

The Normal Review.

Vol. IV. No. 1.

CALIFORNIA, PA., SEPTEMBER, 1888.

50c. a Year.

Entered as second-class matter.

VACATION ended; work begins.

PROF. HALL rambled in West Virginia wilds during part of vacation.

SOME valuable books have been added to the Library during vacation.

MISS LUCY HERTZOG, '86, will enter the Cleveland Medical College this fall.

G. W. GALLAGHER, '84, will complete his medical course at Philadelphia this year.

OLIO HALL is in best trim, looking bright and inviting—ready to greet the returning members.

MISSSES Ella Porter, Carrie Snyder and Hannah Gilmore, students last term, will teach near Connellsville.

THE NORMAL congratulates her members of the class of '88 upon the good positions they have secured.

EVERY former student should subscribe *now* for the REVIEW, in order to keep posted on Normal affairs.

MISS CASSIE DARSIE, of the Senior Class, will deliver the salutatory at the first meeting of the Olio Society, Sept. 7.

CALL the attention of your fellow-teachers to the REVIEW. It costs but fifty cents a year, and is a valuable help to any teacher.

A ROYAL welcome was given the National Educational Association at San Francisco in July. Nashville wants the Association next year.

FALL term opens Sept. 3.

MISS BELLE CRABBE, a student last term, will teach the Lock No. 4 school.

THE Teachers' Institute of Greene county will be held Sept. 3-7; of Washington county, Nov. 19-23; of Fayette county, Dec. 17-21; of Somerset county, Dec. 31-Jan. 3.

THE copy for this number of the REVIEW goes to the printer before the opening of the fall term. The attendance of students promises to be larger than a year ago, or any previous year.

THE following Normalites will teach in Lower Tyrone township, Fayette county: M. R. Hepplewhite, J. P. McDonald, W. F. McKee, W. H. Rhoades and W. D. McGinnis.

MISS CHAT STERLING, a former Normal student, will return to school this fall. Her sister Bell, Miss Leana Provins and Miss Anna Gue will join her in the spring, after a term's teaching.

MR. L. P. RHOADES, '81, it is reported, is no longer a lone bachelor. Just when he was caught in the matrimonial net, and by whom, we have not been informed.

Where They Will Teach.

Much space is given in this number to reporting where Normal graduates will teach. We regret that we have not space to give the location also of the many undergraduates of last year who will teach the coming term. We are highly gratified that so very large a number have been employed in desirable places. To one and all we say: Do your best, and the Normal will be proud of you.

Prof. Tombaugh Married.

On Thursday evening, August 9, Byron E. Tombaugh, one of Washington county's most prominent educators, was married to Miss Bessie Lindley, at the residence of the bride's parents in Amwell township. A large number of friends assembled to witness the ceremony, and many costly and beautiful presents were given the happy young couple who are just setting sail upon the matrimonial sea. The next day the Professor and his accomplished bride, accompanied by W. H. Utery and wife, of Zollarsville, started on a short trip East. Before returning they expect to visit Philadelphia, Cape May, Washington City, and other points in Pennsylvania, New Jersey and Maryland.—*Washington Democrat*.

THE California Normal School turned out another batch of birch-wielders this week, and they look and talk like bright and energetic young men and women. The normal schools have done wonders in the cause of education during the last dozen years, and the California school has more than held up its end of the string.—*Connellsville Courier of June 30, 1888*.

TEACHER, shall the term on which you are entering be one that your pupils will gratefully remember for its helpfulness to them? This depends upon your tact, energy and devotion to your work.

MISS MIMA LOMAS it *was*—Mrs. Mima Lomas Walton it *is*. We congratulate Mr. Walton.

The Paper Age.

If the question is asked, "Whither are we tending?" the answer must be, "Decidedly toward over-production in literature." There are at once too many and too few clever people in the world—too many who write books and too few who read them. If sentiment and enthusiasm have decayed, under the implacable processes of the "flood of years," it must be remembered that our ancestors were, compared with ourselves, a leisurely people, making none of our feverish haste to grow rich or notorious. They "had all day before them," so to speak. We shrink back, appalled from the interminable romances read and enjoyed by them; for life is fleeting, and art is, indeed, long, when it concerns the misfortunes of "Julie de Roubigne," in sixteen volumes. If these lengthy works of fiction held the mirror up to nature, our grandparents must have been a tearful generation. Any cause, however slight, was sufficient to turn on the fountains of their "pleasing melancholy," the sublimity of the storm, the glories of the sunset, to say nothing of meeting or parting with friends. Like the immortal "Walrus and the Carpenter," when walking on the seashore, they would even have

Wept like anything to see
Such quantities of sand.

Emotion was fashionable. Upon seeing her lover unexpectedly, at an evening party, a young woman "suppressed a scream with difficulty," quite as a matter of course, and it was eminently proper for her to faint at all times and seasons. But, for us, we are too busy to indulge in displays of sensibility. Our friend could neither snatch a moment to weep with us, nor pause to wipe away our tears. Of old, a simple reverence for literature and its makers prevailed. We read with awe and wonder that Hannah More was feted and courted in London on the strength of her dreary literary performances. To day she might be mobbed for the same reason. Although we may have no intellectual "giants upon the earth," there is an ever-increasing throng of clever writers to minister to our amusement and instruction;

and we have become so spoiled that we will scarcely hold out our hands to receive the good things which are offered us. No critic is so hard to please as the pampered child satiated with bon-bons and playthings; he turns peevishly from the happiest efforts of the confectioner and toy-maker. The statistics of book-making show a terrific array of figures. There is no lack of ponderous tomes and scientific works, or of poetry, frothy or severe; while paper-bound novels flutter by thousands from the publishing houses, to drift like dead leaves down the stream of time. The reviewer gasps at the heaped up volumes towering before him; feeling like a mouse commanded to gnaw its way through a mountain. On the part of the reading public a mental nausea has resulted from this superabundance—and there is no arguing with nausea.

We have become arrogant and exacting in our demands upon those who cater to our mental pleasures. Literature seems to move by a series of expansions and contractions—now romantic, now realistic; these movements being apparently due to the popular mood of the moment. If we have lost the skill in climbing and the useful prehensile tail of our Simian progenitors, their freakishness and fickleness of purpose have withstood, in us, all the processes of evolution. "As new-fangled as an ape" holds good of mankind. This is the same ungrateful world that wearied of hearing Aristides called the Just; and the people still continue to desire something new, even though it be a vain thing. Having petted and caressed the realists, for a season, we are now ready to turn them out of doors. When an author goes into partnership with a detective for the production of marvelous tales, it is easy enough to guess toward what quarter the wind is setting. Grown temporarily weary of introspection, we will accept psychology only in its sensational aspects. No narrative is too widely improbable to be acceptable; madhouses and penitentiaries are ransacked for their dark secrets. This spirit explains the immense success of Haggard's works, which,

while they display much imaginative and inventive force, are yet disfigured by careless writing, clumsy attempts at humor, and frequent lapses into vulgarism. Such a hankering after unadulterated sensation is not the healthy appetite of the yokel for coarse, strong, coarse-tasting food; but the morbid caprice of the worn-out epicure's jaded palate. In the heart of all nations, as in the heart of the child, dwells, undying, the love for "a story"—but let the story, by all means, be as well told as possible. Add to the thrilling power of adventure and incident the charm of a lucid style, and make of the characters real men and women, with human virtues, sins, and passions—not monstrous exaggerations like shapes seen through a fog—and you will have a treasure that the "Daughters of Time, the hypocritic days," shall leave forever unharmed. All that is possible has been done to stimulate the flagging interest of the reading world. Periodical literature has assumed the personal tone of a reporter's interview. The actor tells us how he built up his "great part;" the artist mixes, for our delectation, the colors with which he produces the rose of dawn and the blue of spring-time skies; authors come forward with the minutest details of their working methods; the professional beauty must say her word; the First Lady of the Land is offered, by a magazine, her own price for a short story. In truth, the "inky mania" rages furiously. All sorts and conditions of men and women rush into print, and if they do not possess sufficient creative energy to produce imaginative matter, they have a theory to expound or a grievance to ventilate. Those who can do no better confront us with "Lists of a Hundred Books," until we are ready to invoke curses upon the day when Sir John Lubbock was born.

The restless, rushing spirit of the age strives to find short cuts to intellectual culture. Works that have become classics are presented to us in condensed forms—every word considered superfluous being stricken out, for the greater economy of time. Ruskin speaks of "books for a day," but it

seems that we must shortly have "books for a moment." We toil vainly behind, in the effort to keep up with the rabble of literary events which trample upon each other's heels. If an endeavor should be made to read a fraction of what is well worth reading, volume after volume would have to be swallowed at a gulp, with a scant likelihood of successful digestion. But if the reader's case be hard, how much harder is that of the author serving such an erratic tyrant. The republic of letters has all the proverbial ingratitude of other republics. Pegasus is whipped and spurred without stint, yet grudged his meal of oats, while the taskmaster goads him onward toward some impossible goal. But it is useless to ask for the unachievable. Man's limitations are severely defined; since the world is round, he must needs journey in a circle, and end where he began. It is probably an error to suppose that we are on the brink of some tremendous upheaval, or that the laboring of the mountain will bring forth anything more novel and astounding than a mouse. The struggle between romance and realism, optimism and pessimism, health and dyspepsia, has been going on, in one form or another, for these many years. At present we are caught in a whirlpool of chaotic caprice. Looking forward, it is impossible to prophesy whether our best writers will be urged, by this fierce competition, to superhuman efforts, or whether they will sink under the load of exactions, and thus cause a period of profound depression in literature. Should we believe certain gloomy prognostications, all the stories have been told, and the world has grown too materialistic for poetry; so that the scribes may as well leave their pens to rust beside the cobwebbed inkstand. But if all its vanity, and there is nothing new under the sun, it is consoling to reflect that it will be long ere vanity palls utterly upon the mind of man; and that the combinations thereof are almost endless.

Emperor William's Tomb.

"After life's fitful fever he sleeps

well." This may be said with truth of the Emperor William of Germany. His was a much diversified career, and during the past twenty-five years which witnessed his transition from the kingship of a comparatively small nation to the head of the most powerful government in Europe. "Prussia in 1858 when the failing intellect of Frederick William IV. compelled his brother to take up the reins of government, did not look like a State which within thirteen years would overthrow and expel the House of Hapsburg from the Bund, inflict a crushing defeat in France, crown an emperor in the palace of Louis XIV. and establish German unity." If any statesman had at that time ventured a prediction of the towering greatness of a Prusso-German empire to be created within twenty years he would have been ridiculed by everybody out of Prussia who claimed to know about statecraft, and future developments. But we now look back over the course and interpret events in the light of opportunities that were seen by a sagacious and determined ruler, and his most able councilors, and made use of to the most profitable extent.

After the lying in state at the Domkirche and the funeral ceremonies, the dead emperor was borne to the royal mausoleum of the Prussian kings, a very familiar place to the Berlinite. It stands in Charlottenberg (Charlotte's town), the western suburb of Berlin named after Queen Charlotte. The visitor to Berlin usually goes to the pretty suburb to see it and the park and castle. In less than half an hour the street railway takes him out of the heart of Berlin to the "West End," where most of the wealthy and illustrious citizens have their residence.

One who has visited the place says! "So deeply is the mausoleum hidden by the trees which surround it, that the visitor must keep steadily to the main road, bordered by mighty pines and firs, or he easily loses his way among the winding paths. Down that road William I. was borne to his grave on Friday,

March 16, to take his place in the silent tomb side by side with his venerated mother and his noble father. It is a place of tender and hallowed associations with him, for there in the most solemn hours of his life he had been accustomed to go for meditation and prayer.

"Outside its gate stands day after day a veteran sentinel of stalwart frame, guarding the chamber of death. The pines whisper mysteriously overhead, but no harsh, loud sound disturbs the solemn peace. Every head is bared as the door at the top of the broad steps is opened, and the visitors enter the mausoleum."

There are two monuments raised to the memory of Emperor William's father and mother, effigies of each in marble delicately carved being placed upon the beautiful sarcophagi. The Queen Louisa, wife of Frederick William III., mother of William, was one of the most beautiful women of Europe in her day, and history records of her a heroic character that is rarely known in royal places. During the war against Napoleon I., when Napoleon had triumphed at Jena, Berlin was occupied by French troops, and the Prussian Royal family was driven from their capital. Queen Louisa lived with her children at Konigsberg in much poverty, but proudly braved the insults and threats of the conqueror, while she labored for years to arouse German patriotism to fresh efforts to cast out the foreign invader. Queen Louisa died in July, 1810; both her sons, the elder who afterward became King Frederick William IV., and the second who succeeded his brother as King William I. of Prussia, stood beside her death-bed. The royal family had been enabled to return to Berlin only six months before, after leaving it in 1806, when the war had broken out. These youthful experiences of Prince William, with the example of his mother vividly before him and that of his father, at whose side he fought in 1813, must naturally have influenced the mind of the late Emperor, and may have contributed to his lifelong zeal for German national unity.

How We Teach the Common Branches.

J. M. BUTLER,

Superintendent of Schools, Coffeyville, Kansas.

GEOGRAPHY.

1. Draw an outline map of the subject, and discuss its situation and boundaries.
2. Draw a complete map, locating the principal rivers, cities, mountains, and sea coast, if any.
3. Discuss the climate as to rainfall and temperature.
4. Discuss the products, vegetable, mineral and animal, and manufactures.
5. Discuss the occupation of the people.
6. What articles we send there or get from that country.
7. Discuss the history of the country as far as we have the time.
8. Noted men, past and present.
9. Education and the civilization of the people, and social habits.
10. Any peculiarities of the people or country, or of productions.

HISTORY.

1. Make it mainly the history of individuals. The history of Washington during the Revolutionary war will bring in a large amount of the work.
2. Have the pupils write the work on the board, slate or paper.
3. Have no adopted text-book for the use of the class. The greater the variety, the better for the pupils.
4. Have one great object in view in the history work, and let that object be "the cultivation of a taste for historical reading." You cannot do that if you confine research to a *little text-book*.
5. Use newspaper articles; they are as reliable as to matters of fact as the writers of the text-books are.
6. Teach the history of the last twenty-nine years more than that of any other period. Do not spend three months of the five months on the discoveries and settlements. We live in the present and are largely influenced by the immediate past.
7. A *knowledge* of the *inventions* is worth more to a pupil than the history of some Indian massacre, or the settlement of Connecticut.

ARITHMETIC.

1. For beginners, use the con-

crete numbers. To teach that 4 and 3 are 7, have the pupil count 4 grains into one pile and three grains into another, then put the two piles together and count the whole.

Never write the addition table on board, *only* as a *matter of review*.

2. Develop the facts and let the pupils frame their own definitions. Never have pupils commit definitions from the book.

3. Do not hurry over the fundamental rules. Spend about twice as much time and drill on them as is usual.

4. Give plenty of outside practical work for the class to do.

5. Drill thoroughly on each new principle or operation and *review often*.

6. One thing at a time, and it well studied and drilled on, is a *good motto*.

SPELLING.

1. Make all written work a drill in spelling.

2. Never allow pupils to leave misspelled words on the board or paper.

3. Keep a list of all misspelled words and make them a part of the work in spelling.

4. Use both the oral and written methods in the recitation.

5. If you use the spelling book, do not neglect the list of practical words.

6. Never write a misspelled word on the board for the pupils to correct.

7. Recitation.

- (1) The pronunciation and written spelling.

- (2) The pronunciation, oral spelling and correction of the written words.

- (3) The writing of sentences containing the words.

- (4) Examinations of the sentences and meaning of words as used.

- (5) Diacritical markings and accent.

- (6) *Synonyms* of the word.

Twelve words will make a good lesson. Time for each part:

1st. 2 minutes.

2d. 2 minutes.

3d. 4 minutes.

4th. 2 minutes.

5th. 3 minutes.

6th. 3 minutes.

Time of recitation, 18 minutes.

READING.

1. Be sure that the pupil can pronounce each word in the sentence.

2. Be sure that he understands the thoughts contained in the sentence.

3. When the 1st and 2d points are mastered he is ready to read in a natural tone of voice.

4. Pupils should not read a sentence in the *recitation* which they do not fully comprehend.

5. Take one sentence at a time until it is read well.

6. Do not read it for the pupil and have him imitate you.

7. Ask questions about the sentence to develop the words to be emphasized.

8. Cultivate a plain, natural style of reading, leaving the finer parts for those in elocution.

9. What is meant by plain reading? Answer: The reading of locals and news in the newspapers.

10. Avoid concert drill in reading, as it tends to produce measured reading, which is unnatural.

11. Open each recitation with a class drill on the pronunciation of the hard words in the lesson. Have the words written on the board before the class is called.

PHYSIOLOGY.

1. Use a good chart, and a skeleton if you can get it.

2. If no chart or skeleton can be had, then substitute the different parts of animals and discuss them.

3. Never discuss an organ abstractly, only in review, *if you can help it*.

4. Always discuss a topic before assigning it as a lesson in the text-book.

5. What you do teach, teach thoroughly, and have the pupils to write it out.

GRAMMAR.

1. Precede the text-book course with a thorough language course. The language course should begin in the first reader.

2. When the class commences on a topic, drill thoroughly. *Ex.*: Primitive and derivative.

Do not merely commit the definition and a few illustrations, but first develop each word as a name or class of words, and pupils give their own definitions. Have pupils write lists of words on the board

and change from one form to the other if possible.

3. When you commence on a part of speech develop each point in a class drill before assigning the lesson. Drill on that point until it is thoroughly understood in the recitation. Keep up the work in review.

4. Do not attempt but one thing at a time. The distinction of "proper and common" nouns is sufficient ground for two good lessons and drills.

COMPOSITION.

1. Make the history the basis of a large part of the composition work.

2. Place an interesting object before the pupils, and have them describe it.

3. Learn to compose by composing.

4. Commence the work in the *first reader*, and continue it through the whole school course.

5. Have but little *theory*, and *plenty* of practice.

6. Keep the work within the ability of the pupil to perform.

7. Train the pupils to correct their own work, and to hand in a copy which needs but little correction.

ASSIGNING LESSONS.

1. If it is a new topic, or contains new work, we discuss it.

2. If possible, arrange the work on the board for the next recitation.

3. When the pupils understand the principles thoroughly, assign a part of the work in the text-book, with some outside work.

4. When the work in the text-book is thoroughly done, give outside work as a review, and drill on the different points.

5. In the discussion of the new points, do not impart information, but develop it by questioning, if possible. Try to interest the pupils and create a desire to know the facts more thoroughly.

MAKING THE RECITATION INTERESTING.

1. Prepare the work yourself.

2. Open the recitation pleasantly.

3. Make the recitation a social conversation, devoid of all restraint except true courtesy to classmate and teacher.

4. Let the pupils do the talking, and ask questions so as to direct the discussion.

5. Supplement the discussion with interesting facts, if possible.

6. Call out those who do not join in the discussion.

7. Make daily preparation of the work for the next day.

8. Study *how to teach* it in the most interesting and profitable manner.

9. Study the merits or defects of previous recitations as exhibited in the results attained by the class.

10. Require pupils to make a reasonable preparation of the lesson.

Education and Morals.

Any boy to-day could give Socrates lessons in geology and physics, or could instruct St. Paul in a thousand things of geography and astronomy that he never dreamed of, but he will acquit himself well if he becomes as great as they, with all their lack of modern information. Robertson, of Brighton, speaking of the education of Moses, rightly praises the work of his patron: "Thirty-five hundred years ago an Egyptian princess took a poor man's child and taught it. The result of that education is not over yet. Compare the influence of Pharaoh's daughter with that of Pharaoh himself. He ruled an empire. Pyramids could rise at his bidding. His skeleton is in some pyramid. Nothing else remains. To rule in a single heart, to form and guide a child's mind, is greater than the grandest sway. I say it calmly, the teacher is greater than the king. The king rules without, the teacher within. We must distinguish between education and instruction. Education is to unfold nature; to strengthen good and conquer evil; to give self help; to make a man. To draw out the affections we must cultivate the heart. To awaken great ideas we must generate the spirit of freedom. The end of education must be to teach us how to live completely, and Moses as well as Lycurgus must give us laws; David as well as Pindar and Sapho, sing us songs; Job as well as Æschylus, write us tragedies; Paul as well as Plato, give us philosophy, and Luther speak to

us of religion while Goethe discourses on culture. We can not completely secularize education without eliminating from man his heart, soul, conscience, belief, and aspiration. To be only a scientist and nothing more—is to be a dwarfed specialist. We want men, many-sided and full-orbed. It is sublime to know—to investigate, to philosophize, to master languages, sciences, arts—but what God and man want to know of business dealer, lawyer, physician, mechanic, is, is he a man? Has he manliness? Is he honorable, trustworthy, conscientious, magnanimous? We do assuredly need morals taught in primary and higher grades of public schools, and should not wait till the senior year of college before "ethics" is studied. We would have sin hated worse than syntax corrupt; loose lives abominated more than loose sentences; a lie avoided more than Latin misconstrued; bad associations feared more than bad grammar; and manslaughter dreaded more than "murdering the king's English." We would have our youth believe that a whole heart is more than a whole number; the formation of character more than the formation of characters; and putting the proper emphasis on conduct, more than getting right Greek accents. We would have them know that the Ten Commandments are as important as the ten digits, honesty as history, purity as physics, chivalry as chemistry. We would teach them that there are other things pure besides pure mathematics, other things right besides right angles, other things vulgar besides vulgar fractions, other things base besides base lines.—*Rev. Levi Gilbert.*

NEVER find fault unless compelled to do so. The withholding of praise will soon be regarded as an expression of displeasure. So you will save time and temper.

"BE what nature intended you to be, and you will succeed; be anything else, and you will be ten thousand times worse than nothing."

Telling Stories and Asking Questions.

I think there are certain simple arts which the young teacher may well cultivate, and the cultivation of which will make his work profitable to his class and pleasant to himself. They are not recondite or subtle arts; they are common to all human beings, but, as in case of every art, absolute perfection in them cannot be reached.

1. The first humble art that I would recommend to the practice of the young teacher is the art of telling a story. Very few people can do this well; it is an art that can be learned, and it takes a good deal of time and pains to learn it. A beginning should be made with a short fable, anecdote, or story; then a little longer one; and then a narrative of some length. The purpose kept in view in telling it is to give each part, each stage in the story, its true value—its proper weight; and to keep the conclusion—the *denouement*—out of sight as long as possible. On whom shall the young teacher practice? Why! on his class. They will be none the worse; a little the better; their wits will be freshened; their minds interested; and the teacher is all the while getting excellent practice. This, in fact, is a kind of oral composition; which I hold to be also the first step in teaching children that necessary art. Along with this, the teacher should cultivate the art of making a neat and proper skeleton of a story or narrative. This skeleton or plan must put the whole story in proper perspective; must give each step its right place; must omit no important step; and must give neither too little nor too much. This skeleton having been placed on the blackboard, the scholars can be set to reproduce the story from it. Under this head, and intimately connected with it, comes the simple art of speaking. I do not at all mean what is called *elocution*. That is a bastard, and illegitimate expedient, which, with its rising inflections, its falling inflections, its compact side, and its other futile devices, ends, where it began, in the unartistic and suicidal recommendation to pay attention to the sound of your own voice,

instead of having your own mind filled to the full with the matter about which you are speaking. The art of speaking is a very simple matter, and is understood by every ploughman and carter; only he does not take care as to whether he is understood or no. There are only three maxims in it: (1) Speak slowly; (2) make the pauses at the proper places—that is, group your words rightly; and (3) put the emphasis on the right word.

2. The second art needed by the young teacher is the difficult art of questioning. This art is seen in its highest perfection in a cross-examination by an able counsel. To extract the truth from an unwilling or deceitful witness, to involve him in self contradiction, to set traps for him on all sides, to allure him kindly into one of them—this is one of the greatest triumphs of the forensic art. But we who are teachers have before us a much more pleasant, a much more human task. We can, as the Quaker lady said, question a subject into, and then out of, our pupils. By a mere appeal to the memory, by dint of frequent and monotonous repetition, the soil of the mind becomes caked and hardened; and you might as well try to raise a crop by sowing seed on the high road as to get thinking done by such a mind. But, among all the definitions of education which are openly offered or implicitly suggested to us, there is none to which I hold with such tenacity as that education is simply the art of teaching people to think. Now, a large part of thinking is just asking one's self questions. But this many persons feel difficult to do; and they find it a great help to talk over their difficulties with another person, whose questions, whether put or only suggested, enable the thinker to see every side of the question in hand. Now this is what the teacher does for his young learners to think: He puts as many questions as he can, and thus enables the class to see every side of the subject matter.

The highest kind of "instructive questioning" is what I may perhaps be allowed to call genetic questioning. Genetic questioning is that kind which produces one

idea out of another genetically, as the tree comes from the nut; and it may be employed in several school subjects. Thus, the pure sciences of geometry and arithmetic, lying, as they do, in a latent form in the brain of every child, may be drawn out of the learner by a series of well-put questions, without telling him anything. It has been done; it is doing now. Prof. Tyndall, when a master at Greenwood school, taught all his geometry ingenetically; and no doubt, while his scholars were delighted with the hunt after new truths, Mr. Tyndall learned as much from his pupils as they did from him—learned how minds grow, and what the difference of construction is between one mind and another.

Even in a more ordinary subject, like geography, this method of genetic questioning is, I think, capable of application. I think that, if time and opportunity were given me, I would build up a sound and truthful fabric of geographical knowledge in a boy's mind by calling his attention to the length of his shadow at different times of the day and year. We should, at any rate, get all our mathematics and geography out of this one consideration. And it is plain that the question of climate—which, in the first instance, depends on the angle of the sun's rays, the question of seasons, of vegetation, of variety in life, etc., would all attach themselves to the fact of a first-hand experience—the length of our shadow. I should, of course, have to give my class facts brought us by travelers and sailors, but these would only be the woof of the cloth; the wrap would be wholly supplied by the boy's mind itself.—*Prof. Meiklejohn, in Journal of Pedagogy.*

Amelia Rives of Virginia.

Miss Amelia Rives, the literary phenomenon, who in three years has become one of the most popular writers in this country, is the granddaughter of William Cabell Rives, the Congressman, Senator, and Minister to France of the earlier half of the present century. Her father, Col. Alfred Landon

Rives, was born in Paris, and can boast Lafayette as a godfather. In 1861 he was married to Miss Mac murdo, the granddaughter of Bishop Moore of Virginia, and a noted beauty. To them was born in 1863, in the town of Richmond, Va., the now famous Amelia Rives. During early childhood she lived at the home of her old grandfather, Castle Hill, Albemarle County, Va., and there she contracted an almost passionate love for the beautiful old homestead, and gained that familiarity with flowers, fruits and all the beauties of nature which find such frequent expressions in her writings. When a young girl her father moved to Mobile, Ala., and, though she grew to be fondly attached to the quaint Southern town—making of its tropical growth, the blue waters of its perfect bay, its Southern skies, and winds, and bird notes the Italy of her imagination—yet the long visits to Virginia from the early spring to the long lingering days of autumn were the times of her greatest joy. Before she could write a sentence she had begun to draw, feeling her way patiently through difficulty and ignorance, until it suddenly dawned upon her family that she possessed unusual talent. At an incredibly early age she became an omnivorous reader, going always instinctively to the highest. Shakspeare was soon her daily and intimate friend and companion.

She never went to school, but had governesses, who guided rather than taught. With a mind so eager for knowledge there was little fear of idleness. Miss Rives' prowess in horsemanship has been much commented on. As a matter of fact she is an excellent horsewoman, though not, as the gossips would have us believe, in the habit of jumping five-barred gates as a frequent amusement. One can see her nearly every day in the autumn and early winter sending her large bay Usurper along the picturesque roads that surround Castle Hill.

Among the red hills of Albemarle, with her horses, her dogs, her dumb-bells, and her studio, the young authoress, upon whom so many talents have been bestowed, is in the element she loves best.

When the inclination seizes her she will shut herself in her studio, and stand before the easel ten hours at a time; or else, having read everything bearing up on the subject chosen, write as many hours with a rapidity and exactness well nigh inconceivable. The latter quality is exemplified in her sixteenth century story, "A Brother to Dragons." In this manner, though just entered upon her twenties, she has written dramas, poems, and stories covering many pages of manuscript and embracing a wide range of subjects, from the deluge to our own time.

School Management, or Tact in Teaching.

W. M. JOHNSON.

The business of teaching school comprehends two departments of labor, viz.: That of teaching proper, and the exercise of healthful and successful control by the teacher, both over himself and his pupils. This latter department is sometimes known by the name of "the government or discipline of the school." But there are few successful teachers, if any, who find this first-mentioned division of their labor at all irksome, or in any way distasteful. Imparting instruction, aiding in the molding and developing of immature intellects and characters, is a business to the true teacher the larger part of the compensation of which is found in the work itself. It is not, then, of this first division of a teacher's labor, but of the second, that I wish to speak.

I firmly believe that many persons make a failure of teaching school who are not only thorough scholars but who possess also in an eminent degree many other essential qualifications of a successful teacher, such as energy and a good character. That they lack something possessed by the successful teacher, is evident; that this something is largely the gift of nature, is proven by the equal advantages of the unsuccessful and successful teacher. Now, is this something, whatever you may call it, tact, knowledge of human nature—is it capable of being developed? We believe it is—hence this article.

If but a casual observer attend

teachers' meetings for a time, he or she will recognize this obvious fact, viz.: that frequently the burden of discussion seems to have for its object the finding of means or methods with which to *stop* something; no discussion as to the best methods of directing the energies of the children; *repress* seems to be the word. The fact that this force within the child, which manifests itself in so many ways to the discomfort of the teacher, is the very motive power of the child's development, if rightly directed, is not recognized.

It may be more possible to repress the spirits and energies of a healthful child than it is to confine the steam within the boiler of an engine, but the results, if you accomplish this, are equally disastrous. The child dies—as far as development is concerned.

Teachers, spend more time in studying the nature of your pupils. Make a great effort to win them. Put more preparation on the lesson before having the recitation. Spend less time in devising new methods by which to stop whispering, new penalties that will prevent tardiness and promote regularity in attendance, and *more* time in devising features of interest in your daily routine of work; less time in worrying how to keep them *from* doing, and more time planning something for them *to do*. Direct their energies *aright*. Do not suppress them. Outline your work so carefully that every moment will be occupied either in the preparation or the reciting of the lessons of the day. If you find a pupil busy in a manner he should not be, do not *always* say *stop that*, but rather, *do this*. Study hard that you may be able to keep your pupils interested from morning till night, and if you succeed you will have a well governed school. Study your books and your pupils, the right use of the results of which study in the school room is termed "tact in teaching."

ALL efforts in teaching should be based on the interest of the pupils. Unless there exists in pupils a desire to know, something is wrong in the methods used.

PHILOMATHEAN GALAXY.

MOTTO—NON PALMA SINE PULVERE.

Alumni Notes.

1875.

Geo. E. Hemphill is engaged in the lumber business, on Federal street, Allegheny, Pa.

1876.

Dr. L. C. Beal is a practicing physician and school director at Farmington, Pa.

1877.

Prof. W. S. Jackman, wife and daughter, spent a large part of vacation at Prof. J.'s father's, near California.

The death of John B. K. McCollum, at Pottstown, Pa., was announced at the Normal a short time before Commencement. His remains were interred at Amity, Washington county, Pa.

Rev. A. W. Newlin resigned his professorship in Allegheny College in June. He will enter the Methodist ministry, in the East Ohio Conference, this fall.

1878.

Mr. and Mrs. John S. Eberman spent two weeks of August at the home of Mrs. Eberman's mother, West Newton, Pa.

Miss Clara S. Lang will teach room No. 1, in the Bellevernon schools.

Mrs. H. Lenore McCutcheon (*nee* Phillips) assists her husband in conducting a seminary at Clarksburg, W. Va.

W. S. Van Dyke, bank cashier of West Newton, Pa., is now school director where he used to be school

principal. A deserved promotion. (Ex-State Superintendent Wickersham, now a school director in Lancaster, boasts that he now holds the most honorable position of his life.)

J. Truman Wells, of the McKeesport *News*, had a daughter in the last graduating class of the McKeesport High School.

1879.

R. Q. Grant is now stationed as Signal-Service officer at Ft. Smith, Arkansas.

Dr. C. L. Parkhill and wife, of Denver, Col., visited relatives in Fayette county recently.

B. W. Peck is Superintendent of Fulton county schools.

1880.

Miss Marie Hall is studying stenography in Pittsburgh.

J. C. Kendall, Principal of the Homestead schools, has at last found out that it is not good for man to be alone. Mr. Kendall found his wife in Homestead. The *REVIEW* extends congratulations.

E. J. Smail, now a prosperous Pittsburgh attorney, with Mrs. Smail, visited the Normal Commencement week.

1881.

W. S. Bryan has resigned the principalship of the Brownsville schools and accepted a position in our Normal faculty. Mrs. Bryan will be Librarian.

A. M. Claybaugh is on the editorial staff of the Pittsburgh *Post*.

1882.

A. F. Cooper graduated from the Law School of Michigan University in June, and has entered the law office of A. D. Boyd, Esq., in Uniontown.

Miss May Donaldson is engaged in an Allegheny City hospital. She will study medicine.

Mrs. Lucy Fulton (*nee* Ulery) will teach the primary department in Madison College, Uniontown.

1883.

Miss Amanda Cassidy is a teacher in the Hiland School, Pittsburgh.

Miss Bertie Jones will teach in Homestead.

Miss Anna R. Pflasterer was married about the first of July to a missionary, whose name we have not learned.

Miss Lilly R. Reis is a teacher in the Hiland School, Pittsburgh.

J. H. Sutherland is a theological student in Allegheny, and preaches occasionally as a supply.

B. E. Tombaugh was married August 9, to Miss Bessie Lindley, of this county. The felicitations of the *REVIEW* are cordially extended.

DUNBAR township, Fayette county, believes in normal-trained teachers. California will be represented in the township this year by the following: Lee Herrington, Eva Sproull, O. O. Anderson, T. A. Humbert, Wilbur Swearer, H. I. Keys, Maggie Snyder, Lizzie Davies and Lissa McBurney.

CLIONIAN REVIEW.

MOTTO—PEDETENTIM ET GRADATIM.

1884.

J. A. Berkey is no longer principal of the Somerset schools, but a law student. His career as principal was eminently successful.

Miss Belle N. Galley will teach in Stonerville, Pa.

Wendell Hertig is a bank secretary in Minneapolis, Minn.

J. C. Longdon is principal-elect of the schools of Berlin, Pa. His position is the one formerly held by county superintendent J. M. Berkey, and is one of the best in Somerset county.

Miss Emma M. Willson will teach in Elizabeth, Pa., in Room No. 9 of the public school.

1885.

Joseph D. Hornbake will have charge of the Centerville school, this county.

L. W. Lewellen is vice-principal of the Connellsville public schools. Mr. L. made an enviable record as principal of his home school at Masontown, Pa.

Miss Lizzie Morgan is one of several newly elected teachers at Monongahela City.

Miss Minnie E. Watters received the compliment of an election by two boards in Allegheny City the same night. She has accepted the position nearer her home.

1886.

Miss Bell Armstrong has accepted a position as teacher in the high school of Farmer City, Ill.

Miss Eve C. Downer resigned

the position to which she was elected in Monongahela City.

Miss Lucy Hertzog will study medicine.

Miss Nettie C. Teeters was married, August 30th, to Mr. Geo. T. Linn of Monongahela City. May the journey of life be smooth and prosperous for the happy couple.

Miss Annie Knider will teach at Hillsboro, Pa.

Miss Carrie McGinnis and Miss Luna Chalfant will teach in Fal-lowfield township, this county.

E. F. Thomas does not expect to teach. He is engaged as a clerk in Smithfield, Pa.

S. P. West, the talented and genial colored member of the class of '86 has been elected principal of the colored school of Uniontown, Pa.

Miss Annie R. Wood will teach in the public school of Uniontown, Pa.

1887.

Mr. W. D. Cunningham, after having nearly half a dozen positions offered him—almost as much embarrassed with offered positions as Artemus Ward with Mormon widows—he has accepted the West Newton principalship at a salary of \$80 per month.

Miss Effie M. Johnson fared but little better than Mr. Cunningham. She was tendered at least four positions and was elected both in Monongahela City and McKeesport. She has accepted the latter position. It pays \$50 a month for nine months.

Miss Priscilla Darsie will teach at Speers, opposite Bellevernon.

Miss Jennie N. Fritzius will teach in Braddock.

A. A. Guffey, Jos. F. Mayhugh, and Jas. B. Hallam will teach in Forward township, Allegheny county.

Hugh J. Keys will be principal of schools at Vanderbilt, Pa.

H. L. Kiehl will teach in Somerset township, this county.

Miss Anna M. Powell will be one of six California graduates employed, at good salaries, in the schools of Homestead, Pa.

1888.

Of the twenty-nine members of the class of '88, we only know certainly of one who has no position, and she is not an applicant. From a few of the class we have not had recent definite information.

Miss Billingsly will teach the Cedar Hill school, opposite California; Miss Boyd at Tarentum; Miss McConnell in McKeesport; Miss Mellon in Beaver Falls; Miss Mountsier in North Bellevernon; Miss McFarland at Oakdale Station; Miss Patterson in Monongahela City; Miss Packer near Homestead; Miss Roly in Bellevernon; Miss Hannah Stephens in Elizabeth; Miss Singer in the Model School, California; Mr. Ailes in Lucyville (principal); Mr. Applegate in East Huntingdon township, Westmoreland county; Mr. Danley in Claysville (principal); Mr. Fowles in Powhatan Point, Ohio (principal);

Continued on page 16.

Omens.

As, ere a storm a silence fills the world,
No blade is stirred, no banner is unfurled,
In conscious field or wood,
So all the morning, hushed and tranced with fear,

I seemed to see a messenger draw near
Whose errand was not good,
I turned, and lo within the open door
The one I deemed beset with perils sore
Close by me, smiling stood.

I knew not why (I said that summer night)
That heart in me should be so wondrous light,
So sweet each moment's breath:
Assurance kind greets me from every star;
The all-gathering breeze that hastens from afar—
How glad a thing it saith!
That was the night my friend beyond the seas,
Within a tent, beneath the olive trees,
Turned his blue eyes on death.

—Edith Thomas.

Woman's Mental Status.

Though we were to concede all that is claimed for difference in size of brain between the sexes, still in the home no one discovers any natural inferiority of girls to boys. As a rule, the girls in any community are quite as intelligent as the boys. If we pass from childhood to youth we still fail to discover any mental inferiority of young women to young men. When the two sexes are educated together the female performs her task with the same apparent ease as the male. Young women acquire languages as readily, comprehend abstruse problems as quickly, and are quite as likely to take prizes in mathematics and other studies as male students. In adult age we find the same intellectual equality of the sexes. And yet here we may find an excuse for any deficiency on the part of woman, by remembering that she has not had the same opportunity for mental development that man has enjoyed. The greatest variation of brain-weight is among civilized peoples, where women have never enjoyed equal advantages with men for mental culture, while among the lowest races there is but little, if any, variation in size of brain between the sexes, showing that education has had much to do in the intellectual development of man. Says Maudsley, who is authority on this subject: "Among Europeans the average weight of the brain is greater in educated than uneducated persons." Now woman has never had equal opportunities with man for intellectual development. The universities and all the best educational institutions of the world have

been closed to her, and all the weight of custom and prejudice have been brought to bear upon her, to make her repress all intellectual aspirations as foreign to her sphere of activity, which is popularly interpreted to mean domesticity. If "quality" of brain has no bearing on this question, as Professor Romanes maintains, why, then, should a 37-ounce brain in man involve idiocy, and the same result not follow in woman with a 37 ounce brain? If the brain of both sexes is the same in all respects, why should not idiocy follow in each with the same weight of brain? If the man becomes idiotic with 37 ounces of brain, as we are told, and the woman is in no danger of idiocy with that weight of brain, it is evident enough which has the inferior brain. If the 32-ounce female brain can do better intellectual work than the 37-ounce male brain (the point of idiocy) then the argument from the relative weight of brain falls, or proves the superiority of the female brain. If the 37-ounce male brain goes to wreck and ruin, while the 37-ounce female brain is sound and clear and capable of good mental work, it legitimately follows that the constituent properties of the two brains are in some respects different, or that the female brain is of superior quality, as many scientific writers teach. If both had precisely the same "quality" of brain, both would become idiotic with the same "quantity," viz., 37 ounces. It is because of the higher quality of the female brain that little girls have an excess of refined moral sense over boys, more natural refinement, sweetest natures, and diviner instincts. Of course there are exceptions to all rules, but, generally speaking, the finer qualities of the female nature are apparent in early girlhood, so that the instincts and perceptions in girls are of a higher order than in boys. Girls are more refined in their manners and habits of life and thought, and this indicates a higher degree of moral and spiritual sensibility. Words and actions show the quality of the soul, for out of our heart the mouth speaketh, and the speech betrays the quality of the heart.

Woman, as a rule, has a better quality of thought and life than man.

Study the Pupils.

MISS NELLIE MOORE.

Sometimes, as you examine the numerous works published for the benefit of primary teachers, are you not forcibly reminded of that most telling object lesson the Great Teacher of Humanity once gave His would-be teachers, when He set a child in the midst of them and exhorted them to learn of it? This you will find is ever the secret of the teacher's success, especially in the primary grades. One must study one's pupils, their characteristics, their wants, their practical ideas. For instance: If one child undertakes to teach another arithmetic, he does not fly at him with some such absurd question of abstract numbers as, "How many are three times two?" That would savor too much of the unskillfulness of some grown-up ignoramus. The childish mind does not deal with abstract numbers, so he adroitly puts such a question as this: "How many ears have you?" Whereupon the small candidate for numerical examination carefully fingers his aural appendages, and finally concludes he has nineteen ears, or may be seven, or perhaps five. But if by any chance of luck, rather than sense, he strikes the right number, his youthful, yet skillful questioner does not hesitate to exhibit unbounded delight at such a happy termination of his mathematical investigations. Whereat the small pupil, unlike us older ones of less enthusiastic years, straightway begs for more questions and importunes his examiner to "gimme another." Happy enthusiasm of childhood! Who ever heard of an older candidate for examination asking for even one more question?

Now all these things, though apparently insignificant, if carefully observed, will teach us more about childhood than all the books we could read for the rest of our natural lives.

A young law student, in trying to make a favorable impression upon Daniel Webster, had managed

to remark: "I confine myself very closely to my books. I rarely spend an evening out of my room, and never a day from the office." Webster answered: "Young man, you are making a grave mistake. Great as are the advantages of a good law library," (and Webster believed in books—he had a thirty thousand dollar library), "you need these much, but you have greater need of a knowledge of human nature. You mistake when you study law in your office only. You should study it in the court room. That is the best law school you will ever find."

So we teachers will find our pupils are our best instructors. Emerson says: "We send our children to school to learn of the teacher, but it is the pupils who teach them." He might have gone farther and said, our pupils come to school to learn of us, but we learn much of them. The school room, our own school room, is one of the best sources of information upon the "Theory and Practice of Teaching." Much as we have need of the best instructors, and the best books upon pedagogics, yet we have a greater need of a knowledge of human nature, especially in our dealings with little children. That knowledge can best be obtained in the school room with the children before us. Little people have been called "live bundles of human nature;" an apt expression, for they have not yet learned to repress their natural tendencies, nor to conceal their motives, nor have they yet schooled their faces to hide their thoughts from those about them. One author has said: "Children are open pages of human nature, while grown people are closed and sealed volumes, whose hidden motives and thoughts are concealed under a strange jumble of words and expressions." If we propose to succeed in our dealings with these "open pages of human nature," it behooves us to study them as well as our text books. Too frequently human nature is the last thing studied, when it should be the first.

MR. HOWELLS, in Harper's Magazine for October, discusses the influence of English Fiction upon

American readers: "English history," says Mr. J. W. De Forest, in a recent letter to the press, "is ancient, impressive, and far-famed, compared with our own; it is more agreeable to identify one's self with the ivy-grown castle than with the lowly and transitory log cabin. In the second place, an Englishman may be a noble, which is not possible with an American. When the New York dude puts on British costume and stutters in British accents, he is not trying to pass himself off for a London shop-keeper, but for a swell out of the English peerage or squirearchy. Now why are we so prodigiously impressed by the ivy-grown castle and by the class which belongs to it? Is it because our minds are drenched from childhood with English fiction? In our reading we are still colonial; we have never had our war of independence. A host of English novelists fill the minds of our youth with English pictures of life, English ideas and preferences and prejudices. From the age of fifteen the American dude has been revelling by imagination in the aristocratic society of the mother-land, and learning to wish that he could attain to it. It is not to be expected that he should remain fervidly patriotic or democratic in his fancies and manners."

All this is perfectly true and it is also true that the literary subjection in which we are to England has its lovely and charming phase as well as its odious aspect. We sit at the feet not only of the second-rate English novelists, but of the sympathetic and winning English essayists, the three great English poets, and the ideal England is so endeared to us in earliest childhood by the nursery rhymes that when we come to the real England nothing is strange there but the Englishmen. We have known those gentle hills and streams, those green fields and hedges, those low, soft skies, those rooks and larks and nightingales all our lives; and even if we are snobs, as most of us are, a genuine poetic strain in us is touched by the sight of nobleman's castles and gentleman's places' and their parks and pleasancess. Everything in England is appreciable

to the literary sense, while the sense of the literary worth of things in America is still faint and weak with most people, with the vast majority who "ask for the great, the remote, the romantic," who cannot "embrace the common," cannot "sit at the feet of the familiar and he low," in the good company of Emerson. The effect is no doubt such as Mr. De Forest suggests, with these. We are all, or nearly all, struggling to be distinguished from the mass, and to be set apart in select circles and upper classes, like the fine people we have read about. We are really a mixture of the plebeian ingredients of the whole world; but that is not bad; our vulgarity consists in trying to ignore "the worth of the vulgar," in believing that the superfine is better.

Value of Deep Breathing.

Deep breathing and holding the breath is an item of importance. Persons of weak vitality find an uninterrupted succession of deep and rapid respirations so distressing that they are discouraged from persevering in the exercise. Let such persons take into the lungs as much air as they can at a breath, and hold it as long as they can; they will find a grateful sense relief in the whole abdominal region. Practice will increase the ability to hold the breath, and the capacity of the lungs. After a time the art may be learned of packing the lungs. This is done by taking and holding the long breath, and then forcing more air down the trachea by swallows of air. The operation may be described by that of a fish's mouth in water. To those who have never learned it, will be surprising to what an extent the lungs may be packed. Caution at first is needful, but later practice will warrant large use of the treatment. The whole thoracic and abdominal cavities will receive immediate benefit and continuance, with temperance in eating, and good air, and right exercise, will bring welcome improvement.

There was once a young man quite unique,
For forty-four tongues he could spique;
But one day for one
He put them in one,
And he christened that one "Volapique."
—Washington Critic.

Our Great Natural Soda Lakes.

The alkali exports of Great Britain are enormous, but in course of time they will become much less, as our natural sodas are developed and railroad facilities obtained. Recently a systematic effort has been made to work the soda deposits of Wyoming, and to establish a home market for the product. No attempt has been made to manufacture anything but the commercial caustic soda, for which quite a ready sale can be had, and the development of beds but those near Laramie has not been attempted.

One soda property, generally known as the "Union Pacific Lakes," lies about 13 miles nearly due south of Laramie, and is reached by a branch of the Union Pacific Railway. The property embraces some 2,000 acres, including five "lakes," in all but one of which the soda is solid. These lakes are connected, and seem to drain one into another. All of the soil near Laramie is more or less impregnated with the sulphate of soda; and the common sources, it is believed, are springs, water from which bears large percentages of soda salts.

The physical condition of the soda in the lakes varies much with the season. In wet years the soda is almost fluid, while in dry years in all but one of the lakes it is solid, and in this one it occurs as a saturated solution. In the solid lakes the soda contains many thin layers of mixed clay and soda.

The soda works near Laramie were built by the Union Pacific Railway, and leased to Howard Hineckley. The process used is the old "black ash," with stationary furnace. Coal from the Rock mine is used, and the limestone necessary is obtained near Laramie.

The "Downey Soda Lakes" are situated about 18 miles southwest of Laramie, and are three in number. In one lake the deposit is 11 feet thick; in the others, it is from 5 to 6 feet. The soda from these lakes is similar to that from the Union Pacific one, and there seems to be an underground connection between the two groups.

The soda deposits in Carbon county are situated in the Sweet-water valley, near Independence Rock, and nearly 50 miles due north of Rawlins. These deposits contain both carbonate and sulphate of soda, and are generally known as the "Dupont Lakes." There are five claims, known as: New York soda mine; Philadelphia soda mine; Omaha soda mine; Washington soda mine; Wilkesbarre soda mine. The Wilkesbarre claim is a mile west of the Omaha, and the soda is in solution.

The Wilmington claim is located a quarter of a mile west of the Wilkesbarre, and here, too, the soda was in solution. Its depth has never been determined. It has been sounded with forty foot rope without finding bottom in the center. The New York and Philadelphia claims are both upon one lake, which is solid, and is four miles west of the Wilmington. A bore hole at a distance of 230 feet from the shore passed through 14 feet of solid soda without touching bottom.

Royal Salaries.

A table recently prepared shows the royal salaries paid in Europe, and it forms interesting reading for those who have an idea that our own government is conducted on a wasteful and extravagant plan, and who think, as some of the Kearneyites used to assert, that no man ought to get more than \$3 a day.

The Emperor of Russia receives \$8,250,000 per annum; the Sultan of Turkey, \$6,000,000; the Emperor of Austria, \$4,000,000; the King of Prussia, \$3,000,000; the King of Italy, \$2,400,000; the Queen of England, \$2,200,000; the Queen of Spain, \$1,800,000, and the King of the Belgians, \$500,000.

What a sermon against monarchical government this brief table contains. Eight persons, men and women—for Kings and Queens are nothing more—receive each year in the aggregate \$28,150,000 for doing what? For doing nothing that hundreds—may be thousands—of their subjects could not do just as well and possibly much better. Some of these monarchs get their salaries

for doing really nothing. Queen Victoria, for example, has absolutely no function to perform except to represent in her royal person the idea of dominion and sovereignty. She has no part in the government of the country. The most irrepressible Irish member of Parliament does more and has more to say about ruling the empire than Victoria has; and yet because she is what she is, the mere eldolon of a bygone autocracy, her loving subjects pay her over \$2,000,000 every year for her own use and benefit.

The King of Prussia receives \$3,000,000 a year as compensation for his arduous royal duties; and when it is considered that he is the Emperor of Germany, that he is a man over 90 years of age, and that the reins of governments have been for years in the hands of Bismarck, it must be admitted that, judged by republican standards, he does not earn his salary.

Probably the Czar of Russia performs as much or more actual labor than any reigning sovereign in Europe. The form of government of Russia being despotism, the Czar must necessarily center all authority in himself and be, in fact as well as name, the fountain and source of all authority. But even for his duties, irksome, multifarious and difficult though they may be, \$8,250,000 is more than they are worth, especially in view of the financial condition of Russia and the immense drain upon her resources.

The people of the United States thought they were doing a wonderful thing when they increased the President's salary from \$25,000 to \$50,000; and yet the larger amount is only a trifle over two days' salary of the Emperor of Russia; while at the same time the United States is better able to pay the President the Czar's salary than Russia is to pay the Czar the President's salary.

Royalty is simply an enormously expensive luxury, with nothing to recommend it except tradition and precedent, and the only wonder is that it can keep its hold so long on intelligent and progressive nations in this age of the world.—*San Francisco Chronicle.*

Rapid Work.

Some idea of the extent to which mechanical ingenuity and efficiency have advanced may be had from the following statement:—"It is now possible to construct a complete sewing machine in a minute, or sixty in an hour; a reaper every fifteen minutes or less; 300 watches a day, complete in all their appointments. More important than this, even, is the fact that it is possible to construct a locomotive in a day. From the plans of the draughtsman to the execution of them by the workman, every wheel, lever and valve may be constructed from the metal to the engine intact. Every rivet may be driven in the boiler, every tube in the tube-sheets, and, from the smoke-stack to the ash-pan, a locomotive may be turned out in a working day completely equipped, ready to do the work of 100 horses." Without such machinery and the skilled laborer to operate them, the civilized world of to-day would be an impossibility.

The Man and the Boy.

Boys are quick to learn, and you have only to get them interested in a thing to teach them how to do it. When you set them at a new piece of work, explain it to them. Tell them not only how to do this and that thing, but why you do it. Explain the reasons for it, and set them to thinking for themselves. Encourage them to be self-reliant, and when they have done anything well, give them the credit to which they are entitled. Treat the boy as if he were a man—for he is, on a smaller scale than yourself—and he will act like a man. Take him into your confidence, and make a companion of him, and he will surprise you by his manliness and sensible ideas. These ideas may be crude, but the germ of sense is in them, and it is your duty to assist in their development in every way.

Too many men make their boys feel that they are of little or no account while they are boys. Lay a responsibility on a boy, and he will meet it in a manful spirit. On no account ignore their disposition to investigate. Help them to understand things. Encourage them to

know what they are about. We are too apt to treat a boy's seeking after knowledge as mere idle curiosity. "Don't ask questions," is poor advice to boys. If you do not explain puzzling things to them, you oblige them to make experiments before they find out, and, though experimental knowledge is best, in one sense, in another it is not, for that which can be explained clearly does not need experimenting with. If the principle involved is understood, there is no further trouble, and the boy can go ahead intelligently.

Manual Training.

One great reason why the civilization in modern times is so much superior to the civilizations of other times is because it is industrial. The Anglo-Saxon is a working animal. He takes to agriculture and the mechanical arts as naturally as the old Phœnicians took to a trade. His wants increase as his manufactures increase, and what he needs are not articles of luxury but convenience and necessity. He prospers and increases through the manual arts. The old Roman civilization was not of a creative kind. Military power is always destructive. The vast wealth accumulated at Rome was not created, but collected and appropriated. The Turks are like the old Romans. They are a fighting people, not industrial and creative. Here is the secret of the weakness of the Turkish power, and the proof that it is destined to be short-lived. The element of our strength is in our industrial work. The ten thousand things we now make only increase the number of things we shall want during the coming years. Wealth gotten by labor is well gotten. The greatest benefit that can happen to a country is to increase the number of its household and personal wants. Every boy and every girl in all our land should be educated to make things; to labor with their hands. Manual training, industrial work, is the salvation of our country.

The Crown Prince as a Schoolmaster.

Littell's Living Age contains a very interesting sketch of *Unser*

Fritz, now ruling Emperor, Frederick III,—from which we make a brief extract:

The Crown Prince one day passing the village schoolhouse stopped, made his way into the classroom, sat down and began to listen attentively to the lessons.

Suddenly a telegraph messenger appeared, handing the teacher a dispatch announcing that his mother was dangerously ill and wished to see him before her death.

The crown-prince, noticing the master's blanched face, immediately inquired what was the matter, and on hearing the fact, bade the poor man hasten to the dying mother's bedside, saying that he himself would look after the school until arrangements could be made for obtaining a substitute during the master's absence.

Accordingly, for more than two hours the crown-prince took sole charge of the school, rapping the idle good-humoredly over the knuckles and rewarding the diligent, until the arrival of the village parson for the purpose of holding his weekly Bible-class.

Education of Indian Children.

A bill has passed the Senate which provides for the establishment of an industrial boarding-school upon every Indian reservation having a tribe of five hundred or more adults, and for the teaching of all branches of useful labor in addition to the usual studies in primary schools. Nothing in the act is to prevent the education of Indian children in schools outside the reservation without the consent of their parents or guardians, and the five civilized tribes and the Osage Indians of the Indian Territory are exempted from its provisions. That the Roman Catholics will, in the event of the enactment of this bill, push for the control of those schools is indicated by the fact that Senator Vest, in his remarks immediately preceding the passage of the bill, declared that the best Indian schools on the continent were those conducted by the Jesuits—a remark which only illustrated the degree of ignorance a Senator may possess on some subjects, however able in others,

The Unseen Victor.

There are no perils that the valiant hearted
Will fear to meet, if they but serve the right,
A noble purpose planted in the spirit
Will give to every one an arm of might.

We need not fear, though host should rise against
us.
If in the path of duty we are found;
We shall be victors in the battle tempest
Though to the cross our bleeding forms be bound.

It is the soul that triumphs, not the fagots
That, burning, slay the martyrs at the stake,
From rock and dungeon oft have risen the spirit
That caused earth's tyrants on their throne to
shake.

Better by far it is to toil and struggle
And bear life's burden o'er a thorny way,
Than to sit idly down where gilded Pleasure
Holdeth her court, and cheats her votaries gay.

Better the wealth of heart, the gifts of feeling,
Though worn with suffering, penury, and toil,
Than all the diamonds in the mines that glisten
Or all the gold in California's soil.

We cheat ourselves when earthly treasures win us
From our allegiance to the cause of truth,
We sell our souls, or make them "aproned waiters"
To passions that but work us care and ruth.

There are defeats that mar the plans we cherish,
That may be triumphs in the years to come;
And battle scars that we shall wear as trophies
Of victories won, when we have wandered home.
—BELLE BUSH.

Wit in Quotation.

Few forms of wit are more amusing to most persons than that which consists of the witty use of quotations. A quotation may be apt yet not witty; but it is impossible for a witty quotation not to be apt. No writer ever succeeded in making use of so many witty quotations as Barham, of "Ingoldsby Legends" fame. Hood perhaps comes next; and many examples can be found in the writings of Sydney Smith, Theodore Hook, Byron and others. Curran, the brilliant Irish advocate, also made use of many witty quotations.

A stock of good quotations and a knowledge of the instances in which certain uncommon words or phrases have been used, are frequently of much service. Thus, when an advocate was arguing against the use of the word "minstrel," and urging that before his client could be called by that term, it must be proved that several persons played together, the judge made him collapse by asking, "Then what about Sir Walter Scott's 'Lay of the Last Minstrel?'"

At an elaborate dinner given by an American banker a few years ago, somebody asked Lord Houghton if he would take his duck rare. "Rare! rare!" said his lordship; "now there is another of your American-

isms which make it so difficult to understand you. And, pray, what do you mean by 'rare?'" An American president piped out from the other end of the table: "We mean by 'rare,' my lord, what Dryden meant when he wrote, 'Roast me quickly an egg, and see that it be rare.'"

Every one flatters himself that he understands the English language if only he can express his thoughts with tolerable clearness. But this is a popular error. Lord Houghton should have known that the word 'rare,' in the sense of underdone, was frequently used in Elizabethan literature, and to this day it is to be heard in many parts of England, from Yorkshire to Devonshire. Credit is due to the American who so quickly and effectually responded to his lordship and at the same time taught him a good English word.

Scott, too, once distinguished himself in a somewhat similar manner. A fellow-scholar of his, on being asked, "What part of speech is 'with?'" answered, "A substantive." The rector, after a short pause, thought it worth while to ask, "Is 'with' ever a substantive?" but all were silent until Scott's turn came. He instantly responded by quoting a verse of the Book of Judges: "And Samson said unto her (Delilah), 'If they bind me with seven green withs that were never dried, then shall I be weak and be as another man.'" Readers of Lockhart's admirable biography will remember that there are also several other similar stories told of Scott and all of these are characteristic, ingenious and illustrative of his fertility of resource.

Biblical quotations are frequently used wittily. Although many persons naturally think the language of the Bible should not be used for the purpose, no exception can be taken to the retort of the man who, on entering a barber's shop, at once seated himself in a chair, and, in response to the expostulations of the customers, quietly retorted, "We are told 'the last shall be first,'" Sydney Smith, again, in reply to Landseer's invitation to sit for his portrait, exclaimed, in allusion to the well-known animal painter's ability, "Is thy servant a dog that

he should do this thing?" Several witty Scriptural quotations are credited to Bishop Blomfield. Once when he had been present at the consecration of a church where the choral parts of the service had been a failure he was asked what he thought of the music. "Well," he replied, "at least it was according to Biblical precedent: 'the singers went before, the minstrels followed after.'"

On another occasion, a friend was interceding with him on behalf of a clergyman who was constantly in debt, and had more than once been insolvent. After praising the talents and eloquence of the impecunious parson, the friend wound up by saying: "In fact, my lord, he is quite a St. Paul." "Yes," said the bishop, "in prisons oft."

Among the witty scriptural quotations attributed to the Presbyterian preacher, Mr. Paul, is one bearing upon his own name. When about to leave Ayr, he gave a farewell sermon expressly to the ladies, and founded it on the passage, "All wept sore, and fell upon Paul's neck and kissed him." Biblical quotations are only too apt to be used irreverently, and a foreigner who had read some of our standard jest-books might, on reading the English version of the Bible for the first time, urge against it the same argument that the old lady used against "Hamlet"—"that there were too many quotations in it."

To a comparatively small number of people quotations, however witty, afford no food for laughter, because they have little or no knowledge of literature. This fact, of course, makes the laugh all the more hearty for those who have. One does not need an extensive knowledge of literature, however, to understand and appreciate the quotation made by C. S. Calverley when he, Mr. James Payn and one or two other gentlemen were climbing Scafell from Westwater. The party went up the mountain much too fast for Mr. Payn, who toiled after them in vain. "The labor we delight in physics Payn," said Calverley. Nor is a knowledge of the classics necessary to understand the phrase made use of by Charles Lamb's sister upon seeing the farewell performance of

the well-known comic actor, J. S. Munden, and this may be cited in conclusion. "Well," she said, after the curtain had dropped, "well, sic transit gloria Munden."

First Steps in Geography.

The first steps in geography should give the child the means to imagine that which he can not see. Begin with the forms around you: the close and careful study of the chains or ranges of hills, valleys, plains, coast lines, springs, brooks, rivers, ponds, lakes, islands and peninsulas. Study them as you do objects in botany or zoology. Take the children out into the fields and valleys; return to the schoolroom; let them describe orally what they have seen; then mold and draw it; and, finally, have them describe the objects they have seen by writing. Teach them distance by actual measurement; boundaries, by fences and other limitations; drainage by gutters and the flow of water after a rain. Let them find springs, and discover how the water comes out of the ground. Have them bring in different kinds of earth—gravel, sand, clay and loam. Begin with one object, study it carefully, then take another, and combine the two, and so on.

I wish to call your attention, especially, to the three great means of thought expression. First, the concrete expression; second, drawing; third, language. The first may be done by molding sand obtained from an iron foundry. Have pupils tell you what they have seen, by molding the form. Second, have them draw in relief, and horizontally. Third, describe what they have seen, orally, and in writing. Use these means continually in teaching geography.—*Educational Gazette.*

Carrying Bundles.

Many people have a contemptible fear of being seen to carry any bundle, however small, having the absurd idea that there is a social degradation in the act. The most trifling as well as weighty packages must be sent home to them, no matter how much to the inconvenience of others. This arises from a

low kind of pride. There is a pride that is higher; that arises from a consciousness of there being something in the individual not to be affected by such accidents, worth and weight of character. This latter pride was once exhibited by the son of Jerome Napoleon Bonaparte. While in college he was one day carrying to his room a broom he had just purchased, when he met a friend, who, noticing the broom, with surprise exclaimed, "Why did you not have it sent home?" "I am not ashamed to carry home that which belongs to me," was the reply. A young friend once told us that, after being born within a pistol-shot of Boston Common; after playing in boyhood about the frog-pond; after going to the Boston Latin School; after graduating at Harvard College; finding that his education made him averse to carrying bundles down Beacon street, to his father's residence, he concluded it was about time to "go West"—and he went. After a few years' residence there, he learned that this country was quite large; that there were a good many people in it; that there a young man was judged on his own merits; that it was nothing against him if his father had been unfortunate enough to have been hanged; that it did not count for or against him if his father had been a highly respected citizen, or even one of those "literary fellers." On his return to the scenes of his childhood, he found if necessary, convenient or desirable he could carry a bundle home.

Diffusion of the English Language.

The fact that at the recent National Congress in India all the speeches and the entire proceedings were in English is a striking illustration of the wide diffusion of that tongue. There were gathered at Madras 700 delegates from all parts of India, Afghanistan, Nepal, Burma, and Scinde. They spoke nine different languages, and the English was the only medium through which the proceedings could be satisfactorily conducted. Great Britain's colonial enterprises have been probably the largest factor in spread-

ing a knowledge of English. It is found also that in countries like Java, where Great Britain has no control, the knowledge of English is steadily growing. Not long ago the French language was the medium invariably employed in all international conferences. At the last Berlin conference, however, English and German as well as French were employed. The other leading languages of Europe have gradually been insisting on recognition on an equal footing with French in their proper domain. It was Mr. Canning who led the way when at the foreign office he ordered that certain correspondence, hitherto written in French, should be sent in English. "The time will come," said Bismarck in 1863, "when I intend to have all my dispatches written in German, and when I shall find means to make them understood even in France." He kept his word, and both the English and German tongues have profited by the considerable decline of French as the international language of diplomacy and polite society.

Presidents' Horses.

Zach Taylor rode at Washington the horse he had used in the Mexican war. Its name was "Old Whitey," and it followed the funeral car of the dead President to his grave. Franklin Pierce used to gallop about the streets of Washington at midnight on a blind horse during his presidency. He rode twice daily, and his coachman, who still lives here, tells me that he kept eight horses in the White House stables. This coachman says Buchanan had one set of harness which cost \$800. Its buckles were heavily plated with silver, and it had fifty-six solid silver "Bs" in different places upon it. Buchanan, however, never rode on horseback, but his niece, Harriet Lane, was accustomed to gallop with the other society ladies of that day over the hills about Washington.

A CLERGYMAN who preached in a prison a Sunday or two since, began his discourse in the traditional way, thus: "I am glad, my friends to see so many of you here this morning."

Continued from page 9.

Mr. Lowstuter near Brownsville; Mr. Parker near West Finley; Mr. Powell in Allenport (principal); Mr. Stewart near Smocks, Fayette county; Miss Marquis near Cross Creek; Miss Vance in Smith township, this county.

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