the reading may be made the beginning of a list which is of more interest if spontaneous.

*Volume of voice* is usually understood to mean unusual volume; but there is often occasion to diminish as to increase the power. Both in volume and pitch, lessons drawn from the music teaching can be made to

bear upon the utterance of simple statements.

In the matter of *inflections*, there will probably be greater need to curb and direct than to develop. What the pupil needs is to hear his own voice, and since, in the presence of a school he cannot be imitated without injury to his feelings, he must be trained to do as a specialty the same thing that he does naturally, and thus learn to recognize and name the different effects, as a means of bringing them under conscious control.

*Questioning* upon the meaning of passages in lessons is not too soon introduced, if the statements and *definitions* are not made wearisome by being committed to memory.

#### School Statistics.

POINTS FOR CONSTANT CONSIDERATION IN THE STATISTICS OF EDUCATION.

By Gen. Eaton.

##### I.

Statistics of education are not to be regarded as of greater value than the end for which they are kept. We do not educate that we may keep statistics, but that we may know better how to educate.

##### II.

Statistics of education can not give completely that wonderful work in man. At best, they must come short of the whole story of what education does and its results. We should not expect from them what there is not in them.

##### III.

We should neither over-estimate them nor under-estimate them: nor put them out of place in plans or efforts. If a teacher may lay down his life for his pupils, he certainly should not in a struggle simply to perfect his statistics. Better sacrifice the record of a school than the children in it.

##### IV.

Numerals are not the whole of statistics. There must be description or descriptive tests enough for their correct understanding and interpretation; graphics may add much to their value.

##### V.

Whatever adaptation to local peculiarities with respect of what statistics include or exclude, the more they approach a universal language the better. The progress of statistics towards the universal may foreshadow

the international in law, commerce, and generally in intercourse among communities and nations and the possibilities of universal peace. How long has the measuring of the social and civil forces been subordinated to the problems of war? How long have war statistics been to the front? Why has not the time come to the front statistics tending to peace, of which the educational are the most central and significant of other conditions, showing the power of people in their individual or collective capacity in respect to all that pertains to human progress in every department? Is not this precisely what has been going on for these fifty years? Compare educational statistics of to-day with those fifty years old. The United States are in the way to lead in perfecting educational statistics. Are our institutions to be preserved, the knowledge of their value, the signs which point out the causes and prevention of peril, must be in possession of the people. Our affairs are not to be directed by a king or a class, but by a majority of all the people. Therefore, the people, all the people, should be constantly studious of the vital interest which these statistics represent. Do farmers and seamen watch the storm signals? Every citizen should watch the signals of sociology. How stands the barometer of intelligence? Whither tend the currents? What are their velocity and forces? No citizen should be ignorant or indifferent. He should not only see how his child or neighborhood stands, what the details of these facts are in themselves, but how they compare with others, and with the best standards. This would have some effect on the universal boasting that my class, my school, my college, my city, my State is the best, which we have *ad nauseam*.

##### VI.

The aim toward larger or more universal bearing of statistics in education need not and should not take from their local meaning or lessons, nor should add to them by affording large range of comparisons. Each school, each district, ward, town, parish, borough, or city, or county—so each seminary, academy, college or university—should keep its statistics so as to accord with all others of similar character in its State; and each State should so keep its records as to compare in certain important particulars with those of every other State in our Union. Indeed, every nation may so keep its statistics that they

may have some accord—some fair ground of comparison with those of every other nation.

#### VII.

Statistics of education should be in form and nomenclature not only to be compared with themselves, but with statistics representing other sociological conditions. They should not only show what the school attendance and the school work performed is in a given civil unit, district, ward, city, etc., but what the school population is, and at once furnish safe basis of comparison; first, as to the illiteracy; second, as to morals, crime, etc.; third, as to health, sickness, longevity, etc.

#### VIII.

It should not be forgotten that statistics of education in the United States are not primarily, authoritatively, secured by the same agency, and in bringing them into comparison all essential differences should be regarded. The nation has gathered certain facts about education every ten years for a series of decades. Each State now, also, has its statistics of education. Moreover, certain municipalities report special items for their own benefit, besides private institutions, whether chartered or not, have their own way of making the facts about themselves known. The National Bureau of Education, an agency for collecting and publishing statistics of education, has issued an annual report since 1876. All reports to it are voluntarily. But it has sought to utilize an authoritative collection of educational data and to give to each statement or collection the actual value of the authority of sources from which it is derived. The Bureau has drawn from the United States census, State censuses, city school reports, and authorized statements made by all classes of institutions. During the half a generation which this work has gone forward, systematically year by year, the points for constant consideration above enumerated have been kept in mind, and greater and greater approximation to them secured. It is now time to revise what has already been accomplished and take a step forward.

#### IX.

In working toward any ideal of statistics it should be remembered how much is dependent upon legislation, and under what a variety of difficulties it must be accomplished in Congress, in the several States and Terri-

ories, and in numerous municipalities.

#### X.

The great advantage of a National initiative is the last point that I wish to enumerate in this preliminary statement of the points for constant consideration in the statistics of education.

#### An Original Extract.

The following is a brief extract from an article in a recent issue of the *Inland Printer*, entitled "Review of the Days of Old."

The law governing man is that of *progress*. His capacity for acquiring is one of the essential elements of his being; and when men arrive at that point of personal progress when they are satisfied, they not only stand still themselves, but are in the way of others. In the great stream of advancement, they are like the sunken tree, that once floated onward with the tide, but now anchored in the bed, impedes and stops the onward flow, and makes other impediments of all caught in its influence. There are no greater obstacles to prosperity, no stronger foes to advancement, than those who are indolently satisfied with the present, opposed to all changes, and at war with everything new. But we must have better things than our fathers; we ought to know more, do more, and enjoy more. The good old days of the past are well enough for poetry. Thank heaven for the "days of old!" But the grand opportunities of these days must be grasped and improved. We must labor with our might to be skilled in our calling, if it be one that conduces to the welfare of mankind. These sentiments, I am sure, are entertained by the intelligent votaries of "the art preservative of all arts!" \* \* \*

\* \* \* There is one thing to which I must refer in connection with my experience as a compositor, and that is the *written copy* we frequently received. It was vexatious and detestable. I know there are poor, or careless writers, in these days; but intelligence has spread, the schoolmaster is abroad, and there is vastly more good writing and correct spelling than in the "days of old." We lost much precious time in deciphering an illegible hand, and correcting misspelled words. And when we presented our proof for inspection, we were sure to receive it back from the proof-reader with marks that fairly frowned. Many a time I found it

dangerous to follow copy, for if the original words had been printed as they were written, it would have been a display of senseless jargon, and involved the authors in humiliation and trouble. No one can appreciate good writing and spelling better than a compositor. I remember once having to set up a bill for the public sale of a farm. The copy was ridiculous; the following are a few specimens: sail for sale, Fryday for Friday; kows for cows, krick for creek, shewts for shoats, sheap for sheep, wagguns for wagons, a pill of wud for wood pile. These blunders were laughable enough, but the copy stated that "all the things wud be sold that day, and the *rest* at privit sail." The proposed second sale reminds us of the colored sexton who paused while tugging at the bell-rope one hot Sunday and when, on resuming, he was asked, "What bell are you ringing?" answered, "Dis is de secon' ring of de fus bell."

#### Biographical History.

"History," says Lord Houghton, "is the sum of biography." Eliminate the lives of men from the record of events, and the residuum is husks. And yet what is done in the ordinary classroom is the feeding of husks to the more or less hungry learners, with the result of a full crop of detached dates, strategic movements in battles, miles traversed in forced marches, corps, division, and brigade commanders, exact measurements of forts and redoubts, number of men engaged on each side, and number of killed, wounded, and prisoners, *ad nauseam*. The story is all "war or rumors of war," and the details, the minutiae, are the husks given the children.

True, there is a certain glibness and pertness in the recitation when all this battle array of facts is given by the alert students to the earnest questioner, be he supervisor or teacher; but is it all worth while?

Unless proper precaution is exercised and constant drill is indulged in, each child comes to have

"Words and thoughts in nice disorder set;  
And take a memorandum to forget"

all these subsoiled but barren seeds. Is this the best plan by which to teach history? Do you, as a teacher, like it? Do you, as a principal or examiner, favor and enjoin it?

—*American Teacher.*

### Things to Tell the Pupils.

A traveler in Australia discovered two toad-stools which at night gave out an extremely curious light. When the plant was laid upon a newspaper it emitted by night a phosphorescent light which enabled persons to read the words around it, and it continued to do so for several nights with gradually increasing intensity as the fungus dried up. The other species was detected some years afterward. This specimen measured sixteen inches in diameter, and weighed about five pounds. The plant was hung up to dry in the sitting-room, and on passing through the apartment in the dark it was observed to give out the same remarkable light.

Cashmere shawls are made from the wool of the cashmere goat, which lives in the Cashmere Valley, Thibet, and Tartary. Only the summer wool is used, and this is bleached by a preparation of rice flour. For each colored thread a different needle is used. The process is so slow that when the design is elaborate, the completion of one square inch will occupy three persons for a day, and a shawl of remarkable beauty would take this number a year for its execution. Only the inner side of the shawl is exposed to the view of the workman, he being guided by the pattern placed before him, and a skilled supervisor of the work. Shawls that are worked with the needle, are, however, far inferior to those in which the pattern is woven in.

Six divers have been constantly at work on the wrecked steamer Oregon. Each man can remain under water from a half hour to an hour at a time. By the end of that period the pressure becomes hard to bear. The air is forced through five-ply rubber hose which it would be almost impossible to cut or break. The greater part of the cargo has been removed. It consists largely of cotton goods. The divers, armed with hooks like the longshoremen, take hold of the bales and transfer them to the steam pulleys, by which they are hoisted on board the wrecking vessel. The average daily work accomplished is twenty bales. Most of the mail has been recovered. In order to get at the mail room it was necessary to blow a hole in the side of the vessel with dynamite. Much of the mail was

utterly ruined before its recovery. The Oregon herself is rapidly going to pieces. Not only has she broken in two between the mainmast and the foremast, but her bow has already fallen over in the sand.

It is said that the great glacier of Alaska is moving at the rate of a quarter of a mile per annum toward the sea. The front presents a wall of ice some five hundred feet in thickness; its breadth varies from three to ten miles, and it is about 150 miles long. Almost every quarter of an hour hundreds of tons of ice, in large blocks fall into the sea, which they agitate in the most violent manner, the waves being such as to toss about the largest vessels that approach the glacier as if they were small boats.

Diving for black pearls employs a large number of men and boats of the coast of lower California. These jewels are of much beauty and highly prized. A year's production is worth from \$500,000 to \$1,000,000.

The cork hore is a species of oak which grows in Spain, Portugal, Italy and the northern part of Africa. It grows to a height of from twenty to forty feet and has long evergreen leaves. When the trees are four or five years old, the bark acquires a fungus appearance, and the outer parts crack off in large flakes.

Cork intended for the market is generally stripped off a year or two before it would naturally come off, and the process is repeated at intervals of six or eight years. If this useless bark is removed with proper care it does not injure the tree but rather promotes its growth, one tree often yielding crops of cork for one hundred and fifty years. The cork is taken from the tree by means of a curved knife with two handles, is soaked, pressed flat dried and superficially charred to remove decayed parts, packed in bales and sent to the market.

The most remarkable whirlpool is the malestrom of the northwest coast of Norway and the southwest of the Moskenæsø, the most southerly of the Lofoden Isles. It was once supposed to be unfathomable, but the depth has been shown not to exceed twenty fathoms. The whirlpool is navigable under ordinary circumstances, but when the wind is northwest it often attains great fury and becomes extremely dangerous. Under

strong gales the malestrom has been shown by official statistics to run at the rate of twenty-six miles an hour.

The lanceolate honey-eater builds a nest in the shape of a hammock, and suspends it at the ends to a small twig. It is made of grass and wool mixed with the down of certain flowers. This nest is very deep and comfortable, and may probably have suggested the hammock to man.

The tailor bird, which is a native of India, is quite expert in sewing. It makes a long nest of leaves, which it sews together with the fiber of a plant, first piercing holes in them with its beak. In the hollow formed it deposits a quantity of cotton, thus preparing a soft, warm nest for its young.

All perceivable objects should be learned by actual perception so far as possible. When remoteness in space and time prevents this, a good substitute offers itself in pictorial representation. The picture idealizes much. It magnifies some objects and reduces others, and it never presents all the features found in nature. But it omits unessential details for the most part, and this fact makes a picture much easier to learn than the real object, although the knowledge is not so practical. The picture is commonly nearer the type or general form of the object, than real specimens; the real specimens have much about them that is accidental and need much comparison to discover what is the normal type. The picture gives the type at once, and hence gives assistance to the pupil—half digests his mental food for him, in fact. Hence, pictorial representation has advantages and disadvantages. Perception is reduced to conception, in a measure, but the pupil does not get the strength that comes from reducing the specimens of nature to their types by his own efforts — *Wm. T. Harris.*

### A Way to Detect Incorrect Addition.

When the pupils have added the number draw a line under the sum and have the numbers again added, including the answer. If the addition has been correct the last result will be twice the first. Pupils can thus prove work and the teacher is saved time.

# CLIONIAN REVIEW.

MOTTO—*Pedentim et Gradatim.*

MINNIE ROLEY, Editor.

Jas. B. Hallam, '87, visited the Normal Sept. 16th. He was always a staunch Clio.

Our Society held its first meeting for the year, Sept. 9th.

Clio promises to have a very successful term.

Quite a number of new students have enlisted themselves with Clio, and have been warmly welcomed by old members.

The salutatory given by Mr. George Darsie was perhaps the finest ever delivered at the Normal.

The Model school is flourishing under the management of its efficient and highly respected principal, Prof. S. F. Hogue.

The Seniors are required, during the year, to read and comment upon, four classics, in the form of essays. The first one taken up will be "Hamlet."

It was with great regret we learned, on returning to the Normal, of the departure of Prof. E. M. Wood and wife to Baldwin, Kansas. Prof. Wood was elected teacher of Mathematics in Baker University at that place. We wish them success in their new home.

Teachers who are ambitious to succeed should take at least, one reliable educational journal. Why not subscribe for The Normal Review. It is unquestionably the best, and most instructive paper that can be had for the money.

Mr. Frank Semans '87, visited the Normal on the 12 inst. Mr. Semans intends teaching near his home at Hopwood.

Mr. George Parker now occupies the Presidential chair, and performs his duties creditably.

The Senior Class numbers twenty-nine, of whom twenty are ladies.

Prof. and Mrs. Hogue have added their names to the already long list of honorary members of Clio.

The newly elected officers of Clio are: President, Mr. George Parker, vice-president, Miss Hattie Geho, secretary, Miss Eva Patterson, attorney, Mr. G. M. Danley, treasurer,

Mr. Van Powell, and critic, Miss Minnie Roley.

The Junior class is very large, numbering over fifty.

We can do more good by being good than in any other way.

The Senior class attended a Picnic at Dixon's grove, given by the Discipline Sabbath School, Saturday, September 17th.

The California Normal is as cheap as the cheapest, and equal to the best. Think of a well-furnished room, spring bed, brussels carpet, steam heating, and excellent board, all for \$3.25 a week. No Normal school in the State offers as much for the price. Besides this, the school guarantees that the State aid will be paid *in full* and deducts it from the tuition bill, *in advance*.

The best thing to give your enemy is forgiveness; to an opponent, is tolerance; to a friend, your heart; to your child, a good example; to a father, deference; to your mother, conduct that will make her proud of you; to yourself, respect; to all men, charity.—*Mrs. Balfour.*

A new text-book, Prince's Methods, has been introduced into the school.

We can only live noble lives by acting nobly on every occasion.

Mr. R. C. Crowther, '85, has returned to College at Meadville.

The Clio Society recently had the pleasure of a visit and a short speech from Mr. C. F. Kefover, '84. Other attractions detained Mr. K. in the vicinity of the Normal until late next day.

Clio has now an elegant Hall, and is out of debt!

Miss Elma Ruff has been elected to the chair of English, in the Normal. She is a graduate of Mt. Pleasant Institute, of Lewisburg Seminary, of the Indiana (Pa.) State Normal, teacher of English for two years in the Indiana Normal, and during the past year at special student in her line of work at the Oswego, N. Y. Normal and Training School.

Miss Ruff entered upon her duties September 19th.

Principal Noss has recently received a letter from Rev. Edward Everett Hale of Boston, who lectured here in June, in which he speaks of the pleasure his visit to the school gave him. He also sends a volume of lectures as a present. Dr. Hale's visit and lecture will never be forgotten by those who were in school last term.

No investment will pay a teacher better than a Normal course. The young person who enters any profession without a special training for it, makes a mistake that he will regret when it is too late to correct it.

To correct children for trifling offenses continually, at home or in schools, has a bad effect. It is confusing to the child, and does not tend to develop or to cultivate the moral sense. It tends to make distinctions between right and wrong which do not exist, and for this very reason weaken real ones. To be perfectly honest with children, and at the same time to cultivate a power to pass by their small transgressions, which are often committed without premeditation, is sometimes well for both mother and teacher. It is only necessary to think ourselves back to childhood to understand how different the child's point of view is from that of the older person, and to do this occasionally would be helpful to most parents and teachers.

Although the absolute limit of education determines the boundary and extent of school life, the time or place at which the youth is free, the necessity of further culture for him is still imperative. He no longer has one to assign the lessons, no one to plan the work, and no one to make the way smooth or lift him over the difficult crossings; but he passes out into the world of strife to gather from experience. Statements will have to be made, equations formed, problems solved and propositions demonstrated, and he who does each with a will and intelligently will add strength to his mental powers, and find himself, as years pass by, able and willing to comprehend and perform his duty in this great school of life.



# PHILOMATHEAN GALAXY.

MOTTO—*Non Palma Sine Pulvere.*

W. F. PEAIRS, Editor.

The Knabe piano formerly in Philo Hall now adds grace to the public parlor.

On opening night, September 9, Philo Hall, was well filled. The bright new chairs were much admired.

Eighteen of the twenty-nine Seniors are Philos.

Philo Society continues to do its work with untiring energy. The members are all earnest workers and are resolved to place the Society in the lead and keep it there.

False friends are like shadows, keeping close to us while we walk in the sunshine, but leaving us when we walk in the shade.

Total enrollment of members, September 17, 51.

Frank Semans, of '87, a former enthusiastic Philo, paid the Normal a flying visit last week.

Miss Josie Musgrave delivered the salutatory at the opening of the term in her usual and pleasing manner.

The following new members were received during the first two nights of the term. Misses Coursin, Markell, Eichbaum, Gillmore, Gumburt, Baker, Lyon, Lotta, Whitsett, McBurney, Lowe, Brown, Cunningham and Messrs. Whitsett and Gumburt.

The following officers were elected at the first of this term: President, W. F. Peairs; Vice-President, Clara M. Mulhollan; Attorney, H. D. Beazell; Secretary, Minnie Paxton; Critic, W. A. Applegate; Treasurer, Anna Vance; Marshall, W. W. Chalfant.

Mr. V. C. Rader, class of '87, was a visitor at Society on the evening of September 9th. He is teaching in Lincoln Township, near Elizabeth.

People seldom improve when they have no other model but themselves to copy after.

Children need checks, directions and good influences. A well-governed child is in the grand majority of cases sure to grow into a respectable man or woman, but the noblest nature

may be blighted unless the weeds of untrained propensity are kept down.

Ideas go booming through the world louder than cannon. Thoughts are mightier than armies. Principles have achieved more victories than horsemen or chariots.—W. M. Paxton.

It is worth a thousand pounds a year to have the habit of looking on the bright side of things.—Samuel Johnson.

The aim of the Normal is to furnish unsurpassed facilities for the thorough preparation of teachers. No pains are spared to make the school first-class in every respect. To parents, we can promise the safeguards of the best homes for their children. To students, we offer the advantages of a well equipped school, and the stimulus of enthusiastic and highly competent instructors.

Young men, you are the architects of your own fortunes. Rely upon your own strength of body and soul. Take for your star self-reliance, faith, honesty and industry. Inscribe on your banner, "Luck is a fool, pluck is a hero." Don't take too much advice—keep at your helm and steer your own ship and remember that the great art of commanding is to take a fair share of the work.

## Important Rules of Conduct.

Never exaggerate.

Never betray a confidence.

Never leave home with unkind words.

Never give a promise that you do not fulfill.

Never pick the teeth or clean your nails in company.

Never hesitate to take the last piece of bread or the last cake; there is probably more.

Cards are out for the marriage of Miss Nora Speers, a former Normal student, to Mr. Geo. Ingram, Mr. Harry Daly and Miss Mollie McKean, both former Normal students, will be the attendants.

Mr. Geo. M. Mitchell, a Junior of '87, visited the Normal, September

17. He wields the birch at Bentleysville, in a school of nearly sixty pupils.

Miss M. Agnes Mackey, class of '80 is principal of the schools of Elizabeth, Pa. The High School attendance there is now larger than ever before.

Dame rumor reports the recent marriage of Mr. M. E. Dunn, class of '84, to an Ohio lady. We tender our congratulations.

Allegheny County is becoming one of our best patronizing counties.

The California Normal is rapidly increasing its attendance, improving its facilities; and adding to its popularity as a great school for the education and training of teachers. Large numbers and careful management enable the school to offer the best advantages at a minimum cost.

WHEREAS, It hath pleased God in his Divine Providence to remove from our midst, Miss Maggie Scott and Mrs. Milton Allen (*nee* Miss Hannah Van Dyke); Therefore, be it

*Resolved*, That we hereby express our deep regret at our loss and our sincere sympathy with the hope that He who doeth all well may comfort them in their great sorrow and affliction.

*Resolved*, That while we deeply sympathize with those who were bound to our departed members by the nearest and dearest ties we share with them the hope of a reunion in that better world where there are no partings and bliss ineffable forbids a tear.

*Resolved*, That these resolutions be published in the *Normal Review* and copies sent to the friends.

ANNIE J. HERTZOG,  
CLARA SINGER,  
H. D. BEAZELL,  
Committee.

It is not what we put on, but what we put in, that makes us grow. It is fashionable to put on, but it is reasonable to put in. A bank highly ornamented, gilded, furnished, but with no cash in its vaults, could do no business. A very plain building, with plenty of money, would be infinitely more beneficial. A fashionable education, all gilt and glitter, but no gold, produces nothing. Better by far the uneducated roughness of Lincoln than the *educated* emptiness of a dude.

### The Question.

The inquiry "To what extent can Kindergarten methods be utilized in our Public Schools?" is on the lips of every educational thinker, and reaches our ears from every State, City and County. The universal inquiry, clearly implies a universal necessity. Educators are waking up to the importance of more thorough work in the primary grades. They are beginning to realize that our present primary school system begins *too high up* in the chain of knowledge and does not reach *down low enough* into the depths of intellectual and moral development. They are painfully conscious of the fact that they have not mastered the *primary elements* of the science of education, or rather have skipped them and substituted *saying* for *knowing*. Proof of the above statements will be found, not only in the steady and growing interest manifested in Froebel's philosophy of education, on the part of our most prominent educators and leading educational periodicals and publications—not only that teachers' institutes, both city and county, have recognized the necessity of employing a kindergarten instructor—but, also in the fact that we have not had a National Educational Association, and generally a State Association, throughout the United States for years, where the subject of kindergarten institutions has not been presented and discussed. The result is, educators are convinced that the kindergarten system of education, possesses merits deserving and claiming their attention; but the inquiry on which everything seems to hinge, is, "In what way, and to what extent, can kindergarten methods be utilized in our primary Schools?"

From my stand-point of *equal* experience in the primary and the kindergarten field, I can clearly see that there must be a fusion of one into the other, before we can attain the best possible system of primary instruction. The soul of the kindergarten must be united to the body of the school. How can this union be brought about? I know of no better way, than for the best primary teachers and the most practical and thoroughly trained kindergartens, to meet and clasp hands—not only across the gulf that now lies between them, but, over the grave of deep buried prejudice and bigotry. Bitter regret must come to all earnest educators, with the realization that a grand foundation work for God and humanity has been retarded in its progress, by the absence of a sympathetic

and harmonious relation between the exponents of the two systems. Yet I am fully convinced that an honest difference of opinion has existed between them. Each has been sincere and conscientious in the defense of the right; while *each*, from lack of experience and proper training, has failed to understand and appreciate the merits and demands of the system represented by the other. If possible for primary teachers and kindergartens to exchange places for a term of years, *each* would make some startling discovery. Each, too, would not only get a clearer perception of the truth, but also a keener appreciation of the eternal fitness of things. A personal experience of more than ten years in each field convinces me beyond all doubt, that the attainment of the best possible system of primary instruction for our public schools, involves a recognition of at least three leading principles.

1st. Primary teachers must have an appreciative understanding of the underlying and vitalizing principles of the kindergarten system, and to get this knowledge, contact with the *practical kindergarten is a necessity*. It is true they may get from the study of books, a self-satisfactory understanding (if not prone to dig for whys and wherefores) of the kindergarten system, but teachers cannot from books *alone* acquire a clear understanding and full appreciation of principles and methods, interwoven by a vital thread sequence and dependence; hence the first necessity is not books, but *live* exponents.

2d. Kindergartners should ascend Mount Vision—get broader views of the situation and its necessities, and there, on the summit of the Mountain, read in the glorious sunlight of God's truth "The letter killeth, but the spirit giveth life."

Only great-teachers can achieve great results. Then let the "intellectual athletes" and "moral heroes"—the ablest exponents of the two systems, meet on a united platform, there bury every narrow, selfish interest, in the sublime thought that they belong to a sacred sisterhood and that they have come together for the purpose of laying the foundation for a National primary system of education that will bless humanity and honor God. Let the divinity of this thought cement the bond of union between them; then *let them learn one from another, and together, carefully study plans and methods, based on a recognition of the nature and necessities of*

*childhood*. After careful study and preparation, let them give to the world the result of their conscientious and united efforts while studying the subject from various standpoints and thereby get a perception of *relative requirements*—of the *relative value* of principles and methods and their influence upon the harmonious development of child-nature.

Lastly.—Educators, of whatever rank, must recognize the fact practically as well as theoretically that education is a unit—an *organic whole*. Methods belonging to first grade primary work, up to and through the senior collegiate grade, are all based upon the same eternal principles. The laws of nature follow a plan and ever develop from the simple to the complex, without break or interruption. A like uniformity is the law of intellectual development. Successful teaching requires the right thing to be taught at the right time and in the right way. The teacher in the lowest primary or kindergarten grade, should have in view the highest culminating point to be reached by education, while the teacher in the highest grade, should keep constantly in mind, at every step the principles that underlie and vitalize the philosophy of education. Each part or grade of educational work owes its significance, vitality, and power, to its relation to, and dependence upon each and all of the other parts or grades, and *finally* upon the *principle which unites them in an organic whole*.  
MATILDA H. ROSS

### A Reading Lesson.

Object of pupils.—to get thought: object of teacher—to train pupils to read thoughtfully, naturally and accurately.

#### I. PREPARATION BY TEACHER:

1. Reading the lesson for the day, noting new and difficult words, phrases and constructions.
2. Writing new words on board with diacritical marks.
3. Writing on board sentences containing new expressions, or words whose meaning can be more easily comprehended in connection with the context.
4. Deciding on objects, actions, pictures, stories, or descriptions with which to introduce new words and expressions.

#### II. INTRODUCTORY LESSON (in forenoon).—

1. Develop new words and expressions point to their written forms on board and drill on pronunciation.
2. If necessary arouse an

interest in subject of lesson to be read.  
3. Reading from books.

4. Test pupil's comprehension of facts by questions, and by requiring them to show the meaning of what they have read by synonymous expressions, by drawings, etc.

III. BUSY-WORK FOR PUPILS. 1. —Practice reading. 2. Copy words and sentences from board. 3. Practice spelling. Learn definitions, or use new words in original written sentences

IV. FINAL LESSON (in afternoon).  
1. Examine slate-work with regard to writing, spelling, punctuation, etc.  
2. Reading with particular attention to expression same lesson as in forenoon.  
3. Language and spelling exercises: —(a) Pupils write from dictation words and sentences previously copied; (b) write words from dictation, and give orally their definitions or sentences containing them; (c) supply missing words in sentences on board, or substitute words learned for simpler expressions; (d) pupils give oral or written answers to questions on lesson; (e) more advanced pupils write abstract, and reproduce the story orally or in writing.

W. D. MACKENZIE.

#### Facts for the Geography Class.

California is the second largest state.

Texas is four times as large as the New England states.

Dakota is larger than England, Ireland and Scotland together.

The population of London is equal to that of all Canada, or that of New York state, including its cities.

Kentucky and Portugal are about the same size.

California is nearly five times as large as Ireland.

Iowa is five times as large as Belgium, and four times as large as Denmark.

Brazil is nearly as large as the United States, but the population of the latter is six times that of the former.

The populations of New York state, Canada, Ireland and Belgium are about the same.

If all the people of Canada and the United States were placed in the state of Texas the number of persons to the square mile would be fewer than at present in China.

Montana is thirty times larger than Connecticut.

Colorado is as large as New York,

Pennsylvania, and New Jersey together.

It would take ten states as large as Massachusetts to make a state as large as Kansas.

There are more people in the cities of New York and Brooklyn than in the state of Massachusetts, including its cities.

There are as many people in the city of Chicago as in Connecticut.

There are twenty-seven states and territories each larger than New York.

Oregon is equal in area to New York and Pennsylvania.

Three states bordering on the Pacific are larger than the thirteen states bordering on the Atlantic.

Texas is as large as France, Holland and Belgium together.

#### Twenty Mistakes in Teaching.

1. It is a mistake to neglect the details of school management.
2. It is a mistake to omit yard supervision.
3. It is a mistake to give too many demerit marks
5. It is a mistake to complain or grumble much.
6. It is a mistake to allow whispering on the plea of "allowing pupils to assist each other."
7. It is a mistake to allow disorder in the school room during recess.
8. It is a mistake for the teacher to be late.
9. It is a mistake to give a command when a suggestion will do instead.
10. It is a mistake to show temper while dealing with parents.
11. It is a mistake to try to teach without having good order.
12. It is a mistake to try to startle a class into being orderly.
13. It is a mistake for a teacher to try to drown the noise of his pupils by making a greater noise himself.
14. It is a mistake to make too many rules.
15. It is a mistake to speak in too high a key.
16. It is a mistake to be variable in discipline.
17. It is a mistake to get excited in school.
18. It is a mistake to be a slave of any text-books.
19. It is a mistake to assign lessons without previously explaining them.
20. It is a mistake to talk too much while teaching.—Hughes.

Dr. William T. Harris, in a recent note on the subject of reading for

teachers, very sensibly urges a course of reading that will secure general culture, and furnish new inspiration in the task of instruction. Dr. Harris mentions a number of books as suitable for this purpose, and though neither complete nor satisfactory, it serves well enough to emphasize the fact that teachers retain their humanity, and by how much the more they cultivate and broaden it, by so much do they increase the value and efficiency of their teaching power.—*Ex.*

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

One of the best ways to correct all evil in the school-room, or impress a lesson pertaining to the duties of childhood, is to make selections and read them to the pupils. Allow the utmost freedom of discussion, taking care to direct it in the channel where they cannot fail to see the application of the lesson to their own acts. The extracts should appertain more to rewards of virtue and honor, than the penalties of evil doing. Many a boy has been spurred to manly effort by a thrilling recital of the hardships of some poor fellow, and ultimate victory over obstacles.

No provocation should ever lead the teacher to inflict punishments about the head of a child. The head should be held sacred. The most barbaric indignities such as degrade the child in the eyes of his associates, and cause him to forfeit self respect, are those thus inflicted. Not only this, the teacher who so far forgets herself soon loses the respect of the children and thus ends her usefulness to them.

### The District School.

It was our misfortune in boyhood to go to a district school. A little, square, pine building, blazing in the sun, stood upon the highway, without a tree for shade or shadow near it; without bush, yard, fence, or circumstance to take off its bare, cold, hard, hateful look. Before the door, in winter, was the pile of wood for fuel; and there, in summer, were all the chips of the winter's wood.

In winter we were squeezed into the recess of the furthest corner, among little boys who seemed to be sent to school merely to fill up the chinks between the bigger boys. Certainly we were never sent for any such absurd purpose as an education. There were the great scholars; the school in winter was for them, not for us piccaninies. We were read and spelled twice a day unless something happened to prevent, which did happen about every other day. For the rest of the time we were busy in keeping still. And a time we always had of it. Our shoes always would be scraping on the floor, or knocking the shins of urchins who were also being "educated." All of our little legs together (poor, tired, nervous, restless legs, with nothing to do!) would fill up the corner with such a noise that every ten or fifteen minutes the master would bring down his two-foot hickory ferule on the desk with a clap that sent shivers through our hearts to think how that would have felt if it had fallen somewhere else; and then, with a look that swept us all into utter extremity of stillness, he would cry, "Silence! in that corner!" Stillness would last for a few minutes; but little boys' memories are not capacious. Moreover, some of the boys had great gifts of mischief, and some of mirthfulness, and some had both together. The consequence was that just when we were the most afraid to laugh, we saw the most comical things to laugh at. Temptations which we could have vanquished with a smile out in the free air were irresistible in our little corner, where a laugh and a stinging slap were very apt to woo each other. So, we would hold on and fill up; and others would hold on and fill up too; till, by-and-by, the weakest would let go a mere whiffet of a laugh, and then down went all the precautions, and one went off, and another, and another, touching off the others like a pack of fire-crackers! It was in vain to deny it. But as the process of

snapping our heads and pulling our ears went on with primitive sobriety, we each in turn, with tearful eyes and blubbering lips, declared "we didn't mean to," and that was true; and that "we wouldn't do so any more," and that was a fib, however unintentional: for we never failed to do just so again, and that about once an hour all day long.

Besides this our principal business was to shake and shiver at the beginning of the school for very cold; and to sweat and stew for the rest of the time before the fervid glances of a great box iron stove, red-hot.

Oh, dear! can there be anything worse for a lively, mercurial, mirthful, active little boy than going to a winter district school? Yes. Going to a summer district school! There is no comparison. The last is the Miltonic depth below the deepest depth.

A woman kept the summer schools, sharp, precise, unsympathetic, keen, and untiring. Of all ingenious ways of fretting little boys, doubtless her ways were the most expert. Not a tree was there to shelter the house. The sun beat down on the shingles and clapboards till the pine-knots shed pitchy tears and the air was redolent of warm pine-wood smell. The benches were slabs with legs in them. The desks were slabs at an angle, cut, hacked, scratched, each year's edition of jack-knife literature overlaying its predecessor until, in our day, it already wore cuttings and carvings two or three inches deep. But if *we* cut a morsel, or stuck in pins, or pinched off splinters, the little sharp eyed mistress was on hand, and one look of her eye was worse than a sliver in our foot; and one nip of her fingers was equal to a jab of a pin,—for we had tried both.

We envied the flies—merry fellows, bouncing about, tasting that apple-skin, patting away at that crumb of bread; now out at the window, then in again; on your nose, on your neighbor's cheek, off to the very schoolma'am's lips, dodging her slap, and then letting off a real round and round buzz, up, down, this way, that way, and every way. Oh, we envied the flies more than anything, except the birds. The windows were so high that we could not see the grassy meadows; but we could see the tops of the distant trees, and the far, deep, bounteous blue sky. There flew the robins; there went the bluebirds, and there went we. We followed that old polyglot, the skunk blackbird,

and heard him describe the way they talked at the winding-up of the Tower of Babel. We thanked every meadow-lark that sung on, rejoicing as it flew. Now and then a "chipping-bird" would flutter on the very window-sill, turn its little head sidewise, and peer in on the medley of boys and girls. Long before we knew that it was in Scripture, we sighed: Oh, that we had the wings of a bird—we would fly away and be out of this hateful school. As for learning, the sum of all that we ever got at a district school would scarcely cover the first ten letters of the alphabet. One good, kind, story-telling, Bible-rehearsing aunt at home, with apples and gingerbread premiums, is worth all the schoolma'ams that ever stood by to see poor little fellows roast in those boy-traps called district schools.

HENRY WARD BEECHER.

### Securing Attention and Interest.

The writer has several grades in her school. For more than a year past the older scholars have read, five minutes each day, a part of a story from *Aunt Jo's Scrap Bag*, *Bodley Stories*, stories in *Wide Awake*, etc. This practice gives a season of rest and enjoyment, besides helping to form a taste for good reading matter.

\* \* \* \* \*

Five minutes each day we have a general exercise in mental arithmetic such as counting forward and backward in concert by twos, threes, etc.; adding at first short columns, then long, giving results, then adding in concert, to prove correctness of results; a long column at sight, in concert; again, a rapid exercise in the four processes, oral and silent. This works well in a country school, or one with two or three grades, especially if no mental arithmetic is provided, and is a general exercise which all enjoy. Quite a high degree of rapidity and accuracy,—future helps,—can be attained, even where scholars, at first, are slow and not practised in mental arithmetic. If teachers are troubled to secure attention of scholars after recess, try the mental arithmetic, which may be varied each day, after recess in forenoon, and

five-minute story-reading after recess in afternoon. Insist on the attention, which, almost invariably, will be gained at once, however interesting the fun and games at recess. I have completely cured this source of trouble by these means. \* \* \* \* \*

One feature of our general exercises, on Fridays, is a "query box" for all kinds of questions (without too many dates), which will be understood by scholars between ten and fifteen years of age, and will be interesting to them. We have five a week. On one Friday we give the questions, which are copied in the blank books; the scholars find the answers, if they can, before the next Friday, when they copy the answers and five new questions. Each Friday we occupy five or ten minutes studying questions and answers. Scholars enjoy questioning each other, and the teacher rests. Our questions are of every variety,—history, geography, any interesting facts, etc. Many of the scholars propound these questions, and the queries and answers of a term make an entertaining and instructive feature for "last day exercises." \* \* \* \* \*

A help to make scholars enjoy letter-writing is to have a letter-box. I took a chalk-box, the cover of which was planed, and a hole made large enough for the letters to pass through. Above this opening I painted the word "Letter" in large, red letters; below, the word "Box." We keep the letter-box in full view all the time. Younger scholars look forward to the day when they send letters to classmates; the teacher is the postmistress, and corrects the letters. At a certain time the scholars get their letters, note the corrections, and pass them back to the original writer, who copies in a blank book. Thus children learn the forms and processes of letter-writing, see the errors of, at least, one besides their own; and the playing at "post office" adds a zest which would else be wanting to the work.—E. H. RUST.

#### Directions for Moulding Maps.

BY GEO. EDWARD MARSHALL,  
*Science Teacher, Keokuk High School.*

So much has been said and written upon the subject of moulding as an aid in the study of Geography that a few simple suggestions as to a plan will not be out of place. Many teachers would like to try it if they knew how. For their benefit we offer the directions. Have a moulding board made any size you may wish. Then provide yourself with a sufficient quantity of clay or putty—moist loam will do if these are not obtainable. South America having an easy outline is an easy map to begin with. Have a good map ready for reference as you proceed, and you are ready to mould. Either draw an outline upon the board and fill it in, or form an outline as the work progresses. A little practice will render you adept. Have the plains, rivers, mountains, etc., represented by elevations or depressions in the material. When the map is finished it may be hardened by placing it in the sun or an oven for a short time. A coat of thin varnish adds greatly to its appearance and gives a permanent relief map. If desired the map may be painted in colors. Teachers who fine Geography a drag, should at least give the moulding process a fair trial. It has been found to be an efficient help.—*Central School Journal.*

#### How to Manage Modelling Clay.

BY EDWARD A. SPRING,  
*Director of Chautauque School of Sculpture and Modelling.*

If clay is too dry, wet it; if too wet, dry it. Put lumps of clean dry clay into an earthen jar, or into a tub or barrel. Keep the clay covered with clear water for several hours or days, until there are no dry lumps. Then pour off the water.

Push a flat stick down the outside of the clay and pry it toward the centre, going round and round until the clay stands up in a cone, in the centre. After some hours or weeks, when dry enough not to stick to the fingers, it can be used for modelling. Cut it out of the jar with a piece of bent wire as wanted.

In case dry clay must be made ready in haste, it can be kneaded with warm water, on a dry board or plaster slab, until of the right consistency. But time and pressure, with moisture, will make clay in good condition for modelling, like the clay in the natural bed in damp weather.

Before modelling, arrange for washing the hands. Keep the hands free from dry clay. Pure clay will keep sweet, but rags, paper, or decaying wood with damp clay may be unpleasant.

Unfinished modelling may be at all times ready for work by occasional sprinkling with water, and keeping it shut up from the air. The use of a glass shade, or even an inverted barrel or a tight closet, will prevent drying. Lumps or rolls of clay may be used as the best temporary props till the work will keep its shape,

#### Directions Concerning Clay.

BY MRS. E. F. DIMOCK,  
*Special Teacher of Drawing, Chicago Public Schools.*

The clay must be properly wedged and brought to the consistency of soft putty for use,—it must never be sticky. Never use warm water to wet the clay.

Mould the clay into long elliptical loaves for distribution, in size and quantity to supply the pupils of one room.

The clay must be taken to the rooms on clean boards kept for the purpose.

After the clay has been used by the pupils, it must be left exposed to the air to dry thoroughly.

Place the dried clay in a pail and cover with water; let it stand two or three days; pour off the top, wedge the clay remaining, and place in a covered but not air-tight box.

Clay can be made into loaves and kept ready for use for days by simply covering the loaf with a damp cloth.

Never send the clay used in one room into another, to be used over again, before it has been dried.

The clay is to be cared for as other materials supplied by the Board, and never to be thrown away without the consent of the principal.

#### Edward Everett Hale, on Reading.

1. Don't try to read everything.
2. Read two books on the same subject, one solid, one for pleasure.
3. Don't read a book for the sake of saying I have read it.
4. Review what you read.
5. Read with a pencil in hand.
6. Use a blank book.
7. Condense whatever you copy.
8. Read less and remember it.
9. One hour for light reading should have one hour for solid reading.
10. Whatever reading you do, do it regularly.

Praise is an excellent instrument in the hands of the skillful teacher to bring about the best results both in decorum and knowledge-getting. It must be proportioned however. Thoughtless profusion of it, defeats itself. The child looks upon it with the same indifference, that a honey-sick child looks upon candy. Praise must be merited too. It should not be distributed by the wholesale.

Ideas first and definitions afterward" is a sound maxim. Whether the pupil shall be led through by means of ideas, paving the way to a definition of his own, or whether, when the ideas underlying a rule are clearly perceived, he is required to commit the given rule, has been long debatable question. But we are inclined to the belief that well stated, clear, concise rules are good things for the memory, provided the concept—their meaning is not clouded.

Love is the best force. It is true, however, that "government by love" may fail. The pupil who was glad to obey Miss J., whom she loved, but is unable to be good in Miss B.'s school, whom she detests, has not been properly developed by Miss J. Is there not a grave difference between obeying Miss J. and obeying the teacher? How many teachers realize that their personal and spiritual power over children should be used to lead toward that final self-control that obeys authority wherever recognized? It is easy to follow a popular commander: the test of duty and discipline and training is in following to results any commander.—*Western School Journal.*

While so many are discussing the spelling question, I want to give my experience. I have a primary class that has been under my care two terms. We had used only charts and the blackboards, and they could read at sight; with intelligence and good expression, almost any combination from a list of about two hundred familiar words. I had paid no especial attention to spelling, but gave them phonic drills now and then, and required them to write and re-write each new word, and use it in sentences and little stories. At the close of the term I was astonished to find that every member of the class could write the entire list of two hundred words without misspelling a single word. Why can we not accomplish such results with more advanced classes?

### Spelling Lesson.

A teacher recently gave fifty words such as a grocer's boy would be called upon to use in taking orders, a housewife or servant girl in giving the same. They were written upon the board in columns, then copied by the children, and the dictionary consulted by every pupil to see if there were different spellings allowed for any word, and to discover the best meaning of the word. After the spelling of the words, had been learned, each pupil made store orders, or made charges on memoranda, until he had used in this way every one of the fifty words. This tested their knowledge of the meaning, the spelling, the method of measuring and a reasonable price. This exercise, lasting one or two days, was one of the most interesting the school ever had.

### Good Examples for Mental Work.

These were given, one at a time, to about forty grammar school classes and all the time necessary allowed. They were performed mentally, and the answers written. There was not a single school in which ninety per cent. of the pupils got even the easiest example right. Try them with your class.

1. What will  $6\frac{1}{2}$  pounds of sugar cost at 12 cents a pound?

What cost 12 apples, at the rate of 2 for 3 cents?

Bought 9 three-cent postage stamps, and gave a fifty-cent piece; what change did I receive?

How many apples, at the rate of 2 for a cent, can I buy for 20 cents?—*Journal of Education.*

### Teaching them English.

*Q.* How do you begin to teach those who enter the Carlisle Indian school with no knowledge of English?

*Ans.* It is the easiest thing in the world, and the most interesting part of our work. Beginning pupils are taught the names of objects at first, and while they are learning to speak the word they also learn to read and write it. In a very few weeks they know quite a list of words and how to use them in sentences. All action words are acted by the pupils, and their own names are early taught in connection with action words. No books are used at first.—*Indian Helper.*

### Arithmetic.

All the studies pursued in primary and grammar schools have disciplinary power; they all tend, though in different degrees, to train and develop the mind; but no study equals arithmetic as fast as the faculty of thought is concerned. Penmanship and drawing will do more for the eye; reading will do more for the sentiments, the feelings, and the will; object-lessons will do more for perception; grammar and composition for expression; but as respects the logical process—the power of analysis and synthesis, of reasoning, of argument, of applying principles already known to new cases, of *thinking* in the proper sense—the great reliance is arithmetic.—*Cleveland School Bulletin.*

As so much depends on a right start in school-work, too great care cannot be exercised in the selection of teachers for these lower grades. New teachers should never be placed here to experiment, but successful experience and superior merit should be considered necessary qualifications of a teacher for the lower primaries. Then let the ambition of these teachers be not to take higher grade classes, but to perfect themselves as primary teachers. There is no more honorable position.—*Supt. A. W. Edson.*

OCCASIONALLY complaints are made that pupils are overworked, that too much pressure is brought to bear on them, and that health is impaired through school-work. This may be possible in one case in a thousand—not oftener. If a pupil's health suffers, the injury can be traced almost without exception to outside duties, evening parties, late dinners, loss of sleep, lack of exercise, etc., rather than too close application to study. If the greater part of studying is done at school and in school hours, as it should be, no intellectual or physical injury need result. Two divisions in a class allow plenty of time for the preparation of lessons, more time for recitation, and an opportunity for the information of good habits of study.—*Supt. A. W. Edson.*

I have very little faith in rules of style, but I have an unbounded faith in the virtue of cultivating direct and precise expression. It is not everybody who can command the mighty rhythm of the greatest masters of human speech; but every one can

### Some Suggestions on Teaching Arithmetic.

In teaching arithmetic keep in mind the fact that many pupils leave school before completing any text-books on the study. Let these study mostly that which will be of practical value to them in after life.

Illustrate all primary operations by means of objects as far as possible. The idea of ten 1's, or *ten*, can be taught best by putting ten objects together and calling the collections a *ten*. Objects are much superior to pictures as a means of illustration.

Use the numeral frame freely at first, even if you must purchase one for yourself. It is a most useful piece of school apparatus.

Give pupils copious exercises in counting both forward and backward, not only by 1's, but also by combinations of 2's, 3's, and so on up to 10's or even 12's. This will assist them greatly in future rapid calculations.

Give special attention to the addition of columns—first by single figures, then by combinations. Practice in addition enters more largely into business life than probably any other process of arithmetic. Accuracy here is a prime necessity.

Add a large number of practical problems to the text-book exercises given under each topic.

Give thorough drill on the fundamental rules; all others are based on these.

Require pupils to originate problems embracing the principles they have studied; this will not only give them practice, but it will also show that they have thought for themselves, and not merely memorized the rules and "worked for the answer."

Give your pupils combination problems—that is, problems which combine the operations of several rules in their solution; these will do much to evolve thought on the part of the pupil. Since the pupil cannot solve these problems by any one rule, he is compelled to "think out" his own method of solution.

Select problems frequently from the actual business operations of life, and encourage the pupils to think for themselves and give original solutions for these.

See that the work in written arithmetic, whether on the slate or on the blackboard, is neat and put in proper order; also that pupils give all their solutions, analyses and explanations, whether oral or written, in grammatical language.

Do not solve problems for your pupils if they are able to help themselves. If help is needed, let it be given indirectly in the shape of hints and suggestions, or by pointing out the mistake for the pupil and allowing him to make his own correction. Do not, however, waste time by permitting pupils to struggle for days in their efforts to solve a problem which is beyond their capacity.

Teach oral and written arithmetic together, letting the pupils solve the easier problems and those which lead to the principles to be established by the oral process, and the more difficult and complicated problems by the written process.

Require frequent mental solutions, allowing pupils a specified time to solve a given problem silently, and at the end of the allotted time either announce the result at a given signal from the teacher or write it on their slates.

As a means of giving work to all, and also of securing variety, permit part of the class to solve problems orally while others write their solutions on the blackboard. Much time may be economized in this way. The principles and solutions, being given by both methods in the same recitation, will be more fully comprehended and more definitely and clearly understood.

Permit pupils to derive and formulate their own rules whenever possible; this will give them valuable training in both language culture and reasoning.

Encourage original solutions on the part of your pupils. Many problems admit of several forms of solution. If a pupil can give a solution of his own, and it be accepted by the teacher as correct, it will greatly encourage the learner to think for himself.

Make haste slowly. Let pupils understand as thoroughly as possible each principle and each process before they attempt to master the next in order.

Do not make the mistake of supposing that the pupil ought to solve every problem the first time he studies the arithmetic. See that he knows how to perform the mechanical processes, and understands as far as possible the principles. Reserve the puzzles for later work; the pupil will not lose much if he never solves them.

Do not make a hobby of either oral or written arithmetic; both are

important, and each deserves its due share of attention.

Be careful not to permit your pupils to fall into the habit of solving problems by rule. This sort of study is valueless, and should not be permitted. Pupils should be led to derive rules from solutions, rather than apply rules to the solutions.

Require pupils to give explanations of their written work. It is a dangerous practice to permit pupils to place solutions on the blackboard without explaining orally the process of solution. Pupils soon fall into the habit of copying written work, either done at their seats preparatory to recitation, or done at home by persons not members of the class.

Require those not engaged in other work to watch the explanation of each problem carefully, and then make proper criticisms when the explanation has been concluded.

Problems should be so arranged that no special form of solution may be made to apply to all of them.

Let beginners give special attention to learning the mechanical processes of solution first. Solve a question for them on the blackboard, then another, and so on, having them watch you closely until they are able to perform the process for themselves.—*R. in Educational News.*

At a French school a large bell was always rung to summon the inmates at meal times. A cat which lived on the premises was generally present, and always received her share. One day, when the dinner bell sounded, pussy was shut up in one of the rooms where she had to remain for several hours till some one opened the door. She was terribly hungry; and hunger is said to sharpen wits. Knowing that whenever this big bell was rung she always got a good meal, she scampered off to the belfry, and sprang on to the rope. Her weight rang the bell and pussy managed first rate as a bell-ringer. The teachers, hearing the bell at an unusual hour, ran to the belfry to see what was the matter. Imagine their astonishment when they saw what had caused their alarm. One of the teachers who generally fed pussy, remembered that she was missing at dinner-time; and guessing the reason for her strange freak, soon supplied the poor, hungry bell-ringer with a good meal.

—For the structure that we raise,  
Time is with materials filled;  
Our to-days and yesterdays,  
Are the blocks with which we build.

It is our painful duty to chronicle the death of Miss Maggie Scott, a student during the year of 1885 and 1886. Miss Scott was much beloved in school as well as at her home. Consumption was the relentless disease that gradually wasted her life away. Her death occurred at her home in Wilksburg, Pa., Aug. 20, 1887. With sad pleasure every member of the school who knew Maggie, would lay a flower on her grave.

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

FALL TERM:

*Methods:*

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

WINTER TERM:

*Methods:*

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

SPRING TERM:

*Methods:*

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

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

ALUMNI CHANGES.

No changes of positions have been reported in the classes from 1875 to 1878, inclusive.

1879.

Prof. D. C. Murphy is superintendent of schools at Ridgway, Pa. Salary \$100 per month.

B. W. Peck is superintendent of Fulton county, Pa.

1880.

Miss M. Agnes Mackey is Principal of Schools at Elizabeth, Pa.

1881.

Dr. Wm. J. Walker has begun the practice of medicine.

Miss May L. Phillips has resigned her position in the Homestead School.

1882.

Mr. O. P. Mosier is Assistant Principal of Connellsville Schools.

Mr. Geo. P. Baker declined a reelection as Principal of Philipsburg Schools, and will have charge of the school at Millsboro.

1883.

Miss Annie E. Acklin teaches in Ozark College, Mo.

Mr. W. Collins, Miss Ella Hart, Miss Josie Husted, Mr. J. R. McCollum, Miss Maude Nutt, Miss Lizzie M. Swearer, are married—not all within the past year.

Mr. D. S. Hutton and Mr. J. H. Pittman practice medicine.

Mr. B. E. Tombaugh will teach his Home school.

Mr. J. R. McCollum is Superintendent of Wright County, Iowa.

1884.

Mr. J. F. Bell will teach near home.

Mr. J. I. Humbert is Principal of Connellsville Schools.

Miss Elva M. Hertzog teaches near Mononghala City.

Miss Carrie Longanecker in Bellevernon.

Miss Emma Perkins has fitted herself for short-hand reporting and will not teach.

1885.

Miss Ara Hopkins is married to Mr. Allman of Garwood, Pa.

Miss Mary Keys is Vice Principal at Monongahela City. Miss Lizzie Morgan will teach at Library, Pa.

1886.

Mr. O. S. Chalfant is Principal at Coal Center, and Wm. Debolt at Mt. Morris.

Mr. J. C. Hockenberry teaches at Walker, Pa.; Miss Annie Kinder at Scenery Hill; Mr. G. W. Snodgrass near home.

1887.

The class of 1887 will teach in the following locations: Miss Darsie near California; Miss Fritzens in Tarentum; Miss Johnson near Beaver, Miss McDonough in Dawson; Miss Powell at Lock No. 4; Miss Reeves in Bellevernon; Miss Stockdale in North Bellevernon; Miss Stiffy near Beaver; Miss Ward in the Model School, California; Mr. Brant near Ligonier; Mr. Berryman at Allenport; Messrs. Curry, Mayhugh, Guffey and Rader near Elizabeth; Mr. Cunningham near Connellsville; Mr. Flanigan at Confluence; Mr. Hallam at Strabane; Mr. Keys at Searights; Mr. Kiehl near Bentleyville, and Mr. Semans near Diunbar.

From Messrs. Ruple and Sheeran no report has been received.

**No Recess.**

Those who have tried the "No Recess Plan" sum up the advantages as follows:

1. A continuous school session without interruptions in school work.

2. Better health of pupils, on account of freedom from exposure to cold and wet weather in the midst of each session.

3. Discipline easier on account of freedom from recess troubles.

4. Less in-door confinement for children.

5. Parents are pleased to have their children at home more hours of the day.

6. More time for teachers to attend to the usual out-of-school work—such as correcting papers, filling blanks, making reports, etc., etc.

7. Less tardiness and absenteeism.

8. The less frequent opportunities for vicious pupils to come in contact with and corrupt other pupils. Bishop McQuade uses this as an argument against the public school system—the testimony that school manners and morals are improved by the non-intercourse of the bad with good pupils; or rather, he urges that the public schools are sources of child-corruption, and that they are therefore unsafe places for good or bad children. The fact is, that the schools are far better protected from immoral influences than the homes or the streets, and that the restraints of school-life checked the bad habits which are gendered in both, and the no-recess plans fosters a higher standard of morals.

This is one side of the question. It remains now for those who like recesses to sum up the advantages of the other side.

TRY IT.—Tell your neighbor to think of any number he likes, but not to tell you what it is. Tell him to double it. When he has done that, let him add an even number to it which you yourself must give him. After doing this he must halve the whole, then from what is left take away the number he first thought of. When he shall arrive so far, if his calculations have all been made correctly, you will be able to give him the exact remainder, which will simply be half of the even number you told him to add to his own.