

The Normal Review.

VOL. IV. No. 9.

CALIFORNIA, PA., MAY, 1889.

50c a Year.

Entered as second-class matter.

Spring Term Calendar.

Term opened March 25.

Col. Parker's instruction at the Normal begins May 13.

Col. Parker's lecture on "Three Weeks in the Rebel Army," will be given on Monday evening, May 13, probably.

Dr. Brook's instruction begins May 20.

Supt. Geo. J. Luckey's Lectures on the Teacher's Work, May 28.

Dr. X. Z. Snyder's instruction in Practical Work in the Schoolroom; also Dr. H. R. Palmer's course of instruction in Vocal Music, will begin June 3.

Grand Concert under the management of Dr. Palmer, June 11.

State Examination of Senior and Junior classes about June 18.

Baccalaureate Sermon, Sunday evening, June 23.

Examination of Teachers for Washington and Fayette counties, by Superintendents Geo. A. Spindler and L. M. Herrington, June 25.

Annual Contest of Literary Societies, June 26.

Annual Commencement Exercises, 9 a. m., June 27; in connection with which Gov. James A. Beaver is expected to make an address.

Class Day Exercises, 2 p. m., June 27.

Alumni Reunion and Banquet, 4:30 p. m., June 27.

Lecture by Robert J. Burdett, on "The Pilgrimage of the Funny Man," 8 p. m., June 27.

Prof. Hall of the Normal faculty assisted in the examination of the graduating class of the Brownsville public schools, April 25.

Principal Noss will assist in the examination of the class at Connellsville, May 4.

The public schools of Monongahela City will hold their commencement exercises, May 7.

The dates and places of Supt. Spindler's examinations have been announced. The examinations in this part of the county will be held at Monongahela, May 21, Beallsville, May 23, and at California, June 25.

An excellent Steinway piano now graces Philo Hall. There is another like it in Clio Hall. There are five school pianos and two private ones in the Normal buildings.

The growing reputation of the California Normal for strong and progressive work has *completely filled* both the ladies' and gentlemen's dormitories with boarding students. An overflow of about a dozen boarders are accommodated with rooms in private houses near the school. The number of those rooming in town, or coming by train, is also large. The Model School attendance this term is 85; double the usual spring term enrollment. The total attendance in Normal and Model departments, thus far this year, is 620.

Institute Term.

The usual 7 week's institute term will open at the time Col. Parker begins his work, May 13. This term offers rare advantages to teachers desiring a course in methods of teaching and a rapid review of the

branches they are called upon to teach.

The commencement exercises of the West Newton public schools will occur May 13. The principal, W. D. Cunningham, class of '87, will immediately after join the special methods class at the Normal.

The Chapel stage has been adorned with a new brussels carpet and a dozen arm chairs.

The members of the Senior class make their own plant-presses and save the greater part of what ready-made presses cost. Here is one incidental help of manual training. The boards for the pretty maps are likewise prepared in the manual training shop.

Miss Elladóra Stockdale, '87, was married April 25, to Mr. W. C. McKean, of Uniontown. The ceremony took place at the residence of her mother in the Normal building, at the hour twelve, noon.

Mr. John A. Brant, class of '87, has laid down the birch and taken up scissors and quill, as editor of the *Ligonier Echo*. The *Echo* is a bright and attractive paper and has fallen into good hands.

Another alumnus of the Normal has entered the ministry, Mr. A. S. Flanigan, '87. He is now supplying a charge at Latimer, Iowa, and expects to enter the North Western Iowa Conference of the Methodist Episcopal church in the fall.

Miss Anna E. Hurst, who passed the Junior examination in 1887, will enter the Senior class at the Normal next fall. Miss H. has taught successfully during the past two terms in the Scottdale schools.

The West Brownsville public schools held their closing exercises April 12. The graduating class numbered 5. Two of the class, Miss Amy E. Patterson and Mr. James H. Clark, have entered the Normal.

A Ballade of Thought.

When a thought comes as a frolicsome sprite
Luring you on and away,
Follow the elf in its whimsical flight
Whither it chances to stray,
And with humility yield to its sway,
Let its rule be uncontrolled.
You cannot reign unless you will obey;
For thought finds the brain's hidden gold.

When to a thought your allegiance you'd plight
Be it a fancy, a fay,
Will-o'-the-wisp-like receding from sight
When you would bask in its ray,
Laugh at the trickster, and pleading some day
It will come back to unfold
Whate'er of booty it has to display;
For thought finds the brain's hidden gold.

When a thought dimly appears on a height
Which you can scarcely essay,
Climb; for the mountain top revels in light
After the valley is gray,
And to be nearer the sun will repay
You with rich treasure untold,
Let not the shadows of night bring dismay;
For thought finds the brain's hidden gold.

ENVY.

"Knowledge is power," and when thoughts convey
Action to melt it, Behold!
Wrought by its alchemy, deeds live for aye;
For Thought finds the brain's hidden gold.

LILLIAN WEAVER.

The Relation of Home Training to the Schoolroom.

[Delivered by THOS. L. BRYAN before the Hamilton Co., Tenn., Teacher's Association, at Sherman Heights.]

The world has been abundantly supplied with literature on this subject, therefore I shall promise you nothing fresh. Again it is so general that I shall not discuss it logically; but my treatment of the subject shall be somewhat like the old lady's religion. When asked if she was religious she replied that she "had touches of it occasionally."

In treating subjects like this it is a difficult matter to avoid extremes. One extremist will say that the success of this world is dependent on the preaching of the gospel; and you can find men who believe that a young man amounts to but little in this world unless he is a preacher. Thus you will see them try to persuade all young men who possess any meritorious qualities or principles of true manhood that they ought to preach the gospel. I used to know a brick mason in McMinn county, Tenn., who regarded every man a failure who could not lay brick. Still, on the other extreme, we hear it said that no office in life,

save that of the ministry, is higher than that of the teacher. Another will say that teaching is the highest calling in which a man can engage. Still another will say that as teachers our hands are completely tied unless the children are properly taught at home. All these I regard as extreme views, and those who are factors in the formation of human character and human destiny should understand their relation more closely than these erroneous ideas.

The agencies that enter into the formation of true manhood are very numerous, namely: home training, self training, literature, the church, the schoolroom, and a thousand other agencies, too numerous to mention. You ask which is the most important, and I will answer with an axiom, that if you do away with either agency, that you will have a character deformed forever.

It is said that there was crossing an important stream in the old country, a chain bridge that cost years of thought, skill and labor. After it was completed, in all of its beauty, the architect, heading an immense procession, started across; but owing to the shoddy material in a very small link near the center, the immense structure gave way, carrying with it many victims. So it is with the grand highway upon which humanity marches up to the gates of eternal victory. Every link must be worked with care ere the structure is complete.

I am glad that the committee were able to recognize this interdependence, and state my subject:—"The Relation of Home Training."

I have no desire to make war against the parents of the children of this country, but, on the other hand, we, as teachers, have not performed our duty. School teachers are neither angels nor devils. (Of course there are a few exceptions.) There are scores of children in our country who are being properly taught at home, and then properly at school, and are marching right on to victory. Others are properly taught at home and then ruined at school; others are properly taught at school and then ruined at home; others are ruined at home and then

ruined again at school. So when I talk to you about home training, understand at the same time I give due merit to all agencies that aid in the work.

Home training determines, largely, the kind of pupils that shall attend our schools, from the fact that children are six or eight years old before they attend school. During that period certain traits of character are formed that all the schools of earth can not absolutely change. Said one Catholic priest: "You give me a child until he is six years old, and you may have him all the rest of his life." Napoleon knew and felt the power of this when he said: "What France wants is good mothers, then you may be assured that France will have good sons." Protestant England and Catholic Ireland are living examples in support of this theory. Under the same government, ruled by the same queen, these two countries remain the same in these respects, generation after generation. In England, children born and brought up in protestant homes are protestants. In Ireland, children born and brought up in Catholic homes are Catholics, almost without an exception. In America, in ninety-nine cases out of every one hundred, the children are democrats because their parents are democrats, or republicans because their parents are republicans.

It is very interesting to observe the inclination of children to imitate their parents. If the father goes to build a house, little Johnny will take the scraps and try to build him a little house. If the father stops to take a chew of tobacco, little Johnny will have some pine bark off of the logs and call it tobacco. If the mother gets out her sewing and work basket, little Mary will get out her little basket and work on her doll dresses and little quilts. If the mother stops to thread her needle, Mary will stop. If mother sings, Mary will sing. This may seem like play-house talk but it speaks in tones the echo of which will be heard in the great morning of eternity. Mothers! after you are dead and gone, your daughters are going to sew as you sewed when

you were here. We often criticise that vagabond on the street, we criticise the ungodly daughter, when if we had had the same early training we would perhaps have been worse than they.

One of the greatest impediments of home to the schoolroom is—there are thousands of children who never see the schoolroom. Children are kept at home.

The young mind is like a tobacco stalk, if it is not topped at the proper time it will run up to seed and will be a great, gangling something, of no earthly use. After it runs to seed you may top it, but it is too late. You may take those great, gangling fellows whose minds have run up to seed, and you might send them to school a hundred years, and it would amount to but little. You had just as well try to teach a blind mule Latin and Greek as to try to teach a grown young man in the first reader and chart. Three meals a day and plenty of sleep is the ideal life of such a man. The grandest success in any undertaking, other things being equal, is attained by the man who began when a child. If Andrew Johnson and Abraham Lincoln obtained an education after they were grown, it was because external objects, or other means caused them to think and develop their minds while younger. The greatest literary lights in the era of national history are those who began when young. The grandest Christian characters ever known to earth were those surrounded in youth by all the conditions furnished in a holy family. Moses—the most fully developed, symmetrical, merely human character that ever lived, was born into a holy family, and by providential interference was taught according to all the wisdom of the Israelites before he entered the school of the Egyptians. It was the Spartan mothers that gave rise to the Spartan nation and that caused the Spartan sons to either live behind their shields or die upon them. John Wesley's mother was a sensible, painstaking, religious woman, and she gave this world one of the grandest characters we ever had. George Washington's mother was a simple-

hearted, giant-minded, pious woman, and she gave America a man whom we honor with the title of "Father of his Country." We shall never know, this side of the great eternity, the value of a true mother's training. God pity the man who will march headlong to ruin, regardless of a mother's tears, a mother's counsel and a mother's prayers. I do not wonder that mottoes can be seen on the wall, "What is home without a mother." You will pardon me just here for referring to a little of my own experience. For many years it was a great pleasure for me to visit my simple country home. There was an attraction about the orchard, the flowers, the fields, the grass and the shade trees in the yard. But about two years ago the giant arm of death took away my dear old mother, and all those objects lost their beauty. God bless the mothers of this country! Since their influence is so great, may it all be for good.

Ladies and gentlemen, let me close my remarks with a few practical assertions or axioms. In our school there are quite a number of pupils from the state of Ohio, and I am pleased to say that the majority of their parents know exactly where their children's lessons are. They send them to school every day and furnish them at the beginning of the school with all the books they need. Of course there are many others who do the same, but this is especially noticeable of the people from that state. There are thousands of children who are actually afraid to tell their parents that they need new books lest they will whip them, scold them or stop them from school. Our country is making wonderful progress along that line. Those parents are miserable failures who do not take this much interest in their children. The teacher, with a few well chosen words, may be able to get such parents to see the error of their way. There is another class of parents who think that a pupil needs to study only at the schoolroom. They will put their children to work the very minute they get home, work them till dark, then hurry them off to

bed so they can get up by daylight and work until barely time to get to school. Ignorance is the cause. The true teacher may do much to inform them, but "Old Jesse" will get some of them in spite of the courts.

There is another class of parents who teach their children not to be obedient to authority. They tell them to go on to school and if the teacher whips them they will whip the teacher. It is almost useless for the teacher to waste breath arguing with such parents. If such a mother should attack a teacher, I would advise him to escape to the mountains. Let the teacher do his duty regardless of any trouble. Should such a father approach the teacher for trouble, I think the teacher would be perfectly justifiable in suspending his license to preach for a few minutes. I fear that hell will be the eternal heritage of all such parents.

There is still another class of parents, who never teach their children to be smart except when the teacher goes to see them, or to be religious when the preacher goes. Thus, when the teacher goes the mother will correct "little Johnny" for everything he does. Hear her: "Johnny, you must not say 'what' to the man. You must not wear your hat in the house, Johnny. Run away from the table and comb your hair, Johnny; the man will laugh at you." And so she continues, as though she had set apart this day to make Johnny smart. Just let the preacher come and they are best people you ever saw. The devil couldn't get within a hundred miles of them. Of course they must pray, as the preacher has come. The blessing must be asked at the table, as the preacher is with them. So the next thing in order is to get the children quiet. After gesturing to the children as if she were playing on a piano, the great task is accomplished. The children never heard of such a thing before, and of course they didn't know what the preacher meant. The moral I wish to reach from this is, that this spontaneous, emotional kind of training will never meet the demand of the age. If children would be intelligent and re-

ligious, they must not be neglected a single day.

There is another class of parents who know more about teaching than all of the teachers. They never taught a day—they never attended an institute—still they know more about it than anybody else. They are opposed to everything and everybody. They are like an old brother I heard of in the church. His church had erected a handsome building; so they had a church meeting to arrange and furnish the church. One man moved that they purchase a chandalier, to cost seventy dollars. This old man jumped up and said: "I am opposed to any such action. We will go and spend seventy dollars for a chandalier; what's the use of it, when after we get it there is not a member of this church that can play on it?" I treat such parents like mosquitoes. I don't care how much they buzz, just so they don't light on my nose, but when my nose sets in their liberty stops. If parents and teachers do their duty a very large majority of the boys of this country will never swear, smoke nor drink before they are eighteen years of age; if not till then, likely not through life. If they do their duty the girls of this country will not use snuff, attend "hops," nor run away and marry. Nay; if they do their duty a great majority of the children of this country will grow up to be Christian men and women and bless the world. There are some who will succeed regardless of training; others who will fail with all your training. If you elevate some you elevate them only to see them fall; if you hurl stumbling blocks in the way of some to check their onward march, they'll leap over them and win the race; if you place others on the highway, with nothing to hinder, they'll turn aside and lose the prize.

May God bless the parents and teachers, and may the children march on to victory!

Of the class of '29 of Harvard only seven members remain, one of whom is Dr. Oliver Wendell Holmes. It was a class of famous men.

Language Teaching.

WILLIAM WEIR.

Language is names. All its modifications are simply attempts to define and name an idea.

Language work must accomplish three things: teach to see, to compare, to arrange in the best manner possible. Incidental to these are good habits of speech and writing. One may use correct language and yet not talk or write well. This work must be largely to make language effective, and deal with and encourage thought, and be of sufficient variety to prevent weariness. Rules and results are valuable only as they aid in the general result. The endless discussions of technicalities are out of place, and facts—simple, clear—only must be presented as comprehended.

A foolish sympathy minces the English language into bits, and itchy-pithy-tootsy-wootsily talks to the miniature men and women as if they were babes, unable to resent the swaddling clothes and short dresses of infancy.

A child does learn and retain names. It learns uncouth Russ, intricate Italian, unpronounceable Greek, without the assistance of devices, ingenious or otherwise, and is able to express itself, and grows in strength, educated by necessity.

Quality word is not more expressive than adjective, or more useful, when the real name is the latter for which the former must be dropped. The use of these substitutes seems like doubling work.

The mere fact that he is learning what is real and of use, and that what he learns is just what older folks learn or have learned gives a charm to hard words. The real live boys want knives that will cut.

Children are chips off the "old block." But a part will be the young child with its ideas unfolding as the blossoms, with the vitality of its new life, the exuberance of its imagination, which needs but leading, guiding, suggesting.

Tom Sawyer whitewashing the fence through the agency of his playmates, whose imaginations, aided by Tom, illumined the work with pleasure, until they had real pleasure in it, illustrates a phase of child nature and is suggestive.

I teach a noun is a name. Any class can learn that. They speak nouns—names of objects all around them. They come prepared with lists of two

nouns, five nouns—names of things in a stable, store; things made of iron, wood, tin, flour; high, low, hard, soft, black, white, sweet; that give light; are covered with feathers, etc. Running through this as a warp is the thought, "Every sentence begins with a capital letter and ends with a period." Sentences are required with the word fire, snow, water, corn, grass, etc., in them. Position in class depends upon prompt utterance. Things are held up: they describe them in short sentences. I read a short, striking story, fable, or something easily remembered: they reproduce it immediately or on the next day. Members of the class rise and tell a story: the class give each titles. Sentences are read: they detect the nouns. Work is placed on the board: they detect the sentences and enumerate them. Attention is called to the changes of punctuation at the close of the different kind of sentences, and that names of persons, days, months, I and O should be capitalized. The same work is repeated in their readers.

Good results may be obtained by calling attention to the simpler grammatical errors, but care must be taken to avoid repressing the spirits of the young learners by severe criticism.

Mere pedants have accomplished the condemnation of grammar. This is a work above and beyond them. The child from its mother's knee has passed to the teacher's side. The children of the last decade are teaching the children of the present.

So far, the work is oral, and depends on the judgment, enthusiasm and persistence of the teacher. It may seem slow, but attempts at too much dwindle into nothing.

Writing is the handmaid of the sciences. It is pushed as fast as possible. As the class is able, they write lists of nouns beginning with A, B, C, etc.; of things found in a kitchen, parlor, etc. Sometimes they get up a dinner—they enjoy that; sometimes stock a store. Mark for spelling.

Three or four or more suggestive words are dictated: they construct a story. Accept one or two sentences. Mark for capitals, periods, spelling. Use blackboard, slate or paper. One little fellow brought me sixty-four words (nouns) on a sheet of paper I let him take home. He had hunted up the correct spelling.

Sometimes I give paper and a subject, sometimes pictures. These are placed before the whole class, or given to

continental water shed runs toward Lake Tchad; then north-easterly to Lake Tanganyika; passing around the eastern side of Lake Bemba, it moves westward toward the Crystal mountains, and then turns in a southeastern direction to the desert of Kalahari.

T. In the southern part of Africa, is the distance from the water shed to the coast very long?

P. No.

T. Then how can there be any long rivers?

P. Only by great curves, as in the case of the Congo and Niger.

T. In what part of Africa is there a long distance from the water line to the coast?

P. From where it crosses the equator to the isthmus of Suez.

T. What do we find here?

P. The longest river in Africa, flowing almost directly north, called the Nile.

T. What is noticeable about the northern part of Africa?

P. The general absence of rivers—hence, deserts. The Nile cuts the great desert into two parts, but it has no branches.

T. Why not?

P. Because a desert is on each side.

T. What river of Africa is most readily navigated, and why?

P. The Nile; because it flows over a gentle slope which is not crossed by mountains.

T. What is true, as seen on the map, about the other rivers?

P. They descend from elevated plateaus, and make their way through ranges of mountains toward the sea. It is probable that they are not navigable, like the Nile, from the ocean, for there must be cascades not far from their mouths.

T. Such is the fact. The Congo, for instance, is navigable from the Atlantic ocean, for one hundred and ten miles to Vivi. For the next fifty miles it is not navigable, owing to cascades. Between the parallel ranges of the Crystal mountains it is navigable for eighty-eight miles, and then cascades interrupt navigation for eighty-five miles. In order to overcome these difficulties to commerce, a railroad is needed two hundred miles long, through Guinea. How have these facts affected the history of the country?

P. I suppose these mountains and non-commercial rivers have kept Africa closed to civilization, except about the Nile.

Taste for Good Literature.

C. M. LIGHT.

In all grades the teacher should seek to cultivate in the pupil a taste for good literature. There are four sources from which the skillful master may draw for this purpose: By directing the pupil's reading outside of school hours; by the proper use of the school reader and grammar; by giving pupils supplementary selections; by the proper use of the school declamation.

The reading of the pupil outside of school hours can be directed by giving the pupil suggestions on what to read, and how to read it. The teacher can outline a course of reading, and make it one of the requirements of his course of study. Not a great deal of stress should be laid upon remembering what the author has said, but the teacher should see that the reading is done. If time would permit, it is well for the teacher to require the pupil to write out in his own language the plot of the story, or pursue any other method that will lead him to appreciate the author. But it does not matter if the pupil cannot remember one single thought of the author, it is the unconscious knowledge that educates. If this is done, there will remain little time for the pupil to devote to the reading of sensational novels. In dealing with the literary selection of the grammar or reader, see that the pupil gets the thought and feeling of the piece by looking up the meaning of the words, by understanding the occasion which lead to its writing, and by knowing something of the life and works of the author himself. By such a preparation the pupil will express the thought so as to be felt, and will desire a further acquaintance with its author.

Let the teacher read a selection to the pupils, or write it upon the blackboard, requiring them to memorize it, not by rote but understanding; then they will appreciate the beautiful thoughts beautifully expressed.

The usual method of requiring declamations is all wrong. The pupil is told that he is required to have a declamation on a certain Friday afternoon. If he hesitates

he is told the course of study requires one declamation each month, that the principal requires it, that he, himself, thinks that it will give him self-assurance, and pave the way for successful public speaking in after life. Being thus encouraged, the pupil begins the search for something to speak. He wants something novel, something nobody else has heard of before. He searches the newspapers and finds something he thinks is just *the* thing, something smart. It will make the boys laugh, and the girls and the teacher blush for shame. He learns it by rote, and is prepared to make a bore out of himself, and to disgrace the school. Another pupil, having a literary turn, selects from Shakspeare, Milton or Lowell. He also learns it by rote, understanding only now and then a thought, and is expected to speak it so that it may be felt. It is better not to have declamations at all than to use them in this way. The pupil should be assisted by the teacher in making his selection. He should then be taught to learn it understandingly, then drilled upon it until he not only has the thought himself, but can give it that the audience can understand it, feel it, and appreciate it.

It is an excellent plan to devote two months or more to the study of one author. On the day set apart for the exercise, have one pupil read a biography of the author; another, a description of his home and its surroundings; another, a review of one of his productions, and still another, a paraphrase of a poem, while other pupils have declamations from his writings that have become classic.

In the hands of the skillful teacher these four sources, which are always available, may be made fruitful of telling results.

Every literary exercise should be so managed that the pupil does his work promptly and cheerfully. It thus becomes a stimulus to him to become further acquainted with the great masters of good English.

MILLS COLLEGE at Oakland, Cal., has enrolled 226 students. One is from Santiago, South America. Twenty-one are from Oregon.

Clionian Review.

MOTTO—PEDETENTIM ET GRADATIM ORIAMUR.

BERT LEWIS, Editor.

Clio is booming. She has taken in, since the beginning of the present term, nearly eighty new members. New curtains have been placed at the alcoves, and the hall has in other ways been made attractive. A fine orchestra, lead by Mr. Warren Gibson, and a choir, lead by Miss Burke, furnish excellent music for the purpose of varying the exercises. The new students are taking hold earnestly, and all indications point to a successful term of society work and at the end of the term the winning of the Annual Contest "by a large majority."

Mr. Ira Smith, one of our members, is at present suffering from the result of a severe accident which befell him a few days since. He was playing base ball on the campus, and was hit on the nose by a foul-tip. He said: "I saw some of the prettiest fireworks imaginable, for a few moments." And, as a result, a certain feature seems to be abnormally large at the present time.

Since the weather has become fine such plants as dandelions and croquet-sets have rapidly blossomed and multiplied "in the land of the Normal." That part of the campus north and west of the ladies' dormitory is occupied by croquet-sets; that part south of the gentlemen's dormitory is occupied by the base ball ground; and the part in front of the main building is decorated by dandelions.

The croquet-sets are usually in use during recreation hours; even some of the grave members of that august body, the Faculty unbending their dignity so much as to par-

ticipate in the game, and be beaten by some of the students. Prof. Hall, however, is the only one who has mustered sufficient energy to sally forth, and try his hand at that noblest of games, base ball.

A new Brussels carpet has just been put down upon the Chapel stage. It looks very handsome. The old one has been taken down to the Model room. A set of new chairs has also been placed upon the Chapel stage, for the comfort of the Faculty.

The Model School numbers over eighty pupils, some of whom come from points down the river on the train. The school room has been repainted and new border has been placed above the blackboard and at the top of the walls, making it look bright and cheery. The beginners' class consisting of pupils from four to six years of age, is moderately large and the children are advancing rapidly.

The Seniors are all using the manual training period for the manufacturing of flower presses, and are spending their spare time in botanizing and in analyzing the flowers they find. Some of them are so much in earnest that they don't care for missing their suppers. This number, however, is very, very small.

Mrs. Noss has invited the members of the Junior and other classes, to come in and observe the work done in the Model room whenever they have a vacant period. This will not only be a benefit to the visitors, but will tend to give the Seniors confidence in teaching before strangers and will cause them to make better preparation than they would otherwise do.

Mr. Long (teaching a class in physiology), "Now, class, there are two hundred and six bones in the body——" A seven-year old (on the front row of chairs), "Teacher, I'll just bet you, our little baby ain't got fifteen."

A new "Misspelled" and "Mispronounced" list has been started by the principal. A query box has also been instituted. Besides this, there is placed upon the blackboard in Chapel, a maxim from some noted man or a question for debate. We hope that these questioned will be utilized by our debaters, for there is much room for improvement in our society debates.

During the past few weeks, work has been given on Saturday morning to those who wish it, on spelling, methods, history and other subjects.

The motto of this year's Senior class will be, "*Certum pete finem.*" We hope they will all take the advice contained in it; it will help them very much in their life-work.

The Seniors have again taken up their work in Geometry.

School now begins at 7:40 a. m. A person has to "get up in the forenoon" if he does not wish to be late.

We are soon to have a flag-pole erected on the campus. We don't know the exact altitude of this pole, but it is by no means short. We suppose that the students are looking forward to the raising of this pole with much delight. It will probably be put up on Arbor Day, April 26.

The students will hereafter look forward with greater interest to weddings at the Normal. They get a big dinner on such occasions. They complain, however, of not receiving any wedding cake.

We understand that Miss Amelia Fee, of Connellsville, will soon enter school at the Normal.

groups for discussion or composition. Should the practical man—he of muscle, very little on style—intrude, console him with the thought that his young laborers are learning to spell.

A sheet of good paper has a magical effect. Lead pencils furnished work wonders. I always keep a supply for an emergency.

Composition work must necessarily be brief, as most of it should be read in the class, and only expand as the pupil is able. Lengthy work can only be received to recognize an extra or worthy effort. Occasionally permit a pupil to select his own subject and form of outline. One boy chose "Gnats," and at another time wrote a sale bill, comical, grotesque, valuable, because rich in imagination and original. Insist on proper space between sentences. Good use may be made of letters written to each other. Keep all this fulsome and "Dear Teacher," business out and let them express themselves.

Incidental work with this period is the use of *is* and *are*, *come* and *came*, *these*, *those*, *them*, etc., as occasion permits.

Require written in a column five names of animals, then what they are doing; change each name from singular to plural or *vice versa*, and have the sentences read with the verb unchanged. It will be readily seen why two forms of verbs are used and when they should be changed. On the same plan illustrate the use of other forms.

The carefully-arranged book lessons will be found lack-lusterless. Ordinary pupils do not answer as any set form wishes, but are premature, unexpected, and selfwilled. Yet plans of work suggest, and lines of thought may be followed with success.

But back of all is steady hard work and patience, for which mere play can no more be substituted than ginger snaps can displace honest bread and butter as daily diet.

When the preceding is accomplished, the pupil will understand a noun and a sentence, and these lie at the foundation, and he will be able to express his ideas.

Richter was glad his mother taught him to see forms in the sky, and he watched to see the angels passing between the clouds.

The Greeks peopled the groves and stone with deities, and put life into all around them.

The young child must be taught the

world is full of beauty, and be led to see it, and express it fluently and well. "For words fitly spoken are like apples of gold in pictures of silver."

Tom Moore's Wife.

Moore was one of those who believed in the right of genius to enlarge the borders and kick over the traces at its pleasure. He maintained the doctrine of irresponsibility in action if not by formal profession; and took care that no sordid considerations of official duties, nor fettering shackles of home ties, should vex his poetic soul or shorten his moral tether. He did what he liked to do, and he declined to do what he did not like; and he managed to escape opposition to the one and censure for the other. While the sun shone he was the marital butterfly, sporting in the free blue air, while his mate was laboring on a leaf over those eggs which had to be provided for. His resting place was on every rose that "opened her bosom's glowing veil" to him and the nightingale, and as rarely as possible on the home cabbage, with the mother of the eggs and little maggots.

He was more at his ease anywhere than with wife and children, and he left them on the very smallest provocation—too happy to escape. But he wrote long letters and frequent; poor Bessie being mainly useful as a kind of sympathetic chorus to whom he partially confided the story of his triumphs, and who gave him back indulgence and consideration in return for those not quite exhaustive confessions. Meanwhile, she sat behind the close-drawn curtains of home and waited—watching the slow passage of the days and biding her time; like a hunter stalking the years for her quarry, and knowing that she would come up with them in the end. So she did. His power failed; the world passed him by; his loves forgot him; his special roses had faded, and some were shattered; and the music which had charmed so many was as dead as that which lies in a broken lyre. Then she was happy, and time gave her her desire. "Now I have him to myself," she said, when he was a still courtly, still caressing and flat-

tering, but childish and imbecile old man, given over to her sole care.

The life long jealousy of the loving, silent woman was at last appeased; and the grim patience with which she had watched and waited was rewarded. Better to her was this dimmed and plumeless wreck of all that former vagrant brilliancy now in her own keeping, than the man as he had been, courted, sweet, seductive, popular—and shared with a dozen others. When he died, a mere wreck and shell that he was, mindless and decayed, she mourned him in the same intense way—as mothers mourn their idiot children for whom they have more tenderness than for the strong and capable. She drew down the blinds and let no light enter the room where her love had idealized that breathing clod and vitalized that living corpse. She could not bear to look on anything that he had loved. The sun, the grass, the flowers—the birds, nature and music—all were forbidden to her, because all were associated with him; and her own last days were even sadder than his had been. He at least had the divine affluence of love about him; but she died in solitude as she had lived—her dry and lonely path uncheered by any of that passionate affection which she had lavished so generously on others.—*E. Lynn Linton.*

THE INDUSTRIAL IDEAS.—The children of all American citizens need to learn the old common-school branches; but it is not so certain that all American citizens will see the necessity of having their children learn carpentering, blacksmithing, or any other branch of practical mechanics. If there are some of the scholars who are exempted from that training, does not the fatal idea of class privilege inject itself into the school? The subject is an important one, and deserves all the care which is given to its investigation. But it is not necessary to conclude hastily that it is more important or vital than the old idea of securing to every child in the land a good common-school education.

Model Lessons in Geography.

CHAS. F. KING.

Very few teachers in this country base their instruction upon an intelligent use of the map. The pupils should be taught to read the map as one does a newspaper. A large part of the facts given in most so-called descriptive parts of geographical text books are clearly stated upon the map, and do not need further expression. The pupil can be easily led to discover the important physical features of each country for himself. This will compel him to think while studying the map, and lead to self-activity and independence of research. At first the teacher must assist the pupil, both to see and express these geographical facts. Suppose it is a class of the fifth-year study, and map reading has never been taken up as a special study; then the teacher might lead them to see and talk in some such way as the following:

Hang up before the class Guyot's large physical map, Hughes' political map and a map of the world. Let the pupils open their geographies to such maps as are found therein on the country. Suppose the grand division is—

AFRICA.

Teacher: Look at the map of the world, class, and tell me where Africa is situated.

Pupil: Africa is in the southern part of the eastern hemisphere, directly south of the Mediterranean sea, and between the Indian and Atlantic oceans.

T. What important lines do you notice crossing it?

P. The equator and tropics.

T. What facts are suggested by these lines?

P. They include a large part of the land in the country within the tropics—more than is found in any other country. Hence, Africa must be very hot and moist.

T. Moist?

P. Yes; it ought to be very moist; but I see on the political map that the northern part contains a great desert; this must be owing to local causes.

T. You are right; we will learn about this at another time. Draw three lines so as to include the contour, and tell me its shape.

P. It is triangular, like North and South America.

T. Look on the chart of comparative sizes, and tell me how it compares with other countries in reference to size.

P. It is larger than North America, and two-thirds the size of Asia.

T. What is the meaning of the colors on this physical map?

P. The green indicates lowlands, less than one thousand feet high; the buff, plateau regions; the white, very high mountains, usually covered with snow.

T. When you examine a map like this, what do you learn?

P. As the green is only on the edge, I learn that the low lands in Africa are mainly around the edge, near the coast, while the interior is a vast plateau.

T. What exceptions to this general rule?

P. There is some low land around Lake Tchad and the banks of the Nile.

T. Is the white color used?

P. Yes; in Abyssinia and south of that country. This must be the highest land in the country.

T. Look at the physical map of Europe, and note any difference from Africa in the situation of the highlands and lowlands.

P. In Europe the highlands are at one side, in the southeastern part of the country, and the lowlands are in the northeastern part. The latter cover more than one-half of the country.

T. On the outline map draw a straight line from the Bight of Biafra to the middle of the Red sea. Into what does this line divide Africa?

P. Into two parts of about equal size.

T. Are the two parts alike?

P. No; the northern part is rectangular in shape, and the southern part is triangular.

T. What other differences appear upon a close examination of the map?

P. In the northern part I see that the chains run parallel with the parallels, or nearly east and west, as in Europe and Asia; in the southern they run north and south. As there is more white and less green in the southern part I judge the land is higher in the southern part, and, hence, that the plateau slopes toward the north.

T. You are, in the main, right. The average height of the plateau in the northern part is fifteen hundred feet, and in the southern part three thousand feet. Where are the highest peaks?

P. Just south of the equator, in the main axis.

T. What do you notice on the map about the ranges of Mountains in the south?

P. They come together in Cape Col-

ony; hence, that country must be very mountainous.

T. Notice the lowlands in that vicinity.

P. It is not so wide as in other parts of the coast; for a considerable distance it disappears altogether, and there the mountains must come down to the water's edge, as in the southwestern part of South America.

T. What else can you conclude?

P. That the slope is very abrupt.

T. Do the mountains of Africa separate any countries?

P. Yes; the Kong and Crystal mountains separate Guinea from Soudan and Central Africa.

T. But far more interesting than this is the separation by the Atlas mountains of the northern part of the Barbary States from the southern part or desert part. North of the mountains are found moisture, temperate breezes, vegetation in abundance, a desirable and healthy climate; south of the mountains, just the opposite. Where is the highest range of mountains?

P. On the east, near the Indian ocean.

T. Where do you find the highest ranges of mountains in Asia?

P. On the south side, near the Indian ocean.

T. Where in North and South America?

P. On the west, nearest the Pacific.

T. The largest mountains, remember are nearest the smaller ocean. In what direction does water always flow?

P. Down hill; the long rivers will flow down the long slopes.

T. Into what oceans, then, must the large rivers flow?

P. Into the Atlantic; because most of the land slopes toward the Atlantic, or its counterpart, the Arctic; then, again, these rivers rise on the opposite side of the countries, between which ocean and high mountain barrier there is always an abundance of rain.

T. If a system of rivers consists of several flowing into the same body of water, find some systems in Africa.

P. I find on the map the Atlantic system, Mediterranean and Indian systems.

T. What plainly indicates the slopes on the political map?

P. The general direction of the rivers.

T. Then trace with the pointer on this political map the continental watershed.

P. Beginning at Cape Blanco, the

Philomathean Galaxy.

MOTTO—NON PALMA SINE PULVERE.

MINNIE J. PAXTON, Editor.

Philo will welcome back to the Normal Mr. W. D. Cunningham, at the opening of the Special Methods course.

The Model Room has been beautified by fresh paint, paper borders and platform carpet.

Miss Stella Yarnell's place in the Senior class is still vacant. We hope to have her with us again in a few weeks.

Miss Harriet D. Geho, of the class of '88, spent Good Friday with her parents. She is teaching a successful term in Allegheny county.

Miss Bernice Applegate will enter school for the special methods course.

Prof. Jackman, of the Pittsburgh High School, visited friends in town April 19th.

Philo Hall has been greatly improved in appearance by the addition of a fine new piano and a garnet plush banner.

Miss Maud Dawson and Mr. W. Sherman Weible were married April 18. Philo extends her best wishes.

Miss Anna Powell and Miss Lizzie Morgan spent Good Friday at home. Miss Morgan's school closes May 7th.

The Philo Society extends its most earnest thanks to Mrs. L. P. Beazell for making a banner for us. We feel proud of our society room and invite all to come and see us.

The Seniors are working on their theses.

Mr. W. R. Scott has entered school for another term's work. Mr. Scott is a loyal Philo.

Mr. O. S. Chalfant, a former Philo, now a law student at Washington, Pa., paid the Normal a short visit a few days ago.

Philo is in a prosperous condition. With the growing interest the members take in the work, there can be no doubt as to her future.

Miss Luna Chalfant of the class of '86, will start for Colorado some time during the summer where she expects to teach the "young idea how to shoot." She has our best wishes.

Miss Eva Van Voorhis will enter school at the beginning of the fall term. Miss Eva will make a strong Philo.

Miss Tillie Hues, of Pittsburgh, and Mr. Van J. Abell, a former student, were married April 11. THE REVIEW extends congratulations.

Emerson says: One of the most wonderful things in nature is a glance; it transcends speech, it is the bodily symbol of identity.

Most people would succeed in small things, if they were not troubled with great ambitions.—*Longfellow.*

The greatest events of an age are its best thoughts.

On the second society evening of this term Philo was highly entertained by the song Seven Times Seven. The following ladies participated in the performance:—Misses Louie Ward, Anna Reed, Bird Foster, Ida Gumbert, Sadie Lilley, Ada Goe, Anna Berthel, Joe Musgrave. The performance was under the management of Misses Brown and Jennings.

Philo's new officers are as follows: President, Mr. L. S. Weaver; Vice President, Miss Millie Cunningham; Secretary, Miss Bird Foster; Attorney, Mr. E. Thomas; Critic, Miss Sadie Lilley; Treasurer, Mr. W. H. Fields; Marshal, Mr. H. F. Parsons.

Botany has become the favorite study of the Senior class—at least of a great many of them.

Mr. Kreger, one of last year's contestants has entered the Junior class this term.

Many of the students of the Junior and Preparatory classes are very highly pleased with the work in Geography, under Prof. Bryan. They are at present engaged in making putty maps of the different continents. Prof. Bryan intends to have about one hundred and fifty of these maps made.

The Normal Reading Room is a hive of industry. Students and faculty resort to it to scan the daily papers, to consult reference books and to borrow or return library books.

Visitors are daily in the recitation rooms of the school and on the platform at chapel exercises. They are always welcome and always seem to bear away with them favorable impressions of the work of the school.

State Teachers' Association at Altoona, and National Educational Association at Nashville in July.

The date of the final examination of the Senior and Junior classes has not been definitely announced. June 18 is the probable date, but the examination may be held a week earlier.

Plagiarism.

Plagiarism is becoming an offense which can be committed almost with impunity, unless it be too daringly committed. A writer will have to go to work with the audacity of Sterne and coolly help himself to the very first paragraph of an earlier author's book, as the creator of "Tristram Shandy" served the anatomist of "Melancholy," in order to run any serious risk of discovery. Or he will have to lay hands upon some peculiarly well-marked passage in the work which he puts under contribution and transfer it to his own pages without taking the gypsy's precaution of disfiguring the child in order to make it pass for his own. Thus, for instance, when some useful Burton or other has written "As apothecaries we make new mixtures every day, pour out of one vessel into another," and "we weave the same web still, twist the same rope again and again," the plagiarist will have, like Sterne, to sail as near the wind as this: "Shall we forever make new books, as apothecaries make new mixtures by pouring only out of one vessel into another? Are we forever to be untwisting the same rope?" Short of such cynical effrontery as this—perhaps the only instance on record of a plagiarist plagiarizing a protest against plagiarism—there is scarcely any hardihood of literary larceny which, in the present lapse of vigilance on the part of our critical police, will expose the larcenist to detection. Possibly, however, it is no involuntary relaxation of detective energy after all. It may be that it has dawned on the thief-taker that the offense of willful and deliberate plagiarism is one of the rarest in letters, and that their many supposed discoveries of it have been solely due to their own unimaginative incapacity to realize the fact that two writers dealing alike with subjects which are the common property of the whole world are likely enough to display a general similarity of treatment, and even to chance occasionally, and for a sentence or two, upon precise identity of expression. The only form of plagiarism which exists to any great extent at the

present day consists in the adoption by one writer of the style and sentiment of an earlier writer, or of a by-gone school. One of the most interesting, and even from one point of view pathetic, examples of this is to be found in the works of a certain American authoress who appears to have attained to an extraordinary popularity on the other side of the Atlantic. Her most successful book has only recently forced itself upon the notice of English critics, whose surprise, not to say disappointment, was unbounded at the discovery that this newest new form of literary sensation was only our old friend the "passionate" style of lady novelist's novel of twenty years ago. The heroine who has "a blowse of red gold hair," whose kiss is "as light as flower-leaves, as fine as fire," whose lover calls her a "great golden uncanny thing," and whose "curled lips were a cup and her breath wine" (not, we presume, in the sense in which Mrs. Gamp's was spirits), is emphatically, and on the uncanny face of her, a young woman we have met before. That having disappeared from this country she should turn up again in America is not perhaps in itself a particularly strange thing, but that she should do so after so many years, and should then be received in her adopted country as a sort of new avatar of womanhood, is certainly a little uncanny. We talk of modern rapidity of communication, and boast of the thoughts which thrill electric round the world, but what are we to think of these vaults in face of such a phenomenon as this? Here is a vanishing lady who in every line of her "rathe" figure, in every fold of her "dense yet filmy gown," is unmistakably recognizable as having escaped from one of Miss Broughton's earlier novels, and must therefore, have absconded from this country a full score of years ago. Yet there is apparently not a single American reader aware either of her nationality or of her parentage. America has received Barbara Pomfret with respectful awe, and has elevated "The Quick or the Dead" to the rank of a literary revelation. After this it would be really worth the while of any English novelist who

finds, or fears, himself to be getting a little past his vogue, to start a business in America. It may be that all the old tricks which have been found out in this country will work in the States "as good as new."—*Eng. Mag.*

It was a matter of common report that George Eliot's Dinah Morris bore a very close resemblance to her Aunt Elizabeth Evans. The story grew like the proverbial snowball, until the connection between Dinah and Miss Evans was, in the mind of the general reader, closely enough linked. The publication of the novelist's life destroyed these harmless illusions at a blow. George Eliot's account of the connection is simply as follows: Her Aunt Elizabeth, "a tiny little woman, about sixty, with bright, small, dark eyes, and hair that had been black but was now grey," came to spend a fortnight with her in her Warwickshire home. One Sunday afternoon she related incidentally to her niece a little episode in her past history. In her younger days she heard of an unfortunate girl lying in prison under sentence of death. Accompanied by another good woman she visited the unhappy prisoner, stayed with her during the night and went with her to her execution. "This incident," wrote George Eliot, lay in my mind for years, as a dead germ apparently, till it had made a nidus in which it could fructify. It then turned out to be the germ of 'Adam Bede.'" Thus the connection between Dinah, the preacher, and the pious aunt was, in fact, slight enough. Probably the authoress had been heard to refer to her aunt's little story as the incident which had turned her thoughts into a certain channel, and so the oft-repeated anecdote grew and prospered. The little story offers, however, a hint to beginners, showing them the value of any striking life experience to the author, and warning them not to rush at any new idea with too great impetuosity, but to treasure it, to see if, like George Eliot's "germ," it will "fructify." Only let presumption not cause them to forget that none but "richest alchemy" can turn the base metal into gold.

Mannerism in Writing.

Mannerisms in writing are of two kinds—those which are due to strong individuality in the writer and those which result from feebleness of thought. The first kind often possesses a peculiar charm. The great English writer, George Borrow, author of "Lavengro," is an instance of it. To describe his mannerisms would be difficult; they consist largely of a habit of repeatedly introducing, within a short space, repetitions of certain words or phrases. There is also a certain terseness and brevity in the fashion of the sentences, and a *naive* tone—a mixture of artlessness and shrewdness. "I felt languid and almost hopeless. The thought, however, of my situation soon roused me. I must make an effort to improve the posture of my affairs. There was no time to be lost; so I sprang out of bed, breakfasted on bread and water, and then sat down doggedly to write the life of 'Joseph Sell.' * * I persevered, and before evening I had written ten pages. I partook of some bread and water, and before I went to bed that night I had completed fifteen pages of my life of 'Joseph Sell.' The next day I resumed my task; I found my power of writing considerably increased; my pen hurried rapidly over the paper; my brain was in a wonderfully teeming state. * * By about midnight I had added thirty fresh pages to my 'Life and Adventures of Joseph Sell.' The third day arose; it was dark and dreary out of doors, and I passed it drearily enough within. My brain appeared to have lost much of its former glow and my pen much of its power. I, however, toiled on, but at midnight had only added seven pages to my history of 'Joseph Sell.'" This is an extract from the wonderful chapters describing the production of a novel, and serves to give an idea of a frequent phase of the writer's style. No one but George Borrow ever wrote in that way. How simple it is, how moving, how unforgettable. How different are the mannerisms of Thackeray! He was the greatest of English novelists, and his style, for elasticity, variety, manliness,

melody, and clearness, is perhaps not surpassed by any writer. But his mannerisms are apart from his style; they are the outcome of a curious moralizing attitude of mind into which he was pretty sure to fall when no particular action of interest was in hand. "Ah, my friends! *Vanitas vanitatum!* Which of us is happy in this world? Which of us has his desire, or, having it, is satisfied? Come, children, let us shut up the box and the puppets, for our play is played out." This is the burden—sad, humorous, pathetic, cynical, gentle—again and again repeated throughout his volumes, the "confidential attitude" of which some of our own sublime novelists complain. But lovers of Thackeray love him the better for it. It is as the familiar expression of a dear friend's countenance in repose, when the lines and modeling that time and life have wrought upon it are seen undisguised. We find then the nature and temperament of the man. Dickens' mannerisms are of a less pleasing description. They are those of a nervous, sensational, vivid temperament, and are often employed merely to conceal the shallowness of the argument. These must suffice for examples of the higher kind of mannerisms. The lower kind are only too frequent. They may be again subdivided into the particular and the general. They are used by small men to patch up and round out their more or less ragged and empty productions. They consist partly of a superfluity of qualifying words and phrases—adjectives, adverbs, and modifying or intensifying sentences—and partly of locutions and slang expressions belonging to the stock in trade of the newspaper penny-a-liner. Our contemporary novelists are especially reprehensible in this direction. They wish to be forcible, and, instead of seeking force in strong ideas, they try to get it by dint of a mouthing utterance of trifling ideas; or if by chance they do happen upon a strong situation they either spoil it by over-elaboration and ornament of statement, or else they exanimate it by an affected coldness and indifference of language. The cure for all such rubbish is life; every word

must contain a living and indispensable meaning; nothing must be mechanical; the body and limbs of the argument should be as nearly naked as possible, and their movements large, precise, and full of purpose. A real giant needs no fripperies and furbelows, and a giant made out of fripperies and furbelows is not even the equal of a genuine dwarf.

How Celluloid is Made.

While everybody has heard of or seen or used celluloid, only a few know what it is composed of or how it is made. The following is a description of the process carried out in a factory near Paris for the production of celluloid:

A roll of paper is slowly unwound, and at the same time is saturated with a mixture of five parts of sulphuric acid and two parts of nitric acid, which falls upon the paper in a fine spray. This changes the cellulose of the paper in pyroxylin (gun cotton). The excess of the acid having been expelled by pressure, the paper is washed with plenty of water until all traces of acid have been removed. It is then reduced to a pulp, and passes on to the bleaching trough.

Most of the water having been got rid of by means of a strainer, the pulp is mixed with from twenty to forty per cent. of its weight in camphor, and the mixture thoroughly triturated under mill-stones. The necessary coloring having been added in the form of powder, a second mixing and grinding follows.

The finely divided pulp is then spread out in thin layers on slabs, and from twenty to twenty-five of these layers are placed in a hydraulic press, separated from one another by some sheets of thick blotting-paper, and are subjected to a pressure of 150 atmospheres, until all traces of moisture have been gotten rid of. The matter is then passed between rollers heated to between 140 deg. and 150 deg. F., whence it issues in the form of elastic sheets.

PERSONAL friends of President Patton, of Princeton College, have recently given that institution \$80,000.

Gentle Manners.

There is no doubt that in this pushing world of ours the courtesies of life, those indefinable *nuances* of voice and manner that indicate good breeding and refinement, are in danger of being largely curtailed. So keen is the rivalry, so intense the strain, so bitter the losses and disappointments, that the savage elements seem to come into play, and most of us have neither the time nor the taste to attend to graces of behavior; and coarseness of speech, vulgarity of dress and manner are everywhere too prevalent. The word, the tone, the gesture betray the man or woman of refinement. The true gentleman, for instance, is even tempered, never loud of speech or dress. He possesses the quality of self control. He is not boastful or vain. He will not prate of himself. He will not insist always upon his rights, but can gracefully waive his privileges. He will respect his neighbor's convictions. He will be scrupulous of his word. He is modest, deferential, careful to avoid offense, but not a "mush of concession." And your gentlemanly woman will conquer all hearts, even as her coarse and flashy sister will turn admiration into loathing. Is the gentle manner one of the lost arts? Should it not be taught in the schools, illustrated in the home, embodied in the sanctuary? In all the relations of life what an ineffable blessing if the calmer, serener temper should prevail, and the quieter mood displace the restive impulse. Of course, there are times when force, resolution, and impetuosity are imperative; but in the daily walk it is not necessary to keep up a perpetual strut, to wear the warpaint, to treat our neighbor as our enemy, and swagger about as if the earth were ours. "The conduct of our lives," writes Montaigne, "is the true mirror of our doctrine." The loud, noisy man or woman instinctively is a reproach to his creed. If a religion can not make its followers of a gentle mold it is a counterfeit. That should be the office of worship—to soften asperities, to refine, to purify, to ennoble. Seek peace and pursue it, is the saying of

the Jewish sage. Peace and good will is the legend of the Christian saint. It is the spectacle of warring sects that discredits religion. There is no religion without gentleness. The kindly temper, the thoughtful act, the courteous deed, the gentle manner are as much part and parcel of religion as the mechanical repetition of prayers and listening to a sermon. What wretched hypocrisy to be soft voiced in our petitions to God and cruel tongued in our intercourse with our neighbors!

Confessing by Telephone.

From time to time one may notice events that bring out, with unusual force and clearness, the fact that great inventions are chief among the conditions that shape modern life. This is recognized in regard to civilizing elements with which people have long been familiar, such as the railroad and the telegraph, but it is not so commonly accepted with respect to an innovation like the telephone. Yet that little instrument is most remarkable for the new relations into which it brings men and their affairs, and it incessantly calls for novel adjustments of our ideas and actions. The legality of contracts by telephone has been an issue for the courts, and but recently we mentioned a case in which a defendant submitted himself for judgment by telephone and received sentence the same way. More lately, again, the point has arisen whether gambling carried on by telephone can be lawfully and effectively stopped. In medicine, numerous instances have occurred wherein it is unnecessary for the doctor to see his patient, the prescription or advice being such as the telephone shows to be desirable. And now the Catholic Church is troubled to decide as the efficacy of a confession by telephone. The question has been referred to Rome by the French bishops, and among the Italian priests also the subject is an unsettled one. Some authorities hold that the telephone can be used for censure but not for absolution; while others consider that, as the telephone annihilates distance, the confessor and the penitent are actu-

ally together. Evidently the question goes far deeper than the disputes of mere casuistry, and touches all that serves to surround a solemn act with sentiments of awe. And how solemn itself, after all, is the thought that the telephone is thus among the instrumentalities that release us from the clogs and bonds of physical sense and lift us to a realm where mind and soul, as if clarified and disembodied, can have freest communion.—*Electric World.*

Curiosities in Syntax.

The following specimens of false syntax are given by the *Printers' Register*: A man who was suddenly taken sick "hastened home while every means for his recovery was resorted to. In spite of all his efforts he died in the triumphs of the Christian religion." "A man was killed by a railroad car running into Boston, supposed to be deaf." A man writes: "We have decided to erect a school house large enough to accommodate 500 scholars five stories high." On a certain railway the following luminous direction was printed: "Hereafter when trains in an opposite direction are approaching each other on separate lines, conductors and engineers will be requested to bring their respective trains to a dead halt before the point of meeting, and be careful not to proceed till each train has passed the other." A steamboat captain, advertising an excursion, says: "Tickets, twenty-five cents; children half-price to be had at the office." An Iowa editor says: "We have received a basket of fine grapes from our friend W., for which he will please accept our compliments, some of which are nearly two inches in diameter."

A. H. BAUGHMAN, of Xenia, Ohio, has given \$20,000 to endow a professorship in Heidelberg College, located at Tiffin, Ohio.

THE Hampton (Va.) Institute opens encouragingly with 610 students, of whom 142 are Indians. Thirteen States and Territories are represented, also Africa, Cuba, China and the Hawaiian Islands.

Pronunciation Match.

The spelling-match, though valuable and even indispensable, like other good things, may become monotonous, and a change will be found refreshing and entertaining. Some Friday afternoon, let your advanced pupils "choose up," and try the following list:

err	era	ere
coffee	carat	turbine
turquoise	constrae	communist
courtesy	elegiac	elephantine
excise	exhale	exhaust
Byzantine	curacao	courier
dado	dais	decorous
vendue	okra	valet
off	lyceum	onyx
humor	caueiform	pure
Philemon	donative	indissoluble
docile	double-quick	wont (custom)
Italian	eh	drama
dunfound	amateur	eighteen
vagary	tenet	millionaire
vicar	plagiarism	desuetude
pyrites	terpichore	resource
tribunal	thalia	sacristan
suite	ordeal	telegraphy
nape	sesame	tragacanth
rise	photographer	Sardanapalus
used	research	recitation
troth	soprano	crescent

Utilitarian Ethics and Sectarianism.

As to the question whether morality can be taught in our public schools without sectarianism, I would say that I do not see how any system of morality which undertakes to go back to an ultimate rule of right can be taught without sectarianism. If, however, the teacher is content to begin somewhat short of that point, it seems to me perfectly practical to give instruction in ethics without involving any sectarian issues, although it is doubtful whether this can be done without arousing sectarian spirit, inasmuch as there are certain sects or denominations which resent the omission of their own particular tenets, as itself irreligious and immoral. Of course, with such people you can do nothing. They are opposed alike to public school teaching with ethics and without ethics; and any attempt to conciliate them or buy off their opposition will be futile, and will only weaken the dignity and authority of the school system. As to just how much may be taught without raising sectarian issues, opinions might differ widely, and I do not claim to have made a special study of this department of instruction. I should say, however, that legal ethics may be taught without offense being properly taken by any one, and this would cover a large part of the desirable

field of teaching. Clearly, all the acts which are prescribed, or are forbidden, by the law of the land may properly be embraced in the instruction of the public schools. It appears to me that utilitarian ethics may be taught in the public schools without raising sectarian issues, and without arousing the sectarian susceptibilities of any person who is not at heart opposed to the schools themselves. I mean by utilitarian ethics a system or scheme of morality which, without attempting to raise the question of the ultimate rule of right, shall accept greatest good to the greatest number as an approximate rule for determining what is best to be done and what is best to be left undone. Such a scheme could manifestly be extended to embrace nearly all the practical topics involved in any system of ethics without raising any sectarian issues. It would, moreover, constitute an excellent beginning for a course in civics.—*Gen. Francis Walker.*

Not Nearly so Bad as We Seem.

It is true that in those earlier ages men died for faith, principle, ideas; but so do they die for them in this age. Every day throughout the world men are taking flying leaps to death because of their fidelity to ideas. The poor switchman that leaped on the railroad track in front of the rapidly moving train and flung two little children from it, but met his own death under the murderous wheels of the ponderous machine, died because of his idea of duty. It was not his duty to fling away his own life for that of others, but he thought it was, and he did it. Self-sacrifice, unselfishness of the highest and noblest sort, is not of any particular age, but of all ages. The spirit of compromise is the spirit of selfishness, and it is not an exclusive growth of the present time. Indeed, it would be difficult, if not impossible, to find any other period of the world's history in which the spirit of charity, of good-will toward men, was more sentient or active than it is to-day. It is not only in this country, but in all countries, that benevolence flows in a steady stream from the rich to the poor. The land is thick

with great charities. We need but look about any great city like this to recognize how strong and broad and deep the stream of charity flows. It is epitomized in scores of institutions kept alive at a most enormous cost for the helping of those who need help; there are hospitals, homes, asylums, refuges, schools numberless, which all represent the world's unselfishness, its liberality and charity. This age is not worse, but better, than those which went before it, because there is ever a potent spirit abroad in it helping and improving it. Religion, education, social usages, are all employed in shaping the world to better ends, and they are doing it effectually. If there are great riches they are more equally divided than ever before, and if there is still selfishness in the world there is also charity, and if there is abroad the cowardly spirit of compromise there is similarly the noble one of heroic endeavor and self-sacrifice.

Anecdote of Webster.

When quite young at school, Daniel Webster was one day guilty of a violation of the rules. He was detected in the act and called up by the teacher for punishment. This was to be the old-fashioned furling of the hand. His hand happened to be very dirty. Knowing this, on his way to the teacher's desk he spat upon the palm of his right hand, wiping it off on the side of his pantaloons. "Give me your hand, sir," said the teacher, very sternly. Out went the right hand, partly cleaned. The teacher looked at it a moment and said: "Daniel, if you will find another hand in this schoolroom as filthy as that I will let you off this time." Instantly from behind his back came the left hand. "Here it is, sir," was the ready reply. "That will do this time," said the teacher, "you can take your seat, sir."

DICKINSON COLLEGE, Carlisle, Pa., begins its one hundred and sixth year with 18 seniors, 14 juniors, 31 sophomores and 35 freshmen, a total of 98. In the preparatory department there are 59 now registered.

Education Outside of School.

It is a common thing to hear it said of so-called self-made men that they attained eminence because of their natural talents or genius, which could not be repressed, but such a conclusion overlooks the value to them of the practical training they obtained in their younger days simply because it did not come to them in the orthodox way, through the medium of school books. If, however, we look closely into their early lives we shall generally find that although they may have been untaught by the schoolmaster, they have had a better education than he could give them. The necessities of daily toil at farm or other outdoor work have developed a strong, healthy body, which, in the years to come, will be of the highest value in enabling them while engaged in intellectual work to sustain severe strains and to do whatever they undertake energetically and with determined purpose. By their communion with nature they become observant, and store up vast funds of information, the basis of scientific knowledge. Their opportunities for reading may be few, but they make the best possible use of the books that come in their way simply because their available library is limited. In this way they not only acquire thoroughly that which they have read, but establish a habit of thoughtful reading, that is in itself of the highest value. In the small communities where such men usually have their origin the debating societies, formal or informal, about the country store or in the blacksmith shop, help to educate the reasoner and the orator, not by set rule but by practice. Thus the intelligent boy with few, if any, opportunities for school education may in fact receive a better training than his brother of the city who, being overwhelmed with book studies, fails to develop his natural powers. The inferences to be drawn from this are that schools may be an injury to a talented boy, and that the self-made or self-educated man may owe his distinction, in part at least, to the fact that he escaped the blighting influence of such an edu-

cation as saps the strength of the pupil and represses original thought. But it should not be inferred that the school system of instruction should therefore be abandoned; only that it should be improved and made a real help to the natural development of the minds of pupils. The constant tendency of the pedagogue is to become mechanical in his work, to reduce everything to a system, and ultimately to get higher value upon the form than upon the substance. Generations of pedagogues following this tendency develop a system in which words are of more importance than things, and which is better suited to the training of a parrot than of a man. Their ambition to improve their work and elevate their profession leads them to introduce new subjects of study, overloading their young pupils and depriving them of the hours of recreation and exercise so necessary to the preservation of bodily health and strength. The applause of school directors and of parents, too, often encourages the teacher to go on in the wrong direction until the backwoodsman, toiling unaided over a spelling book comes to have advantages over the city youth to whom the doors of colleges and libraries are open. This extreme view of the worst estate of education, though an exaggeration as applied to most schools of the present day, presents at least the tendencies of school systems which all who are engaged in educational work should resist. The school is an artificial creation, and must be to a large extent artificial in its methods of doing work. It has in it not only boys of talent, who under favorable circumstances might develop into great men, but boys of average ability and dunces, boys who are eager to learn, and boys who are indifferent or who refuse to be taught. It must accommodate its method of instruction to all these, and develop all at approximately the same rate. But it should do this by a system as nearly approaching the natural method of mental acquirement and development as possible, and with regard to the full physical wellbeing of the pupil. Then the school be-

comes a real help not only to the average boy, but to those with original powers, who, if left to themselves, would work out some kind of education, and who should not have their powers stunted by mechanical devices to facilitate the study of words without ideas behind them, giving the appearance of learning to the mere envelope of knowledge.—*Baltimore Sun.*

THOROUGHNESS is all right to talk about, but there is nothing that has been thoroughly done in this world, and it will be a good many years before anything will be thoroughly done. Talk about absolute thoroughness! It is nonsense! We may attain unto it as we attain unto perfection, but we might as well attempt to shoot the moon as to reach thoroughness or perfection in this world. Our author, in the exchange quoted, means all right, but does not know how to express himself. He says, "There is no place in the world for smatterers who know a little of every thing under the sun." Is this not what our school system is promoting? is there a single college graduate who knows thoroughly anything that he has studied in his college course? Take Latin, which the average college student studies seven solid years. What does he know when he gets through? Can he talk it? Can he even read an author which he has never before seen, with any degree of fluency and acceptability? Then take mathematics. How many students are thorough in it? We venture that the roll-call of college graduates who could be counted thorough in mathematics would be called in an extremely short space of time. Our ideals should be high. This is all right. We should aim at never doing anything in a half-way manner. But the tasks half done, the studies half learned, the books half read, and the work half accomplished constitute by far the largest portions of our lives.—*School Journal.*

The Hopkins memorial fund for Williams College has reached \$34,000, collected and subscribed. It is understood that the new dormitory is to be begun soon.

Art and Atmosphere.

People, as a rule, have little idea of the extent to which art is affected by atmosphere. It has even made and unmade whole schools of painters. The first consideration given by Havard in his book on the painters of Holland is to its silvery sky, to which in a great measure he attributes the appreciation by the great Dutch masters of the problems of light. Those who have been much in France have had the dreamy atmosphere at dusk impressed vividly on their imaginations. It was this influence, one might almost say, which made poetic the work of Rousseau, of Corot, and of Millet. It is not alone this well-recognized influence, however, which is to be observed. The atmosphere, it is well known, is indispensable to all good landscape painting. But the atmosphere has a totally different influence also. According as it is generally cheerful or somber it effects the moods of the painter, and, according to its moisture, its freedom from smoke, or other foreign elements, it has an appreciable effect upon the art of the day. A singular illustration of this has recently come to light. The supremacy of American wood-engraving would seem to be in a great measure due to a mere accident of this kind. It is a well known fact that in America book printing of every kind is in advance of that in other countries. While it is flattering to think that this is a proof of superior ability, a printer who has lately been abroad assures us that it is purely a result of varying atmospheric conditions. In other words, he found that with precisely the same materials he could not secure the same results in the moist and smoky air of London as in the clear, dry air of New York. This instance is one showing a direct influence of atmosphere for or against the perfection of certain methods. That it is not confined to this single matter may be readily imagined. What, for example, is to be reasoned from the fact that water-color paints act very differently in a dry climate like ours from what they do in a moister climate like that of Holland? They

require here a totally different treatment. We can never have a school of water-color painters like the Dutch, for the simple reason that their methods count upon a certain degree of humidity in the air to keep their colors wet. Such a process is almost impossible in this country. Hence our water-color painters must seek perfection in a direction which the quality of our air will permit. The same is true of oil colors, in a lesser degree. Siccatives which are needed in other countries can not be used here, and *vice versa*. Often a young painter comes home from abroad and falls into insignificance because our atmosphere operates in some insensible way upon his art, robbing it of qualities which it possessed before. It is a matter which can undoubtedly be corrected, but which, too often, the painter is satisfied to lay to our "beastly sky," forgetful of the fact that nearly every material he works with has been made to conform to conditions that exist in foreign countries and not in ours. There is nothing the matter with the American atmosphere. The trouble is, rather, with those who ignore its claims to attention.—*N. Y. Commercial Advertiser*.

The Book of Books.

A knowledge of literature, a more or less intimate acquaintance with the great English writers, supplemented, if possible, by a slight familiarity with the best works of foreign authors, is a necessity for every man and woman who aspires to being considered a person of culture. Everybody is ashamed to confess his complete ignorance of the works of Shakespeare, Milton, Addison, and Swift; and even the lesser known lights of literature—Marlowe, Fletcher, Beaumont, and Johnson—are talked of with pretended enthusiasm and admiration. The most artful expedients are used to conceal from public gaze the desert waste of an uncultivated mind; the remarks of others about such writers are carefully collected and committed to memory by the poor in spirit, to be used in hours of danger. Small in number, indeed, are the moral heroes who

dare to acknowledge their ignorance of literary matters, and humble is their attitude when they make that confession, only too often to equally ignorant but brilliantly pharisaical judges. However, there is one exception. One case exists in which the ignorance is acknowledged with a jaunty air and an evident expectancy of admiration. This exception is the Bible, and this deplorable tendency is growing daily. Ay, it has even come to pass that young men, brought up in refined homes, and therefore with a genuine appreciation of the beauties of the Book of books, pretend to be ignorant of its contents in the company of the merry, unbelieving young dogs—as the donkeys referred to always consider themselves—who so daringly proclaim their own barbarism. For barbarism it is, this ignorance of one of the fountain-heads of human wisdom. The book which so strongly inspired Shakespeare and all the great ones after him, which for ages has been an inexhaustible source of study and reflection for the noblest minds, the deepest thinkers, is dismissed with a shrug of the shoulders and an amused smile by these young people yet in their intellectual swaddling clothes. They base their atheism or skepticism on a cursory glance at books of "selections from the writings" of Strauss, Renan, and others, who spent the best years of their lives in studying that Bible, in probing and testing its teachings, and—at last in the case of Strauss—in trying very hard to believe in it, and to prove its divine origin. The Bible is too much regarded as a religious book only. Its historical value, the exquisite beauty of David's songs and Jeremiah's plaints are but too seldom discussed. It is never considered as a part of the world's literature, a masterpiece of style and diction, the source of inspiration of poets and historians, of essayists and philosophers.

THERE are now in Chicago about 100 school buildings, which are filled by about 90,000 of the city's children, under the care of 1,600 teachers. Of these teachers about 1,530 are women.

Mr. O. A. Robertson, class of '80, is now a law student in Campbell, Minn., and expects soon to be admitted to the bar.

Miss M. Agnes Mackey, class of 80, has been spending the winter with her sister, Mrs. O. A. Robertson (who was also formerly a Normal student), at Campbell, Minn. She will spend the summer in Europe, visiting her brother, John F. Mackey, (class of '79), in Paris. Miss Mackey hopes to be at commencement on her way east.

"The Ideal Statesman," April 18; Mr. J. C. Long, on "Stability of American Politics," April 23; and Miss Mary Vogel, on "Plutarch as an Educator," April 25.

Many engaged in the educational work of the state earnestly desire the reappointment of Dr. Higbee as State Superintendent.

An able temperance address was delivered in the Disciples' Meeting House, California, April 20, by Dr. S. T. D. Dodd, of Rochester, Pa.

Those expecting to attend commencement at the Normal should write to Principal Noss for orders for excursion tickets on the P. R. R. and its branches.

A spirit of improvement animates the trustees and faculty of the California. Their motto seems to be the best in everything.

One of the improvements to be made next vacation is the refreshing of the Normal chapel.

The Seniors are acquitting themselves creditably in their chapel orations. Miss Ada Goe spoke on "The Advancement of Educational

Ideals," April 2; Miss Anna Kinder, on "The Hamlet of to-day," April 4; Mr. J. M. Luckey, on "The Democratic Idea," April 11; Miss Ida S. Dague, on "Germany as an Element of Civilization," April 17.

A flag pole 90 feet high is about to be erected on the campus, and a large flag, 20 feet in length, recently purchased by the trustees will soon float on the breeze at an altitude of 75 feet.

The work of grading in front of and below the building is about finished. This grading adds greatly to the appearance of the grounds. The trees are budding, the grass growing, and everything seems to be putting on its best apparel, ready for the advent of special instructors in Methods.

Topic Social.

A very successful topic social was held in the chapel on the second Saturday of this term. Each one had a copy of the rules and topics. The rules were as follows:

"Each gentleman shall select a partner for the Grand March, and one for each Topic to be discussed.

"Partners are to be changed as the topics change.

"Each topic will be discussed 5 minutes."

The following are some of the topics discussed:

"Constitutional Amendment," "School Experiences," "The Weather," "Woman's Rights," "Natural Gas," "Smiles." The Chapel presented a scene of intense activity, as each of the 75 couples engaged eagerly in the discussion of the prescribed topics.

These are the days of prodigies. Every now and then we read of a person who never forgets anything,

or of a boy who can, mentally work out mathematical problems faster than the oldest arithmetician in the country. No doubt, some of these stories are false, but a few of them are true, and there are such things as prodigies. But nobody wishes to be one. Persons who are prodigies are prodigies because they can't help it, and they would rather be a common, every day sort of person. They are not well balanced mentally. There is something abnormal in their mental make up and they either die at an early age, or fill a cell at a lunatic asylum. Verily, the words of Dryden are true:

"Great wits are sure to madness near allied,
And thin partitions do their bounds divide."

Mr. Will H. Vernon, of Fayette county, will enter school in a few days.

The students seem to be taking quite an active interest in the Amendment question. The ladies take as active a part as the gentlemen in the discussions, and if the students had the settling of this matter (and you probably know that they have not), the amendment would be adopted without further delay.

"Lo! where the rosy-bosom'd hours,
Fair Venus' train, appear,
Disclose the long expecting flowers,
And wake the purple year!
The Attic warbler pours her throat,
Responsive to the cuckoo's note,
The untaught harmony of spring;
While, whispering pleasure as they fly,
Cool zephyrs through the clear blue sky
Their gathered fragrance fling."

—GRAY.

The above is an example for spring poets to follow. Write such poetry as that, and it will not be used to kindle the editor's kitchen fire, as is the case with the generality of spring poetry, but it will rather be given an honored place among the other accepted articles and will be printed on the first page of the paper.