

The Normal Review.

Vol. IV. No. 2.

CALIFORNIA, PA., OCTOBER, 1888.

50c. a Year.

Entered as second-class matter.

SHOW THE NORMAL REVIEW to your friends and ask them to subscribe.

THE Senior class numbers 36.

THE winter term opens Dec. 31, and the spring term March 25, 1889.

THE enrollment at the California Normal last year was probably larger than at any other Normal school in the state, with perhaps two exceptions.

MISS LAURA E. SCOTT will teach near Washington, Pa., and will probably enter the Senior class of 1890.

MISS REBECCA SNYDER, a very worthy student of last year, will teach in South Huntingdon township, Westmoreland county.

MISS EVA M. TEGGART, class of '88, was elected to a position in the Ridgway schools, but could not accept. She is teaching near home.

PROF. D. C. MURPHY, class of '79, principal of the schools of Ridgway, Pa., is editor of the Pennsylvania department of the Rochester, N. Y., *Educational Gazette*.

MISS IDA HUGG, who has been detained at home by sickness, took her place in the Senior class Sept. 22.

MR. H. H. HACKNEY, of the class '79, was married Sept. 25, in Atchison, Kas., to Miss Frances Blair of that place.

MISS MACPHERSON, who has charge of the gymnastic exercises, commends the students highly for their work with the dumbbells.

MRS. NOSS, the training teacher in the Model school, attended the Greensburg teachers' institute.

THE board of education of Baltimore some years ago passed a resolution that any teacher allowing the harsh old-time school tones to be used should forfeit her position.

MR. CHAS. E. BAKER, a former Normal student, is principal of the schools of Beallsville, Pa.

REV. D. H. MCKEE, class of '78, pastor of the M. E. Church at Glenfield, Pa., has succeeded in clearing the church of a burdensome debt. Jubilee services were held Sunday, Sept. 23.

THE Normal promises to make greater advancement this year than in any former year of its history.

MISS EVE C. DOWNER, class of '86, has entered Col. Parker's Normal school at Chicago, to prepare herself for training work.

THE NORMAL REVIEW will gladly publish items of news concerning former students of the Normal. Don't be backward in sending us the items.

CATALOGUES of the Normal can always be had free on application.

MISS ANNA JENKINS, class of '86, is now in Texas engaged in teaching.

MISS MAY DONALDSON, class of '82, called recently at the Normal. She will not teach this year.

MR. B. N. PHILLIPPI, a Normal student in 1877, now of Allegheny City, was a visitor at the school Sept. 25. Mr. P. was a staunch Clio.

"WHAT will you take to let me carry your string of fish through the town?" said an unlucky fisherman to a lucky one.

MISSSES KATIE J. KERR and Cora C. Krebs, teachers in the Eighth Ward school, Allegheny City, spent a day at the Normal, Sept. 24, with Miss McMunn, of the Senior class, a former teacher in the Eighth ward.

TO SHOW the worthlessness of many petitions a Texas man got over 700 signers to a petition to hang the judge and the sheriff in a case pending before the court. The signers had not read the petition.

ALMOST any teacher could *talk up, work up* and *get up* an entertainment of some kind, and with the proceeds purchase cheap, well-chosen books—books enough to form the nucleus for a school library. Try it.

PROF. F. R. HALL is serving his second year as superintendent of the M. E. Sunday School of California—the position so well filled for a quarter of a century by Mr. L. W. Morgan. Mr. Morgan teaches a class in the school.

PROF. W. K. Stiffy, formerly in charge of the music department, was a recent visitor at the Normal. He has been engaged as instructor in music in a college at Austin, Texas, and will enter upon his new duties this fall.

THE students who were here last term will be delighted to learn that Dr. Edward Brooks will return next spring for special work in the science of teaching.

Only a Shell.

Upon a mountain's height, far from the sea,
I found a shell,
And to my curious ear this lonely thing
Ever a song of ocean seemed to sing—
Ever a tale of ocean seemed to tell.

How came this shell upon the mountain height?
Ah, who can say
Whether there dropped by some too careless hand
Whether there cast when oceans swept the land
Ere the Eternal had ordained the day.

Strange, was it not: far from its native sea,
One song it sang—
Sang of the mighty mysteries of the tide—
Sang of the awful, vast, profound and wide—
Softly with echoes of the ocean rang.

And, as the shell upon the mountain's height
Sings of the sea
So do I ever, leagues and leagues away—
So do I ever, wandering where I may,
Sing, O my home—sing, O my home, of thee
—*Modjeska.*

Second and Third Grade Questions.**HISTORY.**

1. Name European countries that claimed portions of the new world, locating these portions and stating the grounds of each one's claim.
2. With what is the name of Penn. associated? Oglethorpe? Roger Williams?
3. In what wars did battles occur at the following places, and which army was victorious in each case? Quebec, Palo Alto, New Orleans, Bunker Hill, Shiloh, Trenton, near the site of Pittsburgh, Gettysburg.
4. Bound the territory claimed by the United States at the close of the Revolutionary war.
5. What was meant by the "Louisiana Purchase," and what did it include?
6. What can you say of "Nullification?" "Alabama claims?" "Resumption Act?"
7. When did negro slavery commence on this continent, and when was it abolished?
8. Give a brief sketch of the life of Garfield.
9. Name five Prominent American educators, five American authors, five American inventors, and five American statesmen.
10. Name the President of the United States and the members of his cabinet.

PENMANSHIP.

1. Make and name the principles in the systems you teach.
2. What is the unit for measuring the height of letters.
3. Describe the movements usually employed in writing.
4. Should flourishes be used in business letters?

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5. Write the following as a specimen of your penmanship:

"Maud Muller, on a Summer's day,
Raked the meadow, sweet with hay,"

DRAWING.

1. Draw an equilateral triangle, each side four inches long.
2. Draw a hexagon inscribed within an equilateral triangle.
3. Draw a four-pointed star on a two-inch square.
4. Give the correct position for the body in drawing; for holding the pencil; for the position of the paper. Should the paper be moved to aid in drawing lines in different directions.
5. Draw a cone—a pyramid—a window—a door.

PHYSIOLOGY AND HYGIENE**WITH REFERENCE TO THE EFFECTS OF ALCOHOLIC DRINKS AND OTHER STIMULANTS.**

1. Name some kinds of alcoholic drinks.
2. Explain the cause of delirium tremens.
3. What are the effects of alcohol on the muscles?
4. What harm do rum, brandy, wine, and other alcoholic drinks do the brain?
5. What effect has alcohol on the breath?
6. Is alcohol needed by the healthy person?
7. What are the objections to the moderate use of alcohol?
8. In what way does tobacco hurt children?
9. Which is the more injurious, the use of opium or the use of alcohol?
10. Is anything gained by changing one narcotic for another?

READING.

1. What is inflection? Modulation? Monotone? Poetic pause?
2. Give the principal rules for good reading? What are the principal faults in reading?
3. What is articulation?
4. Describe any exercise which you think calculated to produce distinct articulation.
5. What ought to control expression in reading?
6. What is the use of the punctuation mark in readers?
7. Define pitch, force, expression. Name four qualities of tone.
8. Give the names and works of five of the most noted American authors.
9. What are some of your plans for interesting your pupils in reading good literature?

10. How important do you consider reading as compared with other branches taught?

THEORY AND ART OF TEACHING.

1. Give three reasons why the educator should study his profession.
2. Distinguish between theory and practice, science and art.
3. What are the chief objects of a common school education?
4. Define *oral instruction* and *topical recitation* and mention the subjects in which each may best employed.
5. What studies taught in the common schools do you consider the most important? Give your reasons for the opinion.
6. Can spelling and language be taught incidentally to any extent? If so, how?
7. What general exercise do you have in school?
8. Mention all the uses you make of the black-board.
9. How do you regulate whispering?
10. How shall a teacher create in the minds of his pupils a desire to be neat, polite, prompt, truthful, industrious?

CIVIL GOVERNMENT AND SCHOOL LAWS.

1. What is a Constitution?
2. How does legislative power differ from executive?
3. What is meant by impeachment?
4. How many electoral votes can each state cast for President?
5. Who is the presiding officer in the United States Senate, and how is he chosen? Who in the House of Representatives, and how is he chosen?
6. What authority is supreme in the interpretation of state laws?
7. Mention five State Officers, and briefly enumerate the duties of each.
8. Who has the legal authority to prescribe a course of study for public schools?
9. By what authorities may teachers be legally qualified?
10. What days are fixed by law for the examination of teachers?

BOOK-KEEPING.

1. Define the terms invoice, account current, negotiable paper, protest and liquidation.
2. Write a letter of credit.
3. Write a promissory note and endorse it. 1st. in blank; 2d. in qualified or restricted form.
4. What is single entry?
5. What is meant by the term "Journalizing?" Is the journal used in practical business?

ARITHMETIC.

1. Write one thousand and forty-five and nine millionths. Write seven and nine ten-thousandths.
2. Multiply the sum of 2856, 107, 3006 by 2003; divide the product by 9002 and subtract the quotient from one million one thousand one.
3. If 6 be subtracted from each term of the fraction $\frac{9-10}{10}$, will the value be increased or diminished? How much?
4. How many steps of two ft. 4 in. each will it take to make a mile?
5. What sum must be invested in U. S. 3's at 104 to yield an annual income of \$2,100?
6. Divide twenty-five by fifteen-thousandths and multiply the quotient by thirty-millionths.
7. Sold a house and lot for \$6,000 and gained 20 per cent.; what was the cost?
8. What is the interest at 7 per cent. on \$194.25, from Sept, 12, 1884, to Aug. 28, 1887?
9. Define quantity; proportion; interest; cube root.
10. The distance between opposite corners of a square field is 50 rods. How many acres does it contain?

GRAMMAR.

1. Name all the classes of nouns. Define a collective noun and give an example.
2. Give the classes into which pronouns are divided. Define each.
3. Define the terms, "Positive, comparative, superlative," as applied to adjectives.
4. Explain the nature of a transitive verb; also of an intransitive verb. Give four examples of each.
5. Write the principal parts of sit, set, fly, flee, lie, lay, rise, raise, get, burst.
6. Write a sentence containing two subordinate sentences—one performing the office of an adjective, the other the office of an adverb.
7. Analyze or diagram the following:
*"Unlike the shapes of Egypt's sands,
 Uplifted by the toil-worn slave,
 On Freedom's soil with freeman's hands
 We rear the symbol free hands gave."*
8. Parse the italicized words in the above sentence.
9. Correct the following, and give reason for each change: "The new boat is now laying at the dock." "It could not have been her." "I never thought of its being him."
10. How may you improve your pupils in the common use of correct language.

PHYSIOLOGY.

1. Define anatomy, physiology and hygiene.

2. Give the composition of bones, their office in the body; explain the difference between the bones of a child and those of an old man.
3. Describe a muscle. State the difference between striated and non-striated muscles.
4. What organs are employed in digestion? State the functions of each.
5. Describe the process by which the blood is purified.
6. Mention and locate the special senses.
7. Classify the teeth and for what is each class used?
8. Describe the structure of the skin. What are its uses?
9. State some important laws of health to be observed in eating, in dress, in exercise, and in the use of the eyes.
10. Why should school rooms be especially well ventilated?

ORTHOGRAPHY.

1. Separate into syllables and mark pronunciation of following words: Squalor, cognomen, amenable, sacrificial, satiety, dynamite.
2. What is the difference between primitive and derivative words?
3. Prefix the following to a root word and define the word so formed: ad, ante, con, pre, and ultra.
4. Give a rule in spelling relating to silent *e*; one concerning the doubling of a final consonant. Give five words that retain the silent *e* before *ing*.
5. Write these words, correcting the orthography if necessary. Proceed, preceed, superceeded, succeed, addoration, dilligence, tranquillity, bouquet, Tennessee, Mississippi.

COMPOSITION.

1. Justify the use of the capitals and the marks of punctuation in the following sentences: "Francis II., Charles IV. and Henry III., three sons of Catherine de Medici sat upon the French throne.
2. Punctuate and capitalize the following: "to him who in the love of nature holds communion with her visible forms she speaks a various language."
3. Explain the difference in meaning between the following synonyms: Temperance and abstinence; amity and friendship; trust and credit; corporal and corporeal; artist and artisan.
4. Prepare a frame work, containing heads and a subdivision for a theme on the subject: "How to Read."
5. Write a complete letter to some

person; outline the form of an envelope and indicate the position of the stamp, and write the superscription in its proper position.

GEOGRAPHY.

1. Are the zones arbitrary or natural divisions of the earth's surface? Give reasons.
2. Compare the climates of Oregon, Maine and Illinois, accounting for the differences.
3. Locate and say a few words about Amsterdam, Honolulu, Wichita, Black Hills, Isle of Man, Birmingham and Hamburg.
4. What are the cotton producing States? The tobacco States? The wool States? The manufacturing States?
5. Describe the course and probable cargo of a vessel from Yokohama to New York.
6. State the difference between standard and local time, and give the reason for the difference.
7. Draw an outline of a township in sections, and number the sections as numbered by the surveyors.
8. Name the political divisions of Europe.
9. Name and locate the largest five cities in the United States, in the order of their size.
10. Name the largest river in each of the grand divisions; give its general direction and tell into what body of water it flows.

The home of Maurice Thompson, the poet, at Crawfordsville, Ind., is a dark-gray house of a dozen rooms, deepset in a little grove of maples, and looking into a broad, beautiful street, on the other side of which is a well-kept park of five acres, set in trees and carpeted with blue grass. This park belongs to Mr. Thompson's estate, which is by no means small, as compared with the poverty of most literary people. The genial author, writes Edmund Clarence Stedman, is a great horse-fancier, and took me driving behind a beautiful brown mare, whose motion was poetry itself. He and General Lew Wallace are warm personal friends, as well as neighbors, and he pointed out the cozy home of Ben Hur, not far away. At present Mr. Thompson holds a very important office. He is chief of the Department of Geology and Natural History of Indiana, and is directing the survey of the State. He

is by no means a voluble talker, but he is extremely interesting. The history of literature is at his tongue's end, and especially of early French poetry he spoke in a way which commanded attention and impressed me peculiarly. We sat in his little study, with its stained glass windows and book-lined walls, and talked away a whole golden June afternoon. "Give me Lowell, and Emerson, and Hawthorne, of all the Americans," he said, "but then, there is Edward Everett Hale (for moral force), and Henry James (for style), and Howells (for humor), and Cable (for light romance), and Aldrich (for surprise), and Gilder (for fervid feeling)—they are all good, very good, to read." Mr. Stedman writes at some length on Mr. Thompson's literary characteristics, and regards the style of the Indiana poet as superior to that of Thoreau or John Burroughs.

Illustrative Drawing.

MAY L. CLIFFORD.

Innate in every child's heart is a love for the beautiful and the desire to reproduce and originate the forms of beauty.

Objects of beauty, of color, motion and life interest the child at an early age; and almost as soon as this interest is shown, we observe that the child is actuated by the desire to reproduce and represent these forms which have made an impression upon his mind.

At first he will choose, to him, the most real and concrete expression possible, and his vivid imagination supplying all deficiencies. From the chairs in the room he will build trains of cars, from pebbles and sand construct forts and castles, from clay model fruits, objects and animal forms.

Later, when the perceptive, imaginative and reasoning faculties are more fully developed, the child will be content with a means of expression less concrete to him, and will represent ideas of forms and express his thoughts by means of the language of drawing.

Rude, indeed, may be these first sketches made by the child, yet of great value in that they reveal the

clearness and acuteness of the idea expressed, and to the teacher who understands the workings of the mind of the child they serve as valuable aids in the consideration of methods and means to be used in teaching.

If called into activity and systematically developed and cultivated, this natural gift cannot but prove a constant source of enjoyment to the child and a valuable aid in the acquisition of all elementary and scientific knowledge. In later life this power becomes of practical use in the home, on the farm, in the mechanic's shop, in school-room, office, study and studio. But power, if not exercised, becomes in part or wholly lost, and the student who is able to express his thought only through a spoken or written language has lost or neglected a God-given power. His education has been one-sided.

In too many instances the thoughtless laugh at a child's crude efforts in drawing, or the parent's assurance that he has no taste or talent for drawing, and cannot learn to draw, has been a positive injury to him, realized when too late.

The advantage and pleasure to be derived from a systematic art training have been kept from many children too long, and no reasonable excuse can be given for such deprivation.

By no means should the child be deluded into thinking himself an artist; his faults should be kindly pointed out, and he should be taught that only by unwearied and life-long work did the old masters gain their great power and accomplish such grand results.

Our schools should train the child to express his thought by ready and rapid pencil and crayon work.

Did our teachers but understand the child's natural tastes for drawing, and appreciate more fully the many uses and applications of it, the troublesome boy might not only be kept out of mischief by this employment, but possibly from evil as well. The dulled faculties of some children might also receive new power and development through its use.

It is said that the needle has saved many a poor woman from de-

struction; the jack-knife, scissors, crayon, color-box and pencil have saved many a youth, if not from destruction, from idleness and ignorance, from street life and associates.

The illustrative artist is left at his will to ennoble or degrade the lives of our children by his work, which has far more lasting effects upon the child than we sometimes realize.

Watch the street urchin as he stands open-eyed and open-mouthed absorbing all that the vile advertisements portray, or the youth as he reads the worst literature which is circulated, made more degrading by coarse illustrations. Can we doubt that their minds will be poisoned and finally become incapable of high and noble thoughts and purposes?

If possible, keep from the eyes and minds of the children and youth the illustrations which may do them harm, and teach them to appreciate and make a right use of the power which they may have; to reject always the low and bad in art as in literature and conversation, and to honor and respect the good illustrative artist and his work.

With the call for objective teaching in our schools, comes the call for illustrative drawing by teacher and pupil. Teachers are, as a rule, unprepared to meet this demand, but earnest, thoughtful practice on their part will overcome nearly, if not quite, all the difficulties. See to it that the children have sufficient practice in this work to enable them to express clearly, if not faultlessly, their ideas with pencil and crayon. The children in the schools of France are said to be able to illustrate readily well-written exercises on physiological, botanical and other subjects by well-executed drawings; ours can be taught to do as well.

Some of our normal and training schools are endeavoring to impress upon students the importance of a training in this direction, and lead them to see that much time may be saved by both teacher and pupil, and more lasting impressions produced, if both are trained to make use of illustrative drawing. The time is surely coming, in this age

of advancement, when the ability to draw well and illustrate readily will be one of the necessary qualifications of the teacher, especially of our lower grades.

"Sounds which address the ear are lost
And die in one short hour, but that which
Strikes the eye lives long upon the mind;
The faithful sight engraves the knowledge with a
beam of light."

We do not make enough use of illustrative drawing in the school-room. Indeed, many of our teachers and pupils seem actually afraid of the blackboard and crayon.

Those teachers who do require pupils to do work of this kind do not always appreciate the fact that blackboards are suitable and intended only for illustrative sketches. Finished drawings requiring much time should be made with more lasting material than blackboard crayon.

Instead of spending hours over one map; give pupils drill on time-sketching, or rapid drawing of outline and physical features.

Colored crayons may be used in this work, but judgment and taste should always be exercised in their use.

The principles and rules of harmony and contrast of colors should not be violated even for illustrative purposes.

For all ordinary purposes, the common soft, white crayon is well adapted.

Sections and different substances and materials can be indicated by light and heavy lines, hatching by parallel lines, by dotting and shading.

As a rule, the fewer the lines and the less shading, the better will be the result.

Be satisfied with a drawing which looks well and serves every purpose at a distance of five or six feet, or even across the school-room. Avoid the finished drawing of details, which are not needed, and which can be seen only at a short distance.

The enlargement of small drawings and copies for illustrative purposes is excellent practice for the pupil. The freedom of movement and expression gained is a help to the pupil in the regular and systematic work in drawing on paper, and a cramped movement and tendency to make small drawings are

often overcome by this practice.

The aim and use of illustrative drawing in the school-room is to convey a clearer meaning and understanding of the subject, and while the sketches should be as beautifully and neatly drawn as the pupil is able to draw them, they should not be considered as pictures, and a beautiful drawing should not be the primary aim of the work.

Drawing is a valuable aid in the teaching of physiology, botany, physics and all the sciences in our schools. Much attention is given to illustrative work in the science and other departments of our State Normal School, and the results prove it to be a valuable and almost indispensable aid in the work.

Gentlemen.

What do we mean to-day by that common phrase, a gentleman? By the lights of history, from *gens gentilis*, it should mean a man of family, "one of a kent house," one of notable decent, thus embodying an ancient stupid belief and implying a modern scientific theory. The ancient and stupid belief came to the ground, with a prodigious dust and the collapse of several polities, in the latter half of the last century. There followed upon this an interregnum, during which it was believed that all men were born "free and equal," and that it really did not matter who your father was. Man has always been nobly irrational, bandaging his eyes against the facts of life, feeding himself on the wind of ambitious falsehood, counting his stock to be the children of the gods; and yet perhaps he never showed in a more touching light than when he embraced this boyish theory. Freedom we now know for a thing incompatible with corporate life and a blessing probably peculiar to the solitary robber; we know, besides, that every advance in richness of existence, whether moral or material, is paid for by a loss of liberty; that liberty is man's coin in which he pays his way; that luxury, and knowledge and virtue, and love and the family affections, are all so many fresh fetters on the naked and solitary freeman. And the ancient stupid belief, having come

to the ground, and the dust of its fall subsided, behold the modern scientific theory beginning to rise very nearly on the old foundation; and individuals no longer (as was fondly imagined) springing into life from God knows where, incalculable, untrammelled, abstract, equal to one another—but issuing modestly from a race; with virtues and vices, fortitudes and frailties, ready made; the slaves of their inheritance of blood; eternally unequal. So that we in the present, and yet more our scientific descendants in the future, must use, when we desire to praise a character, the old expression, gentleman, in nearly the old sense—one of a happy strain of blood, one fortunate in descent from brave and self-respecting ancestors, whether clowns or counts. And yet plainly this is of but little help. The intricacy of decent defies prediction, so that even the heir of a hundred sovereigns may be born a brute or a vulgarian. We may be told that a picture is an heirloom; that does not tell us what the picture represents. All qualities are inherited and all characters; but which are the qualities that belong to the gentlemen? What is the character that earns and deserves that honorable style? And yet for all this ambiguity, for all these imperfect examples, we know clearly what we mean by the word. When we meet a gentleman of another class, through all contrairty of habits, the essentials of the matter stand confessed: I never had a doubt of Jones. More than that, we recognize the type in books; the actors of history, the characters of fiction bear the mark upon their brow; at a word, by a bare act, we discern and segregate the mass, this one a gentleman, the others not.—*Robert Louis Stephenson.*

HAVE an interesting plan for opening your school. Make your exercises a treat to all present—of such an order that they will give tone and character to your pupils. Rhetoricals, singing, reading stories aloud, and many other ways will suggest themselves to the thoughtful teacher. Too often these exercises are not appreciated or participated in by pupils.

Did Columbus Discover America?

The Northmen, wandering fragments of Asiatic tribes, after traversing Europe, found a home and founded a nation in Norway, only when the sea arrested their progress. Here they achieved a permanent conquest and founded the mother country, from whose sea-indented shores proceeded so many expeditions pregnant with the fate of nations. * * In 860, Naddod, a Norwegian pirate, on his voyage to the Ferroses, was carried far out of his course by a tempest, and this accident led to his discovery of Iceland, the "Ultima Thule" of the ancients. This ice-clad island became a colony of the mother country. About the year 900 Rollo made the conquest of Normandy. In 1060 we find a Norman prince established in Apulia. In 1066 William the Conqueror becomes the master and king of England, and founds the present dynasty of Great Britain. It will thus be seen that the Northmen were at the height of their power and activity when they discovered and colonized portions of the Western continent in the tenth century. * * The learned geographers and skillful critics, who have reviewed all these circumstances, have decided that the first land discovered was Nantucket, one degree south of Boston; the second Nova Scotia, the third Newfoundland. * * The observations made of the country and climate accord with wonderful accuracy in locating Vinland the Good, of the Northmen, in the region near Newport, R. I. * * This expedition of Leif Ericson was regarded as the most fortunate of all, for he had discovered Vinland the Good, had rescued five of his countrymen from death at sea, and had introduced Christianity into Greenland. The ecclesiastics who accompanied the expedition were the first Christian priests in that early age that visited America. They afterward became the founders of the church of Greenland, which flourished for several centuries. The remains of the temples are now visited by adventurous tourists, and are familiar to the Moravian missionaries of Greenland. Leif Ericson was thus the

first discoverer of our country. * * It would certainly be an interesting field of inquiry to investigate the question whether Columbus had any knowledge of the Norse discoveries in the Western hemisphere, and to what extent. There are a number of circumstances strongly tending to show that Columbus knew something of these events. His long and thorough study of the subject in all its aspects must have guided his mind to this information. The absolute certainty he professed to have that he could discover land in the West could not have rested upon theory alone; it must have been based upon information of facts also. He himself states that he based his certainty on the authority of learned writers. * * The visit of Columbus to Iceland, in February, 1477, brought him in more immediate contact with the traditions and written accounts in relation to the Norse discoveries in the Western continent. He is believed to have conversed with the bishop and other learned men of Iceland, and as his visit there was fifteen years before he discovered America, and only one hundred and thirty years after the last Norse expedition to the lands in the Western ocean, he must have met Icelanders whose grandfathers lived in the time of that expedition and perhaps were members of it. It is unlikely that Columbus could have been so active in his researches for geographical and nautical information as all his biographies represent, and yet have been in the midst of so much information on these subjects without coming in contact with it. * * Rome was then, as she has been ever since, alive to geographical discoveries, as affording the channel for conveying the faith to heathen peoples. Rome was represented in the western hemisphere by a succession of seventeen bishops, and one of them, Bishop Eric Upsi, became the apostle of Vinland in the twelfth century, a fact which indicates a permanent settlement of Northmen in Rhode Island. * * It is believed that the traditions of these expeditions of the Northmen to distant lands beyond the ocean reached the eager ears of Columbus; that he

not only saw and read accounts of them at Rome, but, on the occasion of his voyage to Iceland in the spring of 1477, heard the legends of Vinland from Norse tongues, and learned them more minutely from the monastic manuscripts preserved in the ancient convents. Columbus never divulged to the public the extent of his knowledge of facts pointing to lands in the Western ocean. At Rome also Columbus must have heard of the Norse expeditions to Greenland and Vinland. * * It is also argued that, as Pope Paschal II., in the year 1112, appointed Eric Upsi bishop of Gardar, in Greenland, and the bishop visited Vinland as part of his spiritual domain, Columbus, in search of such knowledge, must have found it where it was most accessible. There is also some ground for believing, though the fact is not established, that a map of Vinland was preserved in the Vatican, and that a copy of it was furnished to the Pinsons. Facts such as these must have formed a considerable part of the knowledge acquired by Columbus in his many years of study. * * Leo XIII. has now opened to historical students the treasures of the Vatican; may we not now hope to solve this interesting question? May we not hope to recover the history of the church of Greenland and Vinland, and of the seventeen bishops, and of the numerous missionaries who first carried the cross to the West?—*Richard H. Clark, LL. D.*

What to Do with Suspicious.

There are few things more productive of evil in society than a suspicious disposition. He who is always on the watch for wrongdoing actually fosters it. He may fancy that he is a foe to evil, but in truth, by letting it dwell in his mind, he becomes its promoter. The gross injustice he does to the innocent is but part of the injury. He stirs up resentful feelings, destroys friendship, embitters intercourse, sows seeds of distrust everywhere, poisons his own happiness and that of many others. So manifest are these results that there is a very general stigma placed not

only upon the suspicious person, but upon all suspicion itself. "If its continual presence be so baneful, let us banish it altogether," say many social well-wishers. A little deeper reflection, however, would show that this utter extermination of suspicion is neither possible nor desirable; for as long as there is evil in the world there must be the fear of evil, and a suspicion in its first formation is but a fear, a doubt, an uncertainty in the mind, based upon more or less reasonable grounds. A man, for example, suspects some one in his employ of unfaithfulness. He may have strong cause for the suspicion, or there may be but slight foundation, or it may be entirely a figment of the imagination. In any case, he perhaps cannot avoid, in the first instance, the entrance of the suspicion into his own mind, and it may be well that he cannot. His own interest and the cause of justice might otherwise both suffer. Being there, however, the question immediately arises, what shall he do with it? There are three paths open to him, and to every one who suspects another of wrong-doing. He may test the suspicion, he may quench it, or he may cherish and retain it. The last of these methods is the most common, and this it is which works so much evil and gradually develops the suspicious disposition.

To retain the suspicion, to let it rankle in the mind, even silently, is both unjust and unwise; and when to this we add the very common habit of confiding these unprovoked doubts and fears to a third party, the injury is multiplied. There are many suspicions that need crushing in the bud. We fancy our friend is cool to us; we imagine some one has slighted us; we suspect our neighbor of having spoken ill of us. Most likely we are mistaken, and, in any case, we could never profitably search into the matter. Our trust in our friend, or our own self-respect, should lead us to put away such thoughts, to abandon such suspicions. Some one has, perhaps, dropped a poisonous word of scandal into our ears. Let us banish it from our thoughts with scorn. Circumstances may tend to

cast suspicion on one whom we honor; let us continue to trust him in our heart of hearts. We may fear that some one has committed a fault, which, however, does not concern us in the least, and in which we are not called upon to interfere; let us expel the idea as an unwelcome intruder. In one of these two ways every suspicion may be rightly dealt with. If as a warning it has a mission to perform, it will do its work; if it is an unworthy or an idle conjecture, it will be dismissed. In either case it will pass away, as all suspicions are meant to do. As transient guests of the mind they may be useful in establishing the innocence which should be brought to light, or to proving the guilt which should be purged away. But as permanent inmates of the mind their influence is most pernicious. Suffered to remain, they rankle and fester and produce all manner of social corruptions. People are not naturally suspicious, as is sometimes supposed. They have brought themselves into this unwholesome and unhappy condition by failing to deal rightly with each separate suspicion as it arises. Instead of courageously testing it, or firmly resisting it, they have permitted the constant presence of one suspicion after another until they cloud the mind, darken the thoughts, and fill the heart with distrust and bitterness. But he who deals intelligently and faithfully with his suspicions, mastering them and never suffering them to master him, will never sink into the miserable and misery-giving condition that every one must occupy who has a suspicious disposition.—*Philadelphia Ledger*.

Dr. Holmes's Favorite Poems.

To know which of Dr. Holmes's own poems are his favorites, says the June Book Buyer, will be interesting to many, as told in his own language. "In my own opinion, 'The Chambered Nautilus' is my most finished piece of work, and I think it is my favorite. But there are also 'The Voiceless,' 'My Avairy,' written at my window there, 'The Battle of Bunker Hill,' and 'Dorothy Q.,' written to

the portrait of my great-grandmother, which you see on the wall there. All these I have a liking for and when I speak of the poems I like best there are two others that ought to be included—'The Silent Melody' and 'The Last Leaf.' I think these are among my best. What is the history of 'The Chambered Nautilus?' It has none—it wrote itself. So, too, did 'The One Horse Shay.' That was one of those random conceptions that gallop through the brain, and that you catch by the bridle. I caught it and reigned it. All my poems are written while I am in a sort of spasmodic mental condition that almost takes me out of my own self, and I write only when under such influence. It is for this reason, I think, that I can never remember a poem a short time after it is written any more than the subject of double consciousness can recall the idea of his other state."

In distributing water for irrigating purposes in southern California, it is calculated that one inch of water will suffice for ten acres. One thousand dollars per inch is the average value affixed to the title to water, or at the rate of \$100 per acre, although sales are daily made at \$150 to \$400 per acre, said lands being absolutely worthless without water. At this figure, the value of water in San Diego county aggregates the enormous sum of \$1,300,000,000; while the water of Los Angeles county, where the value is \$3000 per inch, is worth \$2,400,000,000.

Nothing is Lost.

Nothing is lost; the drop of dew
Which trembles on the leaf or flower,
Is but exhaled to fall anew
In summer's thunder shower;
Perchance to shine within the bow
That fronts the sun at fall of day;
Perchance to sparkle in the flow
Of fountains far away.

Nothing is lost; the tiniest seed
By wild birds borne, on breezes blown
Finds something suited to its need,
Wherein 'tis sown and grown.
The language of some household song,
The perfume of some cherished flower,
Though gone from outward sense, belong
To memory's after hour.

So with our words—or harsh or kind,
Uttered, they are not all forgot;
They have their influence on the mind,
Pass on, but perish not,
So with our deeds—for good or ill,
They have their power, scarce understood,
Then let us use our better will
To make them rife with good!

Clioian Review.

MOTTO---NON PAMA SINE PULVERE.

CASSIE DARSIE, Editor.

THE Junior Class will have several accessions next term, and a very large number at the opening of the spring term.

MISS ELLA DOAK, a former Clio, was married on the 20th of Sept. to Dr. Robt. Stewart of Bayne, Allegheny county. The happy couple left on a trip east.

MR. GEO. MONTGOMERY, a former student of the Normal, was married in June, to Miss Sadie McCune of Fayette county.

MISS IDA HUGG has entered the Senior Class.

MISS KATIE J. KERR and Miss Cora Krebs, teachers from Allegheny, spent the 24th visiting Miss McMunn.

THE Seniors are studying The Canterbury Tales, under the direction of Miss Ruff.

MR. W. D. MCGINNIS, one of last year's students and a member of Clio, is engaged in teaching near his home in Fayette county.

MISS BERTHA SPHAR and Miss Minnie McKenna, both members of school last spring, are teaching.

J. D. BERRYMAN, class of '87, is now in the P. O. at Coal Center.

MISS LOUIE DOWLER, a former Clio, is teaching at Wilna, Washington county.

MR. WILLIAM HORTON and Miss Minnie Gillis, former members of the school, were married a few weeks ago and have taken up their residence in Bentleysville, where Mr. Horton is teaching.

SEVERAL of our old members were back to see us start upon the work of a new year.

MISSSES SADIE and Etta Lilley and Stella Yarnall spent the 24th, 25th, and 26th in Pittsburgh.

At present Clio has 50 names upon her roll.

MISS MAUD SUTTON, a loyal Clio, is about to enter Curry Institute.

SOCRATES said that there are two sciences which every man ought to learn—first the science of speech, and, second, the more difficult one of silence.

QUEEN VICTORIA was born in 1819, and succeeded to the throne June 20, 1837, on the death of her uncle, King William IV. She was crowned June 28, 1838, and married Feb. 28, 1840, to Prince Albert, who died Dec. 14, 1861.

MISSSES POWELL and Geho sang a duet at our last meeting.

THERE are 36 members in the Senior Class five of whom are gentlemen.

"MR. LEWIS," said Mr. Packer, "shall we not succeed, we have a Long, Luckey Day before us?"

A LITTLE boy being asked the following questions:

1. When and where were you born? Of what descent?
2. Where have you lived?
3. How have you spent your life?
4. What remarkable things have happened to you?
5. What would you like to become?

Replied, "I was born in Kansas City, Jackson county, Missouri, West Central States, U. S. A., Western Hemisphere, Tuesday, January 13, 1873. I am of English descent; I have lived in Kansas City all my life. Once I tumbled down a well, and was fished out with a clothesline. I fell down steps two or three times and mashed my finger once. I want to become an angel."

CLIO is prospering under the reign of Mr. Archie Powell.

THE first Senior chapel recitation this year was given by Miss Jennie Ache, Sept. 25. The selection was "A Roman Valentine."

THE longest day at London is 16½ hours; at Hamburg, 17 hours; at Stockholm, 18½ hours; at St. Petersburg the longest day has 18 hours and the shortest day 5 hours. In Finland, the longest day has 21½ hours; while at Spitzbergen the longest day is 3½ months.

THE average age of the 29 members of the class of '88 was 20¼ years. The average time in attendance at the Normal, 95 weeks, or nearly 7 terms, *i. e.* over two years. The average time taught in public school before graduation was 4 months.

A SHARP young man sought to inherit a large fortune from a miserly uncle by a display of economy, going to the extent of eating spoiled eggs. On his deathbed, his uncle called him to his side and said, "John, I won't leave you anything. A fellow that has shrewdness enough to eat bad eggs will get along without a fortune to start with."

THE new Catholic church in Coal Center is now approaching completion.

THE Cumberland Presbyterians of Coal Center are about to begin an extensive work of enlargement and repairs to their church.

MR. ORVILLE J. WOOLSEY, class of '85, visited the Normal Sept. 22, on his way home from Oswego, N. Y., where he has been studying stenography.

Philomathean Galaxy.

MOTTO—PEDETENTIM ET GRADATIM.

ELLA S. NEEMES, Editor.

THE Senior class this year is a class of hard workers.

THERE is talk of a large addition of books to the library ere long.

PHILO Society met at the beginning of the year under the most favorable auspices; every one being enthusiastic and earnest in the society work. We hope the interest will go on increasing throughout the year. The programme for the opening night was especially interesting and entertaining, Mr. Meradith delivering the salutatory address in a very happy manner.

PHILO was favored at its first meeting by the presence of Messrs. Applegate and Parker, graduates of last year and Mr. Hallam of the class of '87.

ALL of last year's graduates, with the exception of Miss Geho, who declines to teach, are wielding the birch in very desirable positions. We hope success may ever attend their efforts to teach the young ideas how to shoot.

MISS REYNOLDS, the critic teacher in the Farnville, Va., Normal School, and Miss Mary Swan, one of Indiana's graduates, were the guests of Miss Ruff last week.

WE were pleased to see the smiling face of Miss Eva Taggart, one of last year's Philos, in the college a short time ago.

OUT of a senior class of thirty-six Philo can claim twenty-two members.

PROF. W. K. STIFFY paid his old friends at the Normal a flying visit last week.

WE expect to have some fine music in Society before long; the young men's orchestra is practicing for that purpose every evening, and when the proposed choir is organized, we may look for a treat.

THE exhibits from the Normal, of which there was a large collection at the Greene County Institute, were much admired and praised by all.

MR. W. D. CUNNINGHAM looked in upon us one day a short time ago; his school term opened Sept. 17.

MISSES HUTTON and Peterson, old Philos, do not expect to return to the Normal till next spring, as Miss Hutton is teaching at Reynoldton and Miss Peterson has her home school.

MR. HARRY CHALFANT, of the class of '86, expects to enter Waynesburg college to pursue the study of languages. Mr. Chalfant is one of our most estimable young men and we wish him success in his new work.

As there are so few gentlemen in the senior class, the ladies are meditating upon the advisability of ruling them out altogether and taking things in their own hands. The decrease in the number of gentlemen and increase in the number of ladies in the graduating class each year, seems to indicate that the profession of teaching is gradually falling into the hands of the ladies to the exclusion of the sterner sex.

MISS MARKELL, one of last year's juniors, is teaching at Monongahela City, and Miss Laura Westbay, another junior teaches at Elizabeth.

THE members of the senior class begin next week to give their chapel recitations.

THINGS have taken a new departure in the Philo Society. The debating is no longer left to the gentlemen, but the ladies are appointed to represent that class. This is a step in the right direction. The day has past when it was generally believed that a woman cannot reason; that all she knows to say is, "It is true, because it is true."

THE election of officers last week resulted as follows: Pres., Miss Ella Neemes; Vice Pres., Miss Lizzie Musgrave; Sec., Miss Sadie Lilley; Treas., Miss Minnie Paxton; Critic, Miss Millie Cunningham; Atty., Mr. Chalfant; Marshal, Mr. Whitsett.

LAST Friday evening four young ladies discussed the question,—Resolved, "That dish-washing is more honorable than school teaching." The judges, who were all school teachers decided unanimously in favor of the negative, thus leaving a doubt in the minds of the debaters as to how they arrived at their conclusion, whether from the arguments produced or from the merits of the question.

THE seniors have begun the study of their first classics.

AFTER we students have taken an examination in any subject and then look at our marks, this saying comes forcibly to the mind—"It is not only what we have said, but what we have left unsaid that is recorded against us."

SINCE the opening of the term, the following persons among others have been added to our ranks, Misses Reed, McGogney, Sterling, Gass, Kearney, Callow and Momeyer and Messrs. Taylor, Fuehrer and Pierce.

MISS ADA GUNN, of the class of '88 and a staunch Philo, took the examination at Cleveland, Ohio, with the expectation of teaching in that state, but afterward decided to accept a school near Elizabeth.

THE Waynesburg teachers' institute was one of the best ever held in the county. The principal instructors were Dr. Horne, of Allentown, Pa., Prof. Hodges, of West Va., and Prof. Noss, of the Normal.

TEN visitors was the number on the chapel stage at the afternoon exercises a few days since. They were all much pleased with the dumbbell exercises by the school.

MR. JOHN C. LOUGDON, class of '84, recently closed a successful summer Normal in Berlin, Somerset county, and has now entered upon his duties as principal of the Berlin public schools. This is the position formerly held by superintendent J. M. Berkley, of Somerset county.

The Belgian King.

Whatever has been said to the contrary, Leopold II., King of the Belgians, is satisfied with the progress made in his new African kingdom, and is hopeful for the future. The creation of such a state without war or bloodshed, with the opening of new invaluable roads to commerce, must ever remain a unique fact in history. The King of the Belgians, although unmistakably aged since his last visit to London, is still very handsome, and has preserved his fine figure. His eyes, which are blue, like his mother's—the daughter of Louis Philippe—are habitually veiled under their eyelashes, but flash out at times with extraordinary vigor and energy. With the appearance of being delicate he has a constitution of iron, and no amount of work or exertion ever seems to tire him. His father, Leopold I., insisted upon bringing him up from a child strictly and austere. His two "gouverneurs," Colonel Allard and General de Lanoy, were charged to instil two things into the boy's mind, irreconcilable as they may appear—the sanctity of the young Belgian Constitution and the traditions of aristocratic and royal etiquette. In the calm seclusion of the castle of Laecken the prince received solid and varied instruction; geography, however, soon became his favorite study, and he easily acquired the mastery of most continental languages.

Admirable as the plan pursued may have been, it had a flaw; Leopold was allowed to grow up without companions of his age; even his brother, the Comte de Flandres, was not admitted to unfettered intercourse with him, so that on the whole his childhood was dreary and monotonous, and naturally created in him an ardent longing for motion, travel and activity. It was gratified, for as a stripling he visited Asia Minor and Palestine; later on he went to India and China, and was on the eve of starting for Japan when his father's fatal illness summoned him back to Brussels to receive his last farewell.

Eight days only after the king's death Leopold ascended the throne

and officially assumed the title of King of the Belgians; but, contrary to custom, and steadfastly resisting the prayers of the marshal of the court, he insisted upon being called his royal highness till after the funeral of his predecessor. His inauguration was triumphant and his popularity immense. He had married the archduchess Marie Henriette of Austria, and has had four children, one son of great promise, who died at the age of ten, leaving the throne without a direct heir; and three daughters, the eldest of whom, Princess Stephanie, by her union with the archduke Rodolphe, will become empress of Austro-Hungary. Although during the national fetes given in 1885 in honor of his fiftieth birthday the king called himself "an old bourgeois of Brussels," yet he is rarely seen out of uniform; he wears it even when at work in his study or strolling in the shady avenues of his favorite palace of Laecken. He has succeeded in converting the plain, ugly and uncomfortable residence occupied by Marie Christine, "Gouvernante" of Brabant in 1782-84, into a magnificent palace and attractive grounds.

When he lives at Laecken, which is very frequently, King Leopold rises at six, and partakes of a frugal breakfast of tea, eggs and fruit, at which he reads the morning papers, taking particular note of the minor ones, and being deeply interested in local affairs. After the meal the officer on duty takes the orders of the day, and is immediately followed by the controller of the kitchen, who brings the menu of the dinner for the king's inspection, approval or modification. Leopold II. has a royal appetite, but drinks sparingly, generally mixing water with his wine. After a lengthy and rapid walk through the park, his majesty settles to his work with so much earnestness and vigor that he tires out his secretaries; he looks at the wording of every letter or dispatch, and makes frequent alterations. His library, a spacious apartment on the ground floor, overlooking an old road still called Mountain of Thunder, is crowded with family portraits and mementos. His table, like the rest of the fur-

niture of the castle, is in the style of the first empire, and in fact much of it dates from the time when the residence was redecored by Napoleon I. for the Empress Josephine.

The king rides or drives daily into Brussels, accompanied by one or two adjutants; he gives his audiences in the palace of the capital, and is at all times most accessible and affable, entering freely into conversation, and always eager for information. He is so universally well informed himself that he is competent to discuss almost any subject. The walls of the reception rooms are hung with valuable pictures, the king being both an amateur, a connoisseur of ancient and a patron of modern art.

By a refinement of courtesy, when civilians are invited to his table he appears in black evening clothes, over which he wears the Order of the Golden Fleece; but when he dines alone or at state banquets, he is in uniform. In the evening he reads the papers, dips into the new books and publications, and almost always retires early. His predilections and antipathies are equally strong and decided; he does not care for music, dislikes hunting and detests tobacco; while his brother, the Comte de Flandres, is an inveterate smoker and a keen sportsman. The king, when he is at Ostend, spends hours bathing in the sea, although he does not swim; he rides well, his horses being specially trained for him, but his favorite exercise is walking. He has never worn gloves, and removes his hat on every possible occasion; he opens parliament bare-headed, differing in this from his father, who always pronounced the speech from the throne with his head covered. If slightly skeptical, he is neither bitter nor severe; he puts into practice the words of Napoleon I. at St. Helena: "Tout comprendre c'est tout pardonner;" he is persevering to obstinacy, and pursues his aim with unflinching pertinacity whatever obstacles may arise. He has done much for his people, more for his country, improving the cities, introducing new inventions and giving an impetus to commerce and agriculture.

His reign will be marked by three imperishable traits: he has virtually abolished capital punishment in Belgium by consistently refusing to sign a death-warrant; he has founded, out of his own private purse, a prize of a thousand pounds for the best "works of intelligence;" and he has extended the dominion of his country and the arm of civilization to the dark continent. He has also instituted a purely military order, the "Belgian Lion," which can only be conferred on those who have served blamelessly in the Belgian army for twenty-five years.

The queen has brought up her young daughters in a pure atmosphere of home life. She used to be rarely seen abroad, save with one or two of the little princesses beside her in the pony carriage she was so fond of driving. An excellent horsewoman, she trained her own horses; a splendid musician, she had a telephone constructed in her apartments at Brussels, so that she could follow from her sofa the opera given at the Theatre de la Monnaie. She was the devoted nurse of the late King Leopold. Her sincere piety conquered the rationalistic tendencies of the aged sovereign, and she alone was suffered to pray at his bedside. She has been invariably kind to her brother and sister-in-law, hiding the pangs it cost her to see their son, Prince Baudoin, growing up to fill the place which should have been her dead son's. She has been absolutely and unselfishly devoted to the unfortunate Empress Charlotte in her dire misfortune; and if, owing to her retiring disposition, she has not played a more conspicuous part at court, she is loved and will be remembered for many deeds of charity and generosity.

Notes and Noted.

SARAH L. SAUNDERS.

When the Vassar Alumnae Association, which held its annual meeting in New York, February 4th, contemplated making it a reception to Prof. Mitchell, she was at Poughkeepsie. Long before the date appointed, ill-health and a longing to be with her family caused the Professor to resign the chair of astron-

omy at Vassar, filled by her for twenty-five years, and return to Lynn, Mass., hoping rest would give her strength to attend the reception in her honor; but writing to Mrs. Frances Fisher Wood, President of the association, and who gave an interesting account of Maria Mitchell's life-work, she says: "I have noticed that the attempt to grow young again is, at 70, not often a success. It goes to my heart to say that I cannot come to the reception in New York, but I am tired out, and after more than half a century am trying to rest." To the Alumnae she adds: "I have watched you even more than the stars. I rejoice in every good work done through you, and in each onward step taken by you for the advancement of women."

Maria Mitchell was born at Nantucket, and for nearly forty years lived among these people of good Puritan descent, who had neither poverty nor riches, who labored for their daily bread, content without hoarding, and who alternated fishing and farming with literary work and scientific investigation. During that quiet time here strong character was molded, with its stern principles eternal as the heavens she studied.

It was here her unique manner—a happy combination of bluntness and courtesy—was formed, and the sound health which made the sturdy frame remarkable for its powers of endurance was established. At 60 she had never been ill a day nor had a headache. When the thermometer has been below zero, she has sat for hours under the dome of the great equatorial making astronomical observations, and not only incurred no ill effects, but seemed to experience no discomfort. Once or twice her hands were actually frozen, yet she took no cold.

Here also at Nantucket her reputation as one of the world's famous women was acquired by her first astronomical discoveries. At 18 years of age she was appointed librarian of the Nantucket Athenaeum, and held the position for more than twenty years, and laid the foundation of her mathematical

and astronomical knowledge, and those who knew Maria Mitchell later, and had any adequate conception of her invaluable work at Vassar, felt that those years were but the grand preparation for the wide field of influence to which she was later summoned. The friends of those early years, especially the scientists, have felt that in becoming an instructor she crippled herself in her original work as an astronomer, and that her fame rests in those discoveries of a quarter of a century ago. She sometimes questions but what this was true, but those women who have been under her care feel that in purely intellectual work Maria Mitchell could never have had that power nor have wrought that good which now make the women once under her influence rise up and call her blessed.

Her gifts were greater than being able to discover stars, and purely scientific works would not have given her the reputation she gained in molding and ennobling the lives and characters of the young. In her pupils she has multiplied a hundred-fold her individual influence, and made many scientific workers in place of one.

▲ Universal Language.

Another universal-language invention has come to the front as a rival of Volapuk, though it does not appear that Volapuk itself has as yet achieved any success sufficient to be very provocative of rivalry. The probability that any artificial system of speech, wrought out in the study of the scholar, can ever come into universal or even general use, seems very small indeed. The really interesting and important question in connection with these toy languages is to what extent the want they attempt to supply is a real want. There is a good deal to be said in support of the view that such a want, to some extent already exists, and that it will be more and more felt as the world grows older. But all history and science go to show that when a single universal language becomes a real desideratum it will be supplied by a process of development rather than of invention. The law of survival of

the fittest will determine its choice and character. There is, indeed, a good deal to be said in support of the view that the process is already going on, and English rapidly making its way to universal use. It certainly has many advantages over any other existing language in the competition. Among these, the fact that it is already the vernacular of two of the most powerful nations on the globe is greatly in its favor. The world-wide diffusion of English colonies and commerce is another advantage of great importance. It is, too, pre-eminently the language of commerce, and the demands of commerce will unquestionably dominate in the choice of a universal speech, should such ever come into use. It is said that even now, English is rapidly superseding French on the continent of Europe as the choice of those who wish to learn a modern language in addition to their own. Should British, British colonial, and American influence continue to grow as rapidly in the future as in the past half-century, English must come, almost as a matter of necessity, to perform in a large measure the office of a universal language.—*Toronto Week.*

THE late General Logan was a great lover of books, and gathered together a most scholarly library. A visitor to the Logan home in Washington says: "The books were handsomely bound. Opening them, I found that they had often been opened before, and that they opened readily to marked passages. The titles to the works on two of the shelves were: Euripides, Geography of Strabo, Hesoid, Athenæus, Sallust, Florian, Patrocles, Æschylus, Sophocles, Boethius, Thucydides, Apulens, Theocritus, Ammianus, Marcellinus, Cæsar, Catullus and Tribullus, Juvenal and Persius, Sallust Florus, Suetonius, Heliodorus, Æneid, Virgil, Iliad, Ovid, Xenophon, Quintillus, Aristotle's works, Aristophanes. Congressman John R. Thomas, of Illinois, who was so long a near friend of Gen. Logan's, in an interview some years ago, said this of Gen. Logan's literary tastes: 'Gen. Logan has, perhaps, with one exception, the finest private library in Illinois. He has

5,000 volumes, and among them are many old and rare books. You have heard of the book of Jeshur. There are, I understand, only three copies in the country, and Logan has one of them. Another is in possession of the Lenox Library in New York, and another in the Crocker Library in San Francisco. Logan was a long time in finding his. He had agents looking for it in different parts of Europe, but finally stumbled upon it himself one day while looking over the stock of an old second-hand bookseller on the Strand in London. He has also many rare copies of the Bible, and his theological library is very complete. He delights in theological study, and has read closely not only the Christian religion, but the works of Confucius, the Koran, and the Hindoo bible.'"

TIME, the teacher's great assistant, is not always permitted by its principal to do its work. Do not hurry. Wait for growth. Study your pupils. Make impressions full and complete. The advancement of bright pupils argues nothing in your favor. Address your abilities to those of average aptitudes, and to the dull ones. Your power increases as you get near your pupil. Touch their sympathies and awaken their desires. If they have individual aptitudes, discover and develop them. Clear away from their minds the opposing forces of prejudice, fear and superstition. Remember it is *mind* that you work with, and consider this graphic description of it by a writer in the *North American Review*. He says it contains "Recesses dim and dark, treacherous sands and dangerous shores, where seeming sirens tempt and fade; streams that rise in unknown lands from hidden springs, strange seas with ebb and flow of tides, resistless billows, urged by storms of flame, profound and awful depths hidden by mist of dreams, obscure and phantom realms where vague and fearful things are half revealed, jungles where passion's tigers crouch, and skies of clouds and blue where fancies fly with painted wings that dazzle and mislead, led by old desires and ancient hates, and stained by crimes of

many vanished years, and pushed by hands that long ago were dust." Do not be misled to suppose that from this state you can bring well-rounded and developed manhood and womanhood without discovering the sparks of internal soul-life and fanning them into burning, glowing forces. Can this be done by machinery? Is it not the work of individuality that studies closely the dark continent of motive and desire represented by the mind of each pupil?

Pleasant People.

What a boon to all his friends and acquaintances a pleasant person is! It may be hard to define pleasantness, but we find no difficulty in recognizing it when we meet with it. Pleasant people are not always by any means the most admirable of mankind, nor the most interesting; for it often happens that the qualities in a man which are worthiest of esteem are, for lack of other modifying elements, the very ones which make against his agreeableness as a companion; and a person who does not impress us as particularly pleasant may nevertheless interest us very much by the display of unusual mental or moral characteristics, or from a complexity of nature which seems to offer itself as an enigma we are curious to solve. Pleasant people may not be the most truly lovable, but they are LIKEABLE; we perhaps have no desire to make friends of them, in the deeper sense of friendship, but we are glad when we meet them, and enjoy ourselves while in their society. The tie thus formed, though slight, is a real one, and I believe that we should all do well to remember, in the interest of our friendships, the attractive and cohesive force of mere pleasantness. The highest virtues and offices of friendship we are not called on to exercise every day, and in familiar intercourse we have not less, but rather the more, need of making ourselves pleasant, because of the times when our friends will have to answer our drafts on their patience and sympathy.

Josef Hoffmann.

Just now, the music lovers of our great cities are wildly enthusiastic over the piano-playing of a little Polish boy ten years old.

"He is a thoroughly natural and unaffected child. No consciousness of his genius seems to oppress him, or to prevent his being a jolly little boy, taking an enthusiastic interest in his boyish amusements. And he is not by any means always willing to leave his toys for the piano. Often when his regular hour for practice and study comes around he is so engrossed with his playthings that he pleads for delay. No pressure is ever put upon him to study, but if his father goes to the piano, Josef cannot long resist hearing the music, and speedily takes his seat at a second instrument. As a rule he practices from an hour and a half to two hours a day, never more than the longer time. Occasionally, however, he will be seized with a desire to improvise, and will play for three or four hours.

"He seems to be so thoroughly master of his powers as not to feel any anxiety about how he will acquit himself at his public performances. Yet his father and the doctors have decided, after much dispute with his managers, that it isn't safe for his health to play as often as he has been doing; so that he now gives only occasional concerts."

These when given in New York have been attended by large and fashionable audiences.

"There can be but one opinion regarding this little lad, who has won all the hearts of his auditors, and that is that he is a genius possessing extraordinary gifts. Music is simply to him another language. In it he thinks, and its phrases speak to him as clearly as ideas can be conveyed by either of those three tongues, Polish, German and French, with which he is familiar."

How to Treat the Eye with a Cinder in It.

A writer in the *Medical Summary* says:—

"Nine persons out of every ten with a cinder or any foreign substance in the eye, will instantly begin to rub the eye with one hand,

while hunting for the handkerchief with the other.

"A few years since, I was riding on an engine. The engineer threw open the front window, and I caught a cinder that gave me the most excruciating pain. I began to rub the eye with both hands. 'Let your eye alone, and rub the other eye (this from the engineer). I know you doctors think you know it all; but if you will let that eye alone and rub the other one, the cinder will be out in two minutes,' persisted the engineer. I began to rub the other eye; and soon I felt the cinder down near the inner canthus, and made ready to take it out. 'Let it alone, and keep at the well eye,' shouted the doctor *pro tem*. I did so for a minute longer, and looking in a small glass he gave me, I found the offender on my cheek. Since then I have tried it many times, and have advised many others, and I have never known it to fail in one instance (unless it was as sharp as a piece of steel, or something that cut into the ball, and required an operation to remove it). Why it is so, I do not know; but that it is so, I do know, and that one may be saved much suffering, if one will let the injured eye alone, and rub the well eye."

CHAUCER is like a jeweler with his hands full: pearls and glass beads, sparkling diamonds and common agates, black jet and ruby roses, all that history and imagination has been able to gather and fashion during three centuries in the East, in France, in Wales, in Provence, in Italy, all that had rolled his way, clashed together, broken or polished by the stream of centuries, and by the great jumble of human memory; he holds in his hand, arranges it, composes therefrom a long, sparkling ornament, with twenty pendants, a thousand facets, which by its splendor, varieties, contrasts, may attract and satisfy the eyes of those most greedy for amusement and novelty. * *

He is like a precocious and poetic child, who mingles in his love-dreams quotations from his prayer-book and recollections of his alphabet. Even in the "Canterbury

Tales" he repeats himself, unfolds artless of developments, forgets to concentrate his passion on his idea. He begins a jest, and scarcely ends it. He dilutes a bright coloring in a monotonous stanza. His voice is like that of a boy breaking into manhood. At first a manly and firm accent is maintained, then a shrill, sweet sound shows that his growth is not finished, and that his strength is subject to weakness.—*Taine.*

IN the Basque language the word "Jingo" means God, and is a common form of adjuration. Probably the English caught the oath "by Jingo!" from the Basque sailors. But Halliwell derives the word from a corruption of St. Ginguolph. The word "Jingoism" has acquired a new meaning in British politics since 1877. At the height of the anti-Russian excitement when Lord Beaconsfield, the premier, was determined to protect Turkey from Russia, while Gladstone advocated non-interference, a song became very popular in English music-halls, the refrain of which was—

We don't want to fight, but, by Jingo, if we do,
We've got the ships, we've got the men, we've got
the money too.

"Jingo" was derisively cast as a nickname at the warlike party, and was proudly accepted by them. The term has ever since been applied to those who pander to popular favor by noisy advocacy of popular measures. The following parody of the song appeared in the *Pall Mall Gazette*:

We don't want to fight, but by Jingo, if we do,
We've Protestant and Catholic, Turk, infidel, and
Jew;
We've "God" and "Mammon," "Allah," "Bud-
dah," "Brahma," and "Vishnu":
We've collared all the deities, so what can Russia
do?
—*Lippincott's Magazine.*

THE prose writer who has probably had more part than any other in influencing the taste and forming the style of the present generation is Lord Macaulay. He is remarkable also in another way—as the only man in our history who has won a place in the peerage by his pen.—*C. D. Younge.*

It is a great advantage to a teacher to possess a good voice, a bright eye, a cheerful countenance and a graceful carriage.

Life and Manners.

Tact is a product of good feeling and quick observation. Essential to it is sympathy with others, and it is essential to true courtesy. No man by merely learning rules of etiquette can acquire habits of courtesy. Even if he does learn the rules and obey them, he will be angular, unnatural, cold. His actions will not be the product of an inward feeling. They will, therefore, not be the expression of his own nature. His love will always be with dissimulation. The foundation of true courtesy is the law, "Thou shalt love thy neighbor as thyself;" the rule of true courtesy is, "Do unto others as you would that others should do unto you." The king who violated the most alphabetic law of etiquette, by pouring the tea from his cup into his saucer to cool and then drinking it from his saucer, in order to give countenance to a guest who had done so, while the courtiers laughed in their sleeves at his ignorance, exhibited a model of courtesy, because he showed a perfection of tact. Courtesy is simply love applied in social life to the conduct of small affairs. Good feeling and good sense underlie almost all rules of courtesy. The first thing, therefore, for one to do who wishes to develop a courteous habit is to develop good feeling and good sense. This truth finds expression in the Greek original rendered in our English Bible, be courteous; it is literally be friendly-minded. All true courtesy is the product of a friendly mind. Boorishness is a product of selfishness far more than a product of ignorance; or at least a product of that ignorance which is itself a product of selfishness. I was once at a wedding breakfast in a rural community in the West. The groom ate in silence the food that was set before him, dispatched his meal before the rest of us were more than half through, pushed back his plate, wiped his mouth with the back of his hand, and, turning to his bride, said, "Well, Sally! you may as well get used to my way at the beginning, and I always leave the table when I have got through with my meal." With

these words he went out to pick his teeth on the door-steps, leaving his bride with a flushed face and a pained heart, the object of our commiseration. The man was a boor you say. True! What made him a boor? The fact that he selfishly thought only of his own comfort. It never entered his head to inquire whether his conduct would be agreeable or painful to his bride.

The foundation of courtesy is laid in the home. If early lessons are not taught there it is well-nigh impossible to compensate for the lack by subsequent culture. If the child is taught to be unselfish, sympathetic, considerate of the feelings of others in the home, he will carry this habit with him wherever he goes. He may be ignorant of those conventional laws of etiquette which vary in different localities, but he will everywhere be recognized as a man of good breeding. Thus it is that courtesy becomes a family and even a national trait. The Frenchmen and the Japanese are courteous, because they are trained to consider the feelings of others. The English as a nation are not courteous. Their courtesy is a matter of court etiquette, and adjusts itself according to classes. There is more conscience on the English side of the Channel, more courtesy on the French side. So, again, courtesy shows itself in certain old families. It has become a second nature by long processes of training and inheritance. Nothing can quite take the place of this good breeding in producing good manners, for nothing less will make tact a second nature. Courtesy, for instance, requires me, if I choose to go into a Roman Catholic Church, to bow my head when all the worshipers are bowing theirs. I have no right to impose my disbelief upon other religious worshipers, and so wound their feelings and interrupt their worship. A member of one school of medicine may refuse to consult with a member of another school of medicine, but he has no right to do it in a discourteous manner—that is, in a way needlessly to wound the feelings of his brotherman. The sum of the whole matter, then, is this: To be courteous

is to be friendly-minded; it is to have tact; it is to be sympathetic with other people, and observant of their needs, their wishes, their feelings, and in speech and action considerate of them. If one lacks this spirit of sympathetic consideration, no study of rules of etiquette will make him truly courteous. If he possesses this spirit of consideration, he will be instinctively courteous to all men and women in all circumstances, and will then have only to inform himself as to certain general rules of courtesy applicable alike in all localities and stations, and as to some specific rules of etiquette which convenience has established in special cases and in particular localities or for existing social conditions. All the general rules of courtesy and most of the special rules of etiquette have a foundation in common sense as well as in kindly feeling.—*The Chautauquan*.

Practical Education.

If the positive imply the negative, we may infer from this question that there is an education that is not practical. Considered in the broad sense of development or culture, there can be no education which is not practical—practical, however, in different degrees. It becomes a question, not of quality, but of quantity. Spencer says: "The great thing needful for us to know, and the great thing education has to teach, is how to live completely—how to use all our faculties to the greatest good of ourselves and others." If this be the province of education, it is intensely practical. Interpreted to mean this broad culture, I am most heartily in favor of it.

If, however, it be construed to mean the acquirement of such knowledge *only* as can be turned into dollars and cents—if it be an education that fails to see in the type the thing typified, in the symbol the thing symbolized, in the material the spiritual, I am opposed to it, and would rather claim for ignorance the brains, the humanity, the soul of the world.

Is it practical for a day laborer to have a knowledge of Greek and

Latin? Yes. It should make him a better man and a better citizen. Is it practical for him to be conversant with good literature? Yes, a hundred times yes. His views will be broader, his life larger.

What we need in this world is not so much genius (five or six geniuses a century will answer for all practical purposes), but rounded-up and finished men and women.

One of the greatest causes of annoyance in our common schools is the fact that the practicability of a subject is determined by a pupil by the ease with which he acquires a knowledge of it, and this tendency to propel himself along the line of least resistance is fatal to vigorous intellectual growth. *Too often*, when the parent determines the practical in education for his boy, he counts on allowing him to attend school five months out of the eight, and in some cases would restrict the practical in education to the last of the three R's.

All practical teaching is the result of inspiration, and every practical teacher will concede that it is infinitely better to "inspire a noble sentiment than to teach a truth of science." Such a teacher will not limit the instruction in physiology and hygiene to a knowledge of the bones of the body, the structure of the muscles, and how to manufacture alcohol, but will teach the pupils the care of their bodies, what to do in case of accident, the danger of cold—in fact, that the *summum bonum* of this life consists of correct morals and a sound mind in a sound body. To such a teacher the art of conversation is of more importance than the dry technicalities of grammar. He realizes that grammar is subservient, merely a means to an end, and that end, *correct speech*.

We are told that when an audience listened to Cicero, they said, "What a wonderful orator!" When they listened to Demosthenes, they cried out, "Let us go against Philip!" Which, think you, was the practical orator?

Is it not time for the dead past to lose its hold upon the living present—time for those institutions of learning (so called) that fail, utterly *fail*, to inspire the youth with nobler ideals of life, but claim to em-

brace within their narrow curriculum all that is practical in education, if not in the world—to forever close their doors, or at least close them to open them under new administrations? "All education should awaken, develop and foster in our youth those sentiments which give dignity and honor to families, and power to states."

The present age demands the philosophy of history, but the philosophy of correct living is yet to be written; but whether written or not, it is a part of all practical education.

Early Education.

In the specific development of individuals, education plays the part which artificial selection plays in the development of the race; and there is an unmistakable analogy in the phenomena of physical culture and of moral training. The inculcation of moral (or immoral) principles is a mental grafting process. The type of the preceptor's mind not only impresses itself upon the mind of the pupil, but the mental scion grows and develops with the growth and development of the receptive brain. "An idea in the brain," says Oliver Wendell Holmes, "is not a legend carved on a marble slab; it is an impression made on a living tissue, which is the seat of active nutritive processes. Shall the initials I carved in bark increase from year to year with the tree? and shall not recorded thought develop into new forms and relations with my growing brain?" That growth may even transcend the development of the parent-tree. New principles and new tendencies expand from generation to generation, and a fructifying thought may bear its fruit in subsequent ages and propagate a more and more abundant crop, by the same law of survival which favors the propagation of the most vigorous plants and the "fittest competitors in the arena of animal life." An even more striking analogy in the process of physical and moral development is the superior efficacy of early training. The *Ur-formen*, the primordial types of life, are reproduced in the

germs of every new birth, and the development of individual organisms can be modified by varying educational influence almost as strangely as varying circumstances modified the development of the species—the lower forms, *i. e.*, those nearest the earlier type, being in both cases the more plastic ones. Lubbock's researches have established the curious fact that modifications of food alone are sufficient to develop a queen-bee from the larva of any working-bee, but that no change of diet will ever modify the organism of a fully-developed worker. And only in childhood the brain seems capable of receiving impressions which modify the moral tendencies for better or worse and give arbitrary dogmas the force almost of congenital instincts. The mental and moral disposition of individuals may be regarded as a result of a struggle for supremacy between the influence of hereditary tendencies and the influence of education, in that widest sense including the "discipline of circumstances." The relative predominance of those factors depends generally on the earlier or later incipience of systematic education. History abounds with instances of "renegades" abandoning their civilized educators and rejoining their barbarous kinsmen. Herman the Cheruscan, Spartacus, and Abd-el-Kader led the revolt of their oppressed countrymen and taught them to fight despotism by its own system of superior strategy, but their defection was the natural result of earlier educational influences, reacting successfully against the training of later years.

At this hour, five hundred years since their creation, the tales of Chaucer, never equaled on this earth for tenderness and for life of picturesqueness, are read familiarly by many in the charming language of their natal day.—*De Quincy*.

I TAKE increasing delight in Chaucer. His manly cheerfulness is especially delicious to me in my old age. How exquisitely tender he is, and yet how perfectly free from the least touch of sickly melancholy or morbid drooping!—*Cole-ridge*.

THE teacher is scarcely needed for the minority of bright pupils, but for the majority of average and dull pupils. Let the teacher boast of his skill only when those who really needed him have been helped.

MISS MILLIE MCKELVEY and Miss Blanche Robb, students of last term, paid the Normal a visit recently. Miss Robb will enter the Normal again later in the year. Miss McKelvey may possibly return.

IF there are any graduates or former students of the Normal who are out of employment and wish to teach, they may learn something to their advantage by communicating with the principal.

SUPT. X. Z. SNYDER, formerly of Greensburg, and now the successor of Supt. Balliet, at Reading, Pa., is one of the most progressive and successful educators of Pennsylvania. He has been engaged as one of the special instructors at the California Normal for next spring term.

A MARKED feature of the Waynesburg institute this fall was the exhibit of school work from the public schools of Waynesburg, Greensburg and Reading, and from the California Normal.

STEPPING into one of the Model School recitation rooms the other day we observed an interesting lesson on mountains and volcanoes. To represent a volcano a piece of candle had been buried in a little hill of sand in a moulding board, with only the wick projecting above. This was lighted at the proper time in the lesson, and was watched with eager interest by the class. On the top of another hill of sand a little chlorate of potash had been placed and the fire of the volcano was produced by dropping on this a few drops of sulphuric acid.

MISS CLARA M. MULHOLLAN, class of '88, will teach in the pretty town of Karthaus, about three miles from her home, Pine Glen, Center County, Pa. She writes that she must have the *Review* in order to keep posted on Normal affairs.

MESSEURS WM. J. AND JOHN D. BERRYMAN, both Normal graduates, have purchased a store at Coal Center. The former is principal of the Coal Center schools. The latter will have charge of the store.

"Another train load of putty, clay, sticks, and tissue paper has been ordered for our public schools. The books will be used after the children have grown up.—*California Messenger*.

MISS ELLA ALTER, class of '82, was married September 13, to Mr. Jesse B. Rutter. They will reside in the State of California, where Mr. Rutter is prominently connected with the Y. M. C. A. work.

MISSSES STELLA AND LUCY BEARD, of the class of '83, are both engaged in teaching, the former, if we are correctly informed, in North Carolina, the latter in Scotland, Dakota Territory. Their father, Prof. Geo. P. Beard, lives at Randolph, Vermont.

THE Normal has the usual large number of visitors this term. On Sept. 12th Judge Campbell spent a full half day observing with evident interest the work of the school. The address of the judge at the morning chapel exercises was replete with good counsel to students. Among the visitors Sept. 14, were Prof. Boyd, a member of the faculty of the Indiana, Pa., State Normal School, and Misses Reynolds and Swan graduates of the same institution. Miss Reynolds is now training teacher in the State Normal School at Farmville, Va., and Miss Swan is a teacher in the schools of Scottdale, Pa. Mr. J. C. Long-

don, of the class of '84, now principal of the schools of Berlin, Pa., was also a very welcome visitor on the same day.

CYNIC AND PHILOSOPHER. — The cynic of twenty or twenty-five believes he knows the world; that he has sounded the depths of its deception; that life is a delusion, hope a snare, and love a net. These young gentlemen recover usually before reaching the age of thirty; an occasional unfortunate love affair takes the conceit out of them, and they become quieter and, in time, agreeable companions and cheerful friends. For youth will not long live without hope. To the young a disappointment, real or supposed clouds all the sky, and there is no sense of something beyond that dark day. But the skies do not fall; on the morrow "the sun goes up the sky like any other day;" hope springs in the heart, and the current of life has a deeper movement and a broader flow. "Whatever enlarges hope will exalt courage," says Dr. Johnson, in the "Idler," and as a man's courage makes the ground feel firm beneath him because he plants himself firmly, he passes pleasantly beyond the age of cynicism into the age of expectation and content. "If it be asked," says Dr. Johnson, "what is the improper expectation which is dangerous to indulge, experience will quickly answer that it is such expectation as is dictated not by reason, but by desire; expectation raised not by the common occurrences of life, but by the wants of the expectant; an expectation that requires the common sense of things to be changed and the general rule of action to be broken." Thus speaks the philosopher, who has exhausted the springs of life, and is seeking some stay for his old age. Wise indeed, but wise beyond the apprehension of man in whom the fires of life are still full and strong, and falling as far short of human nature's daily needs as does the cynicism of the callow youth. For experience teaches man to bear disappointment; it does not teach him that life is free from it, however rational our expectation,