

The Normal Review.

VOL. IV. No. 10.

CALIFORNIA, Pa., JUNE, 1889.

50c a Year.

Entered as second class matter.

Dr. Palmer's concert June 11.

Senior and Junior final examination June 19.

Col. Parker's lecture on the evening of May 13 was well received.

All trains on the P. V. & C. will stop opposite the campus commencement week.

The new catalogues will be ready for distribution June 22.

A new iron fence will inclose the campus on the railroad side. It will be completed prior to June 20.

All indications point to a large attendance at the normal next fall. The Senior class will doubtless consist of two sections, instead of one as heretofore. The fall term will open Sept. 2.

The examination of the Senior and Junior classes will be conducted by Dr. Higbee (or one of his deputies), Prof. James Morrow, Principal of the State Normal at Slippery Rock, Pa., County Superintendents L. M. Herrington and A. J. Waychoff, and Principal Noss.

The enrollment of students for this year is already 640—the largest in the history of the school.

Miss Belle McClintock, of Meadville, will be the leading soprano at the Palmer concert, June 11, and Mr. E. P. Murphey, of McKeesport, leading basso.

Dr. Brooks delivered his lecture on the "Education of Woman" in the chapel on the afternoon of June 20.

The commencement exercises this year will be of great interest throughout. Every graduate and former student who can be present should be here. Those coming should write at once to Principal Noss for excursion ticket orders.

These will reduce the railroad fare one-third. All trains from Monday to Friday inclusive, will stop at the campus.

Col. Parker thinks the California Normal is doing a great work in

the training of teachers. He says the custom of bringing special instructors to the school is a good one, and that he will adopt it in his own school. Dr. Brooks very freely expressed his admiration of the work of the school and the mature and excellent class of students in attendance.

The European tour contemplated by the Principal and Mrs. Noss includes a visit to a few chief places of interest in Ireland and Scotland, a more prolonged stay in England, a trip up the Rhine, a few days among the Alps, a three weeks' visit to Italy, and a sojourn of some time at places of chief interest, educationally, in Germany.

The Alumni Reunion and Banquet on the afternoon of commencement day will be an event to be remembered. Good things will be on the tables, good speeches will follow the other good things, and a good time generally is anticipated. Those who have not as yet sent their fee to the chairman, W. J. Berryman, Coal Center, should do so promptly.

The great demand for rooms in the dormitories this year will probably suggest to the trustees the wisdom of again enlarging our buildings, and to students for next year, the wisdom of ordering rooms early.

Dr. Brooks and Col. Parker don't agree exactly as to the "abstract number," but both are men whom the students love to hear.

Principal J. I. Humbert, of Connellsville has been an attentive listener to some of the lectures given by the special instructors.

Miss Emma M. Wilson, class of '84, and Mr. P. T. Gamble, '80, were married Feb. 20, 1889 in the Sixth Presbyterian church, Pittsburgh, by Prof. McClelland of the Western Theological Seminary.

Supt. Herrington's examinations have been announced. Those nearest to California, are at Brownsville, July 18, and Fayette City, July 19.

The examination at California will be held at the same time as Supt. Spindler's, June 25.

Catalogues of the Normal will be sent free to any address.

The morning chapel exercises have been made additionally interesting by the large number of literary quotations given by the students. As many as 25 some mornings are ready to respond with a gem of literature.

Commencement visitors should not forget to send to Principal Noss for excursion ticket orders. Tickets will be good coming from Monday until Thursday, and returning until Friday. All trains will stop at the campus.

The great advance made by the Normal this year, in the attendance and quality of work done, only hints at the possibilities of the school. We have larger and better things in store for the future. We shall be content with nothing short of the highest and best in normal work. Those who can help us, and whom we can help, are invited to join our ranks.

Among the recent students from Monongahela City, for the special course in methods, are Prof. Jennings and Misses Janey and Belle Williams, and for regular work Miss Laudefeld, Mr. Vernon Hazard and Miss Kate Hanlon.

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

"Sample Copy."

If you receive a sample copy of this journal, it means you are invited to subscribe. The price is

only FIFTY CENTS A YEAR. Send that amount in postage stamps, or postal note, with your name and postoffice address written plainly. Address, NORMAL REVIEW, California, Pa.

Busy Work in Primary Schools.

LILLIAN H. PICKEN.

I have letters asking for "busy work," "language," and "number helps." As three requests come for "busy work," I take this topic first.

I. Simple home-made devices.

(1) Kernels of corn to count and string.

(2) Straws to cut 1, 2, 3, 4, 5 and 6-inch lengths, and tie in bundles of 10 and its multiple. If desired, color in diamond dyes, and sort the colors to use in counting and making patterns, as in stick-laying, etc.

(3) Cutting paper, free-hand, into definite shapes of definite sizes; as, cut four one-inch squares, four one-inch circles, and four oblongs one by two inches.

(4) Cutting, free-hand, forms of the outlines of the most familiar fruits from paper—the apple, pear, plum, etc., also vegetables, as onion, turnip, tomato, etc.

(5) Cutting very narrow strips of paper to *definite* lengths, putting a little paste upon the *ends* of each strip, and pasting them to form figures. They may be pasted in little patterns upon a common grade of light wrapping-paper.

(6) To make paste for such uses, to one pint of smooth flour paste add three tablespoonfuls of granulated sugar and one tablespoonful of gum arabic, *not powdered*. Dissolve the gum arabic the night before. Boil all together.

(7) Make small paper bags of definite sizes. Let them be cut, folded and pasted by the children. These may contain various objects collected by the pupils—five beans, ten pebbles, two "ten-bundles" of straws, a pint of sand, a pound of sand, etc.

(8) Narrow strips of cloth cut a foot long, a yard long, a meter long, etc. Brass-headed tacks should mark upon blackboard, trays, or window-sills the foot, yard, decimeter and meter, in plain view of pupils, and where they can be conveniently used. Strips of cloth and paper should be cut by the children and tied in bundles of ten, etc.

3E

(9) Cut string or rope into rod lengths and dekameter lengths, and have the sides of school-ground, or the side of the road in front of it, measured by children, each unit measured being marked by a little peg driven down.

NOTE.—Scissors good enough for children's use can be purchased at the "cheap stores" for five cents a pair.

II. Busy-work materials which are *not* altogether home-made.

(1) "Leather" Paper Stencils, 25 cents per box exclusive of postage. Send 60c. for two boxes of these to Thomas Charles, 75 and 77 Wabash Ave., Chicago. Send to the above address also for Bradley's Catalogue of Kindergarten material, and consult the suggested pages for the designated topics.

(2) The Seventh Gift-Parquetry. Page 10. One package each of numbers 38, 40, 52, 58, 73. Price, *each* number, 18c. As pupils use them for busy work, they may be used dry any number of times to form patterns of imitated figures, and when you find a particularly good figure, it may be preserved by pasting.

(3) Select such patterns as you desire from the Twelfth Gift.

(4) P. 34, No. 468. Send for two thousand of Mrs. Hailman's second gift beads. They are the most useful help in the teaching of numbers which we can find, and they are also helpful in figure-laying.

(5) You need also a set of dry measures.

(6) A common scale which weighs to eight pounds.

(7) A barrel of modeling-clay. If you have none in your county, send to the Fort Scott Pottery for terms.

(8) A set of the Prang Models. The boxes for first year and second year, 15c. a box, the number of boxes to equal half the number of children in a class.

(9) "Prang's Teacher's Assistant in Form, Study and Drawing," for use with materials 8.

(10) Two thousand lower case alphabet (for school of fifty pupils), printed on sheets, cut up and stored in thread boxes for use in preparation of spelling and reading lessons.

(11) Two thousand sets of figures printed in the same way, and stored for busy work in number. *Do not print signs*; let *these* be simply written upon blackboard as an *indication* of the *kind* of work desired, and allow pupils to lay simply the combinations.

(12) A good-sized, shallow dripping-pan filled with modeling-sand for simple relief-work.

(13) As many more helpful articles as your ingenuity can devise or your funds purchase. If this list appears long and theoretical, let me tell you that in our pleasant little city of less than three thousand inhabitants, all of our primary teachers have the above helps, and many other articles.

About thirty dollars have been spent for each primary school in two years by the city, and some of the teachers have supplemented this amount by individual purchases. We desire to add "Prang's non-poisonous, children's water colors" to our list of supplies next fall. There is a helpful field opened in the color work, and we hope to avail ourselves of it.

Busy Work for the Little Ones.

MRS. KATE L. SMICK.

It has been truly said that "An idle mind is the devil's workshop," and anyone who has had the management and training of young children knows that idle hands are always ready to aid and abet in carrying out the schemes of mischief which have been conjured up. How to keep young pupils busily and usefully employed is, it seems to me, a question which should command the attention of every careful and conscientious teacher, engaged in primary work. What shall we do with these wiggling, twisting, squirming little atoms of humanity, when they are not saying lessons? We are all agreed that by some means they must be kept still, and if not given profitable employment their energies will find an outlet in the only way known to them, through the "activity of play."

And we farther believe that—

"He who checks a child with terror,
Stops its play and stills its song,
Not alone commits an error,
But a great and moral wrong."

To take a stick, then, and make them be still, as did the pedagogues in the good old days of the "destrict skule," is not in accordance with the New Education.

It is somewhat the fashion of late, among some of our leading educators, to speak rather slightly of kindergarten methods, but so far as I am able to judge, we are largely indebted to the kindergarten theory for whatever advancement has been made in primary school work. While I would not make a hobby of kindergarten work, I am sure that children learn by doing, and that many of the kindergarten employments could be introduced into the public schools with positive advantage to the little ones. Froebel has said that "when we separate the mind and hand in the work of young children, we lose one of the most powerful means of educating them, and that a correct comprehension of external material things is a preliminary to a just comprehension of intellectual relations. Again, knowledge of material things can be had only by handling them, and formation and transformation of material constitute the best mode of gaining this knowledge for childhood. Anyone has but to watch young children when they are working at some form of busy work to know that they are working along the right lines toward self-development.

One of the most useful forms of busy work that I have used is a device for teaching spelling. It consists of sheets of Bristol board cut into strips about five inches wide. Upon these are printed letters in three-line pica type. The little folks cut these strips up as the letters are needed; the only attention necessary from the teacher at this point is that the cutting shall be neatly and accurately done. Each letter should be cut off into a nice little square by itself.

We always have some restless soul who will get through with his slate work before the others, and when he is discovered "just dying" for something to do, it is a good

plan to give him the letter card and the scissors. This has been known to keep some jumping-jack still for twenty whole minutes. When the letters are cut and put into boxes they are ready for distribution. As a means of teaching spelling they are unexcelled, and all classes in the grade can use them. The chart class can build their words from the chart, and the other divisions take lists from the board or the book, as the teacher may direct. Care should be taken at first not to give too many words to beginners; one, or at the most two words, are quite sufficient for the first few lessons. They should not be allowed to scatter the letters, or waste them in any way. If, by accident, they do get spilled upon the floor, the children must pick them all up. With proper care on the part of the teacher, one dollar's worth of letters should serve a school one whole term. The little pink and green squares seem to be very attractive objects for the children to handle, and they learn to spell almost without knowing it. A good many plans may be used whereby these letters may be made to furnish a great deal of busy work for the little ones at their seats.

Another device which I have found useful is corn and toothpicks. They are a help in teaching numbers, and a great variety of figures, for drawing can be made with them. The corn should be soaked until soft enough to use. With a few toothpicks and a dozen grains of corn, a busy child can keep himself employed for half an hour. I generally put the forms upon the board that I wish them to make; and even the youngest pupils will very soon learn to construct a square, a triangle, a chair, a house, a boat, and many other figures. The corn or sticks may be used alone if one likes, and it is much less trouble for the teacher, but they are not so satisfactory to the children, as the forms cannot be handled after they are made. Peas may be used instead of corn, but as they must be bought by the teacher, it makes the play rather expensive. It requires patience and some skill to make these forms; and for the first few months of school life there

are some young children who can't do much else. I have often noticed that after they have made these forms at their seats, they are able to reproduce them at the board with the chalk. While these things seem to many to be trivial and worthless in themselves, who of us shall say that there is not a power in them to educate the child, when by means of them we can train his eye to be accurate, and his hand to be skillful? It is also of prime importance that we help him to bridge over the long, weary time when he is so likely to learn the very lesson of all others that will be a calamity for him to learn, namely, to hate school.

Let no one suppose, however, that these devices will make perfect spellers of all, nor will all children learn to draw by means of them. Neither will they make angels of bad children, but they do help to reduce mischief to the minimum, and lessen occasion for discipline.

The taste for pure reading cannot be too early cultivated. The careful selection of books for the young, and a watchful supervision over their reading matter, cannot be too strenuously impressed upon parents and teachers. Books are, to the young, either a savior of life unto life, or death unto death,—either contaminating or purifying, weakening or strengthening the mind of the reader.

If the first aim of a public school system is to make men better workers, the second should be to make them better thinkers; and to accomplish this, young minds must be brought into correspondence with the thoughts and works of the great men of the past and of to-day.

Nine-tenths of what they have learned, as arithmetic, algebra, geometry, and geography, will pass away; as the cares of life come upon them. But the taste for pure reading, when acquired, will never pass away; it will be of use every day and almost every hour; they will find it a refuge and a solace in the time of adversity, and be happy when others are sad; it will spread from the father to the third and fourth generation.—*Mother's Magazine*.

Originality at a Premium.

CHARLES M. HARGER.

There is probably nothing for which the world is willing to pay a higher price than originality. The person who can find a new path through the wilderness of life, who can see a new meaning in the panorama of existence, who can do or say something different from what has been done or said before, is sure of winning success.

In business, the following of new lines; in science, the invention of new appliances; in literature, the cultivation of new or unusual fields—all are rewarded by generous applause and abundant riches.

In the educational world the same principle holds good. The teacher who is content to teach as others teach drags out a dreary existence and ends, as he begins, a drudger and a common private in the ranks. It is the lack of enterprise, of originality, on the part of many teachers, that has hindered the advancement of the profession. It cannot be denied that the teacher fails, even in this nineteenth century, to command the respect and recognition to which he is entitled. The business man, as a general thing, considers it no addition to the qualifications of an applicant for a position in his establishment that he has been a teacher. And yet it ought to be; for the educator and trainer of the rising generation ought to be at least abreast, if not in advance of the generation now on the stage of action.

But aside from its effect upon the teacher personally and the profession generally, originality is much desired in the school-room. Finding a new way of presenting an old truth is a sure method of impressing the truth upon the learner's mind.

It should be emphasized, however, that the truth must in the end be impressed. The teacher is in the school-room to *teach*, not to *amuse*. Educational principles are

to be observed and certain ends are to be accomplished; but accomplish them in your own way.

The "original" teacher tells the geography class some anecdotes or descriptions that have come under his own observation or reading, and so clothes the lesson-subject with life, and makes it real to the pupils. He seizes upon the current events of the day to make the localities to which public attention is then called a text for interesting discussions and descriptions. He takes advantage of passing political occurrences to impress upon his pupil's minds the political history of the time. He gleans from every important local happening, either in the district or county, some lesson, some suggestion, for fitting more completely for citizenship the boys and girls entrusted to his care.

But the country teacher may say: "That is easy for the city principal and his assistants, what can I do?" It seems to me that it is in the country districts that the truest originality is developed. It has ever been that from rural localities the strongest thinkers and the world's greatest leaders have been brought. Isolation tends to develop originality. The farther from fellow-workers and counselors one is placed, the nearer to Nature's heart must he lean, and the more must self be depended upon. The educator, in whatever rank of life, who is freed from the routine and machine-like methods that must of necessity be employed where large numbers are manipulated, is by no means unhappily situated.

There the pupils are less enticed and less inclined to turn into ridicule any false step that may be made. On the other hand they have as virile minds as their city friends, and are as quick to grasp the thread of an argument and to understand the force of an object lesson. The boys and girls in the country districts of Kansas have in them the material for a future generation, equal to any the world has ever seen. It is only necessary that their teachers develop the latent talent that the minds already hold and do not attempt to force upon them a too artificial education!

In striving for originality, it must always be remembered that there is an extreme on the other side. A teacher may easily become so "original" as to merit classification with the vast army of cranks. It is not this kind of originality we want.

Indeed in some positions and by some persons no originality is wanted. Said a prominent superintendent of schools in southeastern Kansas to me recently: "I do not want my teachers to have original ideas. I will do the thinking; their part is to carry out the plans. My teachers are a part of the machinery of my school, and the more nearly machine-like they will carry out my orders, the better school I will have."

He has a magnificent school, that is true, and his assistants are veritable machines of flesh and blood. His thought, his mind, is impressed upon the system as thoroughly as though he were the only teacher.

It requires no very close analysis of the situation, however, to see that he stands at the head of the system simply because he has refused to be a tool himself but has struck out on original lines and, as he said, "done the thinking" for others.

The chief value of originality in the teacher is that it develops the same quality in the pupils and along with it brings independence of character.

The end of the school is to prepare the pupils for the busy, throbbing life that lies beyond the horizon of youth. The qualities that carry the boy and girl to the front in the school-room are the qualities which in after years will carry them forward when the cares and responsibilities of maturity have come to them.

The greatest lesson of life, and indeed the lesson whose teaching will influence most strongly the future destiny, has been taught if there can be implanted a sturdy, independent manliness and womanliness, supported by an intellect capable of doing its own thinking along original lines. For such the world contains nothing that is not at the seeker's disposal.

"The Spirit of '76"

[FOR THE HISTORY CLASS.]

Every age has its epochs of greatness; in other words, its junctures when greatness becomes apparent. For greatness exists latent in the broad bosom of humanity at all times, awaiting the occasion to call it into activity. The combinations of circumstances that culminated in the birth of the American republic were pre-eminently calculated to vitalize and energize and develop greatness. The struggle into which the colonists plunged was a tremendous undertaking for them.

Should they be left to their own strength, the chances were enormously one-sided and adverse to them. The likelihood that other nations would lend them any valuable material aid until they had shown themselves possessed of respectable power and vigor, was indeed very shadowy.

Before the leaders the grim apparition of ignominious death for "treason," and forfeiture of possessions constantly walked. Hope wrestled with doubt, and toward which the scale would turn no man could say. Yet the sturdy sons of the West faced every danger, defied every doubt, and struck boldly at tyranny and in defense of the sacred rights of man, calling on God to witness the purity of their motives, their virtues as men, and their fortitude in the cause of liberty of body and mind—a liberty less for themselves than for the millions who should follow them.

It seems a more than mortal keenness of mental eye must have been lent them to direct their course of action. They beheld, as in a vision of the night, a panorama of the western world, as the future rolled toward them its busy masses of men living under the sun of freedom, breathing in the air of freedom, enjoying the fruits of the labors of freemen. Freed from the fetters of the dead past and raised

on the pinions of progress, they saw their native land winging the grandest course ever sped by a mortal race. Feudal notions and forms discarded; hereditary titles to dead men's honors and unearned dignities and emoluments thrown into the gulf of vanished centuries of folly and oppression; every man a lord, and every home a castle; every breast a fortress that should stand as adamant between native land and every foe; every mountain stream a Samson broke to tread the wheel of restless industry; every seaboard town the hive of busy commerce, and every mighty river the artery of profitable trade; nothing could mar the splendor of their vision could once the battle be won and the scepter be wrested from an empire that regarded America, not with an eye of motherly affection, but of sordid avarice.

When I say they saw the future as in a vision, I do not mean they saw it as it is, or was even within the lives of many of the fathers, in a material sense. But they pictured the moral future truly, seeing in it a grandeur that was long ago realized. For no country ever in so short a period grew from insignificance into the place occupied by this in the scale of political importance; and this, too, while studiously wary of exerting influence with other powers. They saw the direct and reflex influences which it was destined to exert on the social life of Europe. Direct, by drawing off its surplus millions and making of them adopted children of a freedom they could scarcely understand, and parents of freemen who should grow up true Americans, imbued with its spirit. Reflex, by awakening in the enlightened minds of Europe a broader conception of human liberty, human rights, human equality, HUMANITY, with all it implies, with the spectacle presented of a free, patriotic and self-poised people, where no barrier of rank divides the day laborer from the head of the nation.

They saw these many things. And more: They saw that there was no other America, and if this struggle ended in failure the knell of man's perfect emancipation was rung. In no other land under the

sun could conditions so favorable exist as here. There were no hereditary authority, no inborn notions of divine rights, no hampering social or religious traditions or superstitions. Aristocracy and priestcraft as levers of the state were not known. The conquering of nature makes men self-reliant in morals and courage; and here was the auspicious spectacle of a nation to be founded by the men who wrestled with nature.

We cannot wonder that men who were inspired with these views were willing to sink much, even all, that men dearly regard in this life to achieve the reality of their dreams. We must wonder at, while we admire, the fortitude that bore them up through the terrible trials that seemed at times more than mortal strength could endure.

A correct and complete analysis of the spirit that upheld them, "The Spirit of '76," must, of course, be left to a more acute and eloquent pen than mine. But I cannot forbear touching upon the elements of it. It was courageous, self-reliant and aggressive; it was modest, discreet, wise and prophetic; with one eye it searched the past for guidance, with the other it pierced the future for hope; with trust in Jehovah and eternal justice, it spared not the arm of man; while with one hand it resolutely grappled with the difficulties present, with the other it smoothed the path of the generations to come; while it feared not death so much as it dreaded slavery, yet it did not court martyrdom; and while it was vigilant in freeing itself from the British lion, it was no less careful that a whelp did not creep, in any disguise, into the experiment for which it was responsible. It was not the spirit of a time, but of all time. It existed from the first in the rocks and hills and streams and forests of the virgin continent, and entered this people with the air they breathed. It was inevitable, and universal with the American type. It was cumulative, increasing not in degree but with the number of the people. It did not die with that generation, but slumbers in every breast awaiting the occasion that shall awake it to action.

Master and Pupil.

IDA A. AHLBORN, BALDWIN.

The relation of master and pupil dates from the remote past. It is one full of interest; and, if we study the relation in individual cases, we may derive some suggestions of practical value for the school-room. Pedagogy in the abstract is not usually an attractive subject to young teachers; while the same principles observed in human life are found instructive and entertaining.

If to be of royal birth is an advantage over being humbly born, that advantage must lie largely in the fact that, as a rule, the best talent is employed to direct the education of princes. Aristotle is at the command of a Philip of Macedon, that the youthful Alexander may come in contact with the first mind of the age. From the familiar walks and talks of this master and pupil, there must have resulted an acquaintance of mind with mind that is not common in our formal relations. The intimacy must have aided the master somewhat as Vandyke, the painter, was aided by associating familiarly with those whose portraits he was about to paint. Aristotle's labor for his pupil seems to have been amply successful, if we may judge by the tribute that Alexander paid to his old master: "I owe great love to my father and to my teacher, Aristotle; to one for living and to the other for living well." A copy of Homer's *Iliad*, corrected by his tutor, was the conqueror's companion on his expeditions. In these he collected plants and animals and sent them to Greece to his instructor. From Asia, too, he wrote, chiding Aristotle for publishing his books of moral doctrine, thus imparting the secrets of knowledge to all. The philosopher's answer is one that applies to books in all ages. He wrote in excuse that the doctrines were both published and not published, since the books were only a convenient memoranda for those already conversant with their teachings, while to the ignorant their meaning was hidden. The vast empire of the conqueror

soon passed away, but the empire of the philosopher continued without opposition for nearly two thousand years, until the time of Bacon.

On this subject of royal education, French history presents two examples of unusual interest: Bossuet, teacher of Dauphin, son of Louis XIV, and Fenelon, teacher of the Duke of Burgundy, grandson of Louis XIV. Surely, for none other than for the son of the grand monarch, would the brilliant Bossuet have taken on himself the task of preceptor. His pupil was as indolent and inattentive as ever tried the patience of a teacher. To be tutor to such a prince was no sinecure. Royalty, besides, is disposed to think it must be favored above other mortals. A Ptolemy inquires whether there is no easier road to geometry, only, however, to receive Euclid's reply: "There is no royal road to geometry."

Bossuet studied for and with the Dauphin, and even wrote great works for his edification—with conscientious care, the able master labored for the advancement of the youth that he might be prepared to assume vast responsibilities. What was the result? "The labor was in vain; the very loftiness of his genius, the extent and profundity of his views rendered Bossuet unfit to get at the heart and mind of a boy who was timid, idle and kept in fear."

Fenelon became preceptor to the Dauphin's son, whom St. Simon called "a born demon," yet Fenelon brought about a transformation, than which "there is, indeed," says a recent writer in *Chambers Journal*, "no more signal example of the immense importance of well-conceived, well-directed methods of education." The saintly spirit of the master recognized that nothing but religion could tame this furious scion of royalty. The little prince was infected by his rank—a disease not unknown even in the school of a republic; and once upon being reproved, said to his instructor, "no, no, sir; I know who I am and what you are." Fenelon treated his pupil with indifference throughout the day, and early the next morning told him some wholesome truths about their relative stations, and

further added that the king would be requested to secure another preceptor. The penitent boy promised everything, Fenelon nothing; but from that hour his authority was established and his superiority felt. Religion, as the master had hoped, caused a metamorphosis in the character of the prince, so that he became gentle and teachable. Fenelon held an interesting theory: namely, that for each individual there is one poet who appeals to him, and through whom he is consequently influenced. In harmony with this, the teacher soon discovered that his pupil had a "Virgilian soul." The theory is a beautiful one, and was worth testing by a more liberal use of true poetry in the school-room. Fenelon, too, wrote for the instruction of his pupil. "Telemachus" was composed to teach the principles of government.

The friendship between master and pupil was lasting, in spite of Fenelon's distavor with the king. "I know what I owe to you, you know what I am to you," impulsively said the duke of Burgundy in after years to his faithful teacher. The early death of the duke leaves it an open question whether he would have formed an exception to the bourbon kings, "who forgot nothing and who learned nothing."

Over Guizot's statement of the difference between Bossuet and Fenelon as instructors, a teacher may profitably linger! The soul and mind of Fenelon were sympathetic; Bossuet, in writing for the grand-dauphin, was responsive to the requirements of his own mind, never to those of the boy's with whose education he had been intrusted."

Since we have been considering royal education, we should next, as true citizens of a republic, consider the education of one of our democratic rulers. Mark Hopkins and President Garfield sustained to each other the relation of master and pupil, when Garfield was deciding the question as to where he should attend college, he wrote to the presidents of several institutions of learning. The closing sentence in Dr. Hopkin's brief letter—"If you come here, we shall

be glad to do what we can for you,"—led him to decide on Williams college. How great was the influence of the eminent educator on the young man's mind and character is best told in Mr. Garfield's own words, spoken before a national teachers' association:—"It is the teachers' personality which is educator; I had rather dwell six months in a tent, with Mark Hopkins, and live on bread and water, than to take a six years' course in the grandest brick and mortar university on the continent." Garfield was himself a successful teacher. A pupil of his bears testimony: "A bow of recognition or a single word from him, was to me an inspiration." It is not strange that such should have been the influence of a teacher who could say: "I have received more moral recompense and stimulus in after life from capturing young men for an education than from anything else in the world."

At best this short article may suggest that pedagogy is a science, the principles of which are to be found everywhere—in books of history, biography, poetry and in the lives around us. Viewed in this way, countless streams become tributary to the teacher's mind, which is thus, instead of a stagnant pool, a fountain of living waters.

Recent Educational Books.

The problem how to reform education, like the problem how to abolish poverty, we have always with us. No sooner have the sages of one generation grasped, compressed and stowed away this educational problem—once for all, it may seem to them—in the narrow but convenient box of their system, than the next generation raises the box-lid; when, lo! like the fisherman's genie in the Arabian Nights, the same gigantic problem looms before the world—vast, hazy, ominous, ill-defined as ever. Never, until the foundations are laid broad and deep in the very nature of the growing brain and in the conditions most favorable to its healthy development, will permanent results be secured. So far, most of our educational doctrine has been merely

empirical. Whether we have a science of education, strictly so-called, is as much in doubt as whether we have a science of medicine. In order to prove that any such science exists as a pure science, we must show that certain definitely ascertainable results invariably follow certain conditions. In order to make such a science of practical value to us as an applied science, some of the conditions, at least, must be such that we can modify and adjust them to secure the results we desire.

To pave the way for the advent of such a science, much systematic observation of conditions and results is necessary; and a better beginning could hardly be made than that described by Prof. Preyer, of Jena, in his work on "The Mind of the Child," recently translated into English in the seventh and ninth volumes of the "International Education Series." Prof. Preyer has already carefully recorded the facts in the development of the senses and the will, and in the volume now under review treats of "The Development of the Intellect." The topics discussed in this volume are "Thinking Without Words," "Learning to Speak," "Speech in the First Three Years," and "Development of the Feeling of Self." The discussion of these topics, preceded by the translator's useful conspectus of Prof. Preyer's observations, and followed by three appendixes, make up the book. The author's investigations tend to show that thoughts may be independent of words. "Even before the first attempts at speaking, a generalizing and therefore concept-forming combination of memory images regularly takes place." Without memory no intellect is possible. The only material at the disposal of the intellect is received from the senses." The first sensations to leave abiding impressions, and hence memories, in the brain, are apparently those of taste and smell as connected with nursing, and then those of touch. Of the remaining senses, sight is the earlier promoter of memory, and hearing the later. Among sights, faces are the earliest remembered. Sounds in great variety are formed before words. Sep-

arate brain centers are successively developed for sounds, syllables, and words. It is possible to study, not only the development of these language centers in the healthy child, but also their gradual breaking down is disease, because we find the same phenomena that are observed in the child occurring in retrograde order in the loss of language by the insane. The spontaneous plays of young children are simply a series of experiments they perform upon themselves to learn what they can do, and are a part of the process of developing the feeling of self, and the sense of difference between what is subjective and what is objective.

Corporal Punishment in Boston Schools.

Mr. E. P. Seaver, Superintendent of the public schools, does not go to the extent of advising the immediate and total abolition of the use of the rod in pedagogy, but contents himself with saying that he deems "the present use of it excessive, unreasonable and injurious, amounting, in fact, to a gross abuse." According to the figures given by the Superintendent, there were 7,344 floggings in the school year ending in 1882; 11,530 in the year ending in 1886, while the last year the number rose to the enormous figure of 18,666. Whether this shameful increment is due to increased intractability or enhanced stupidity on the part of Boston children, or to increased savagery on the part of teachers, may be a question; but what seems certain is that the schools have not been improved by it, and that the advocates of flogging at all have not nearly so much to show on behalf of their theory as the people who believe in the total abolition of it have to show in favor of the opposite opinion. New York, Philadelphia and Chicago, as well as the entire State of New Jersey, exhibit no inclination to return to the discredited Solomonian method of rearing children; and, speaking for New York, we can assure Boston that our public schools and scholars thrive much better under the new and humane system than they did under the old and barbarous one.

Clioian Review.

MOTTO—PEDETENTIM ET GRADATIM ORIAMUR.

JAMES C. LONG, Editor.

Rev. W. M. Paden, pastor of one of the Presbyterian churches in Philadelphia, visited his brother John, a student at the Normal, May 24. His father accompanied him.

The commencement attractions will be greater this year than ever before. A general rally of old students is anticipated.

Col. Parker first was here.

Teaching us some numbers,
The Senior class did dull appear

When he showed up their blunders,

Our next instructor, Dr. Brooks,

A man of good intentions,—
We have learned by his words and looks
He's not much for new inventions.

The point now that puzzles all,

Is, rightly what to do
That we may on the right thing fall,
Betwixt the old and new.
Who will tell us?

—DIOGENES II.

Every one that has an ear for music should come and attend the course of instruction given by Dr. Palmer. Rarely such opportunities are given to hear such an eminent instructor. Come, at least, and hear the grand concert under his management, June 11.

Dr. L. C. Beal, class of '76, formerly a physician at Farmington, Pa., has charge of a drug store in Uniontown, Pa.

A bird club has been formed among the students for the purpose of studying birds. Already several specimens have been secured and mounted. The work is very interesting as well as profitable. Prof. Harper has charge of the work.

Blind Tom, the famous musician, gave an entertainment in the chapel on Saturday evening, May 18. He drew quite a large audience to hear him.

Clio secured the name of Col. Parker, as honorary member, during his stay at the Normal.

Clio has obtained the photographs of some of her honorary members, and is having them framed, so as to place them in the society hall. Among these are found the pictures of Gov. Beaver,

Dr. O. W. Holmes, Pres. Eliot, Wallace Bruce, Boyd Crumrine, Dr. A. B. Miller, and G. V. Lawrence.

The week spent at the Normal by Col. Parker was a very pleasant one for all. Every one was delighted with his work, and voted to have him return next summer.

Zoology, a new and interesting study, has been started in the Model School.

At the close of the morning chapel service, an opportunity is given for any one to rise and give some thought or sentiment he thinks appropriate. Usually quite a number respond.

Mr. Wm. Lowstutter, of last year's class, is taking the special course.

Each member of the Senior class is expected to teach before the examining board this year.

Both the Junior and Senior classes are hard at work preparing for the examination.

Mr. Sangston, an old Clio, entered school at the middle of the term.

Mr. Charles J. Stewart, class of '88, is attending Curry University. He is taking the shorthand and bookkeeping course.

Mr. Vernon Hazzard, of Monongahela City, entered school May 20.

The Seniors have commenced to give their lessons in literature. Already five or six have been given. These lessons are something new in the line of literature work, and every one takes great pleasure in them.

The following persons have been chosen as contestants for Clio: Recitation, Miss Burke; Reading, Miss Bertha Carroll; Essay, Miss Cassie Darsie; Orator, Mr. Arch. Powell; Debate, Mr. E. L. Nicholson.

Prof. N. H. Sanner, of Somerset county, formerly a member of Clio, and a graduate of Bloomsburg State Normal School, is conducting a very successful normal at Conflu-

ence, Pa. Prof. Sanner is one of Somerset county's brightest young men, and deserves all the success he is attaining.

Prof. Humbert, of the Connellsville schools, was a visitor at the Normal during the week Dr. Brooks was here.

Prof. Maltby, of the Indiana Normal, spent a day with us during the week Col. Parker was here.

Prof. L. W. Lewellen, class of '85, is teaching a normal class in Connellsville this summer.

Prof. Jackman, of the Pittsburgh schools, paid the Normal a visit recently.

"Remember now and always that life is no idle dream, but a solemn reality, based upon eternity and encompassed by eternity." Every one should adopt the above as a motto.

Prof. Jennings, of the Monongahela City schools, has charge, in part, of the institute class.

Mr. Frank Underwood, one of last year's students, came to the Normal to hear Col. Parker's lecture, on Monday evening, May 13.

Miss Anna Duncan, expects to be back in school in time to take the Junior examination.

Col. Parker and Dr. Brooks do not agree on the methods of teaching arithmetic, but if the enthusiastic teacher follows either method he will not stray far from the right path.

Mr. Frank Cottom is now boarding in the dormitory. He says it is where he has been wanting for some time.

The C. P. church in Coal Center was dedicated May 26. An extension was built to the old building and the ceiling raised. Now it is one of the finest churches in the Valley. Many of the students attended the dedication services.

Suit the action to the word and the word to the action; with this special observance, that you o'erstep not the modesty of nature.

Philomathean Galaxy.

MOTTO—NON PALMA SINE PULVERE.

MINNIE COURSIN, Editor.

The Juniors seem to be much pleased with Miss Ewing's instruction in vocal music. Dr. Palmer will take up the work June 3.

Mr. J. B. Shallenberger succeeds Mr. Charles McCain as postmaster at California.

Philo contestants have been excused from further society work, in order that they may have more time to put on their performances.

Prof. Maltby, of the Indiana (I'a.), Normal, who spent a day with us recently, was well pleased with Col. Parker's views on education.

Mr. W. D. Cunningham, class of '87, and a staunch Philo, is with us again.

Miss Day gave her last instruction in Methods on the 10th of May. All were sorry to leave her class, but enjoyed the instructions given by Col. Parker and Dr. Brooks, and are looking forward with pleasure to the coming of Dr. Snyder and also of Prof. Palmer, who is to give instruction in music.

Philo's new officers are as follows: President, Mr. Scott; Vice President, Miss Paxton; Secretary, Miss Hank; Attorney, Mr. Weddell; Critic, Mr. McCullough; Marshal, Mr. Day; Treasurer,

Col. Parker expressed himself as being very much pleased with the progress of our school, and the earnestness and enthusiasm shown by both faculty and students.

Miss Belle McMunn, of Allegheny, who has been spending several weeks with her sister in hope of recuperating her health, returned home last week, very much improved by her stay. The Normal is a good health resort.

The Seniors are busy working on their last classic. Subject—A Psychological Study of Shylock.

Col. Parker gave a lecture on the 12th of May, in the chapel, on "Three Weeks in the Rebel Army," which was highly appreciated by all who heard him.

Supt. Herrington, of Fayette county, spent two days at the Normal last week and two this week, and was very much pleased with the flourishing condition of the school.

The Seniors presented Dr. Noss, on his birthday, a beautiful Rodgers's Group, of King Arthur and Hubert. Mr. Long made the presentation in a few very appropriate words.

Philo was highly delighted on the 10th of May, with a piano duet by Miss Ewin and Miss Crouch.

The Seniors, in a body, called on Col. Parker, Friday, May 17. They spent a very enjoyable half hour.

One of the studies Prof. Harper gave the Seniors in botany, was on the flower called "Jack in the Pulpit;" more commonly known as Indian Turnip. One of the questions was—"Taste it." A fair Senior, all unconscious of the baleful effect thereby produced, did as requested. The result was she was excused from class at that period, and regaled her burning throat on cream and crackers. Now, if Indian Turnip is mentioned in her presence, there falls across her face an expression of intense pain, caused, no doubt, by tender recollections of past events.

Philo Society was favored with a visit from Mr. W. D. McGinnis, a former Olio, on the 3d of May.

The Seniors have been wandering over hills and dales in search of wild flowers, of which they have found quite a number, and have pressed some very beautiful specimens.

Miss Anna Shutterly, class of '84, is taking the Special Method course.

Prof. Jacobs, Monongahela City, is now teaching at the Normal, and listening to the special instructors.

Philo loses a valuable member, Mr. W. H. Fields, who intends entering school, in the fall, at Duff's College, Pittsburgh.

Sayings of Col. Parker, by which we may all profit:

"We never have anything good in this world, unless we choose it ourselves.

"Work out your own salvation. Dig to the bottom of everything.

"There is an opening everywhere.

"The future of our schools depends upon the study of nature."

Miss Jennie Pollock, a good Philo, has returned to her home on account of sickness.

The Seniors are now writing their theses.

Philo extends her congratulations to Mr. L. S. Weaver and wife.

Miss Nettie Crawford who was at home a few days on account of sickness, has returned.

Miss Eve Downer, of Monongahela City, class of '86, is attending school at "Normal Park," Chicago. Col. Parker speaks very highly of her as a teacher.

The work done during the past week by that physical and intellectual giant, Col. Parker, was a grand success. The recitation rooms were crowded to their utmost capacity with students from all parts of Western Pennsylvania, eager to enrich their minds with the valuable truths unfolded to them on the great work of teaching.

The work of Philo, this term, has been carried to a higher degree of perfection than ever before in her history.

Miss Nora Shaw, one of Connellsville's energetic teachers, is taking the special course in methods, to prepare herself for better work.

The Junior classes are earnestly longing for more work.

The concert given by Blind Tom in the Normal chapel, Saturday evening, May 18, was not only interesting and entertaining but highly instructive. In his musical description of the battle of Manassas, he held his audience in rapture and amazement.

How can we Influence the General Reading of our Pupils?

EMMA M'KEE, M'COOK, NEBRASKA.

Too much attention cannot be given to the kind of books our pupils indulge in when lesson hours are over. The outside reading, properly directed, may be a mine of general information, or it may be an abyss in which all school work is engulfed. Remembering that tastes and habits acquired in youth cling during all after life, we see at once how important it is that their youthful minds should receive the right bent.

I have heard parents complain that their children had no taste for reading, and cared nothing about books, but I think these are exceptional cases. Most boys and girls are fond of books, in fact *will* read, and books, papers and magazines are so plentiful that all may indulge this taste. The difficulty is that literature absolutely harmful, or at best negatively good, is the most accessible. It will do no good to caution children against reading these stories, unless others possessing the same element of interest are substituted. And let me say here that it is a mistake to suppose that young people can be interested in nothing but tales of thrilling adventure. It is only after the taste becomes vitiated that such is the case. I have seen a school held spellbound while listening to an article on wonderful trees, to Irving's Christmas at Bracebridge Hall, or to Hawthorne's Biographical Tales. A few skillfully put questions, or words of explanation, will attract the attention, which once gained, is easily held.

Encourage the use of reference books in connection with their studies. Do not tell a pupil the things he can as well find out for himself, but direct his search. In speaking on some subject of which he is ignorant, casually mention where he may read about it. Go with him sometimes to the dictionary and encyclopedia. Scholars often think knowledge a quality inherent in their teacher, and while they have a most profound respect

for such erudition, despair of ever reaching the same heights. Try and undeceive them, and lead them to the fountain from which you drink. Say, "You will find a good article on the subject in the *Century*, or the *St. Nicholas*, or some book, as the case may be. They will read it. Not long since, while telling my history class something of the old English customs and houses, I referred them to the description of the house of "Cedric the Saxon," in *Ivanhoe*. Instantly a hand went up, with the inquiry: "Is *Ivanhoe* in the Library?" Several of the class have since read the book.

Our reading books contain many selections, both from poems and prose, which create a desire to read the entire story. We may foster this desire by telling them something of the story, or by calling attention to what has been written about the article or the author. Frequently subjects come up in their essay work, their geography, or their miscellaneous work, in which scholars are deeply interested. They will gladly read even prosy articles relating to them if such articles are within reach.

A plan that I saw successfully followed was this: The seventh grade in one of our neighboring schools had taken a premium at the county fair, and with the money thus gained subscribed for a weekly newspaper and a young people's magazine, the *St. Nicholas*, I think. These, together with books and papers which individual pupils brought from their homes, were placed on a table along with the reference books, and when lessons were mastered the pupils were at liberty to go to the table and make use of them. This plan had a two-fold advantage, it served as an incentive to hard study, that leisure might be gained for reading, and it helped to form the habit of employing to good purpose the spare moments. It seems to me that some such plan might be followed in all our schools with good effect. I have with me a copy of the *Weekly Current*, that is a most excellent paper for school use, containing in a short space the gist of the current news.

In some of the departments of our school, reading for ten or fifteen minutes in the morning occasionally takes the place of the usual opening exercises. In this way several books were read during the year. All of the books chosen were not, perhaps, of the highest order, or would not be so considered by those who would feed the youthful mind only upon those books already ranked among the classics.

In one of the intermediate grades, *Jack Hazard* was the first read, and was selected mainly to awaken interest in those exceptional few who cared nothing for books or reading; and in awakening interest, it proved an unqualified success. It was followed by *Little Lord Fauntleroy*, after which came some of the *Tanglewood Tales*, and one of *Abbott's Histories for Young People* is now holding their attention.

After lessons are learned, children naturally incline to recreative reading. There are scores of books and magazines that need only to be placed in their hands to insure perusal. Among these I may mention Miss Alcott's *Little Women and Little Men*. I don't know but the *Zigzag Journeys* might come under this head; the latter will fascinate both girls and boys. *The Youth's Companion* and *Wide Awake* are too well known to need mention. Place in the hands of the young readers works of fiction, but be careful that they are such as give a true idea of life and character, and *do not* allow fiction to supersede all other reading.

We cannot always choose books for our pupils; different tastes and needs call for different suggestions. Another difficulty to be encountered is placing the books within the reach of *all*. Here the teacher and parent should co-operate. There are many parents who wish to supply their children with good reading, but aside from knowing that dime novels are bad, are ignorant of their needs. Often suggestions from the teacher will be kindly received and gladly followed. The extent of our influence in this way, will depend upon the intimacy of our relations with the pupils out of school hours, and the

closeness of our acquaintance with their parents.

Directing the reading of young people requires much careful study, tact, and hard work, which is made harder by the apparent lack of success. But this is not a work in which results may be quickly seen, and after all, if among the forty consigned to our care, a half dozen are taught to read the best things in the best way, are we not amply repaid?

A Method in English.

W. P. TRUEBLOOD.

From the fact that a vast majority of American youth leave school at or before the close of the grammar grade, it is well worth the careful consideration of all educators how to inculcate a habit of thought in and a love for wholesome literature, an ability to wisely select their future reading. Such a limited education will not enable them to select wisely, or free them from the wiles of the artful demagogue.

The instruction then should be of such a character as by force of habit choice reading will be selected, and by independent thinking they may become self-reliant citizens of the Republic. This question has been claiming the earnest attention of all statesman-like teachers for the past twenty-five years, and to-day it is THE QUESTION waiting for a correct solution and formulation. If all parents were well trained, the question would be a home question, and would be solved already. But the majority of parents at the present time are not able to select for themselves.

Many plans have been tried and proved a partial success. The newspaper plan suggested by Mr. Beecher in a recent number of this journal, has many points of merit over the old fifth and sixth-reader work. Where a better plan cannot be used, let every teacher try it. We are compelled to admit that there is too much uncertainty in the average newspaper article to form the correct basis of solid thought. Permanence should be one of the foundation stones for successful culture in literature.

When the pupil can read the second reader fluently, instead of passing to the third, let us take up some living, connected work, like "Uncle Tom's Cabin." As you read, talk about the characters; compare them with actual facts in slave times; study the introduction and extension of slavery, the invention of the "cotton gin" and its effects upon slave labor; take up some points in the war for the abolition of slavery. When you have read this work twice you will be ready for the biography of Lincoln, and after that for some simple history of the United States. All this work should be accompanied by frequent use of map, dictionary and encyclopædia. By this time students should be taught how to find what they want in books of reference. The amount of work indicated can be done in about the usual time allotted to the third and fourth readers, and how think you the results will compare?

The student will soon leave school, and what shall we do next? What work shall accompany the completion of arithmetic, grammar, geography, etc., etc.? Shakespeare stands at the head of English Literature. His works are rich in history, tragedy and comedy. Fine thoughts abound. The delineation of character is not equaled by any other author. Womanhood is adorned with a master hand. If you do not like the original text of the work, you can find editions in which there is not a word that can grate upon the most refined taste.

To read Shakespeare successfully, you must be supplied with an unabridged dictionary, encyclopædia, maps and histories of the countries in which the scenes are laid. With this preparation we are ready for the first lesson. Julius Cæsar is the play selected. Open your map at Italy. Show its climatic and commercial advantages. Find the city of Rome. Tell the class the legend of Romulus and Remus as children, and also the one in regard to the founding of the city by Romulus. By this time your class will have an awakened interest, and be ready to begin the text of the lesson.

Have some pupil read the characters and let the teacher write them on the board. As the pupils begin to read, stop at each character and talk about it until the class is familiar with each one. Read with map and books of reference. Hasten slowly. As you progress, take up the more important characters and study them from the history; compare their historical character with the one in the play. If there is a difference, show why the poet is allowed to change the historical into the dramatic.

At the beginning of each lesson, review what you have passed over by having the class review the story, history, and recite the quotations selected. Take time to discuss the sentiment of each quotation.

"There is a tide in the affairs of men,
Which, taken at its flood, leads on to
fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea are we now afloat,
And we must take it when the current
serves,
Or lose our ventures."

In the above quotation there is room to discuss every phase of human life—the necessity for habits of industry and economy to lay the foundation of business; early and persistent work and thorough knowledge necessary for success in law, medicine, or in educational work. The effects of wasted time, lost opportunities, or bad habits formed, will be to bind us in shallows and in miseries for the remainder of life.

Make your work live; burn it into the very fiber of your pupils' characters. Soon your pupils will begin to think for themselves, and to reason logically on the problems of life they are soon to be called on to solve for themselves. These quotations will soon form an important element in their conversation, and become the basis of the most successful work in essay-writing.

I have tested the above plan thoroughly, and with more satisfactory results than any other part of my school work. Try it, and you will be delighted with the result.

Spelling.

Learning to spell is forming a percept of a word that may be recalled. This percept may be formed by fixing the form of the word in the mind as a mental picture, by repeatedly naming the letters, or by detecting the elementary sounds of the word when pronounced. Whether a child can recall the spelling of a word, depends upon the vividness of the first and subsequent impressions made on the mind, and the frequency of the repetition of these impressions. Writing words in large letters or in quite small ones; writing them in different colored chalk; writing them in such a position that the pupil is compelled to search for them, all intensify the impression.

Both oral and written spelling, when properly used, are aids in forming correct percepts of words. In fact, every spelling device that does not assist the child to form an exact percept of the word is a wrong device. Trial spelling is attended with evil results, since it calls attention to many possible ways of spelling a word, when in truth there is but one way, and often makes more prominent the wrong than the right. Also it is wrong to call attention to the manner of the mistakes made. It is sufficient to state the word is misspelled and then give the correct spelling. When the pupil is uncertain of the correct spelling, he should be taught to make no attempts to spell the word. From the pronunciation of many words, it is difficult to tell which vowel is used, and guessing too often confuses the learner.

All exercises that call attention to the form of the word as to elementary sounds comprising it are par excellent—such as naming the letters, counting them, dividing them into syllables, marking the accent, marking out silent letters, marking the sounds of the vowels and consonants.

For the teacher to make a practice of directing the pupil to write the lesson a definite number of times is a mistake. The pupil too often loses sight of the correct spelling by being absorbed in com-

pleting the task. It is much better to spell the word silently from the printed page or copy, then conceal the word and endeavor to reproduce a percept of it, then write this percept neatly and correctly on the slate. Some children make many sad blunders at oral spelling which come from their attempt to interpret the sounds of the words when they have not yet learned to associate these sounds with their arbitrary names; nor have they learned to draw sharply the line between the known and the unknown. Such pupils should be taught to spell by forming a mental picture of the word, together with a thorough drill on phonics, especially teaching them how to place the organs of speech in making the different elements.

Taking for granted the word written in the most perfect script is taught first, the pupil should begin the written spelling as soon as he has learned to associate the word with its appropriate idea. The pupil should make his first efforts under the direct eye of the teacher, who sees that the perfect form is made with the right movement. All mistakes should be quickly erased and the child prevented from making them again. The pupil should be provided with short pieces of chalk, that he may learn to use his whole arm instead of his fingers.

We use the following steps in written spelling for beginners:

1. The word is carefully and accurately copied.
2. The word is copied from print into script when the change is made from reading script to print.
3. The word is looked at and the percept of it as a whole reproduced on the slate.
4. The word is written from dictation.

Steps in oral spelling which can be commenced after fifteen or twenty words have been written and read at sight. In sentences:

1. Spelling the word by sound by pronouncing slowly.
2. The letters are named as the teacher writes.
3. After the word is written the pupil names the letters.

4. The word is looked at, erased, and the letters named.

5. The pupil dictates the spelling as the teacher writes.

6. The teacher pronounces the word and the pupil spells it.

Points brought out in grades above the first. Written exercises:

1. The word is written without dividing it into syllables.

2. Marking the accent and the vowel in the accented syllable. To mark the sounds of all the vowels in a word is a loss of time as well as confusing, often, to the learner.

3. Marking out silent letters.

4. Write a sentence using the word after the teacher has developed its meaning.

5. The teacher chooses a number of words and the pupil invents a story using them.

Oral exercises:

1. The word is pronounced before it is spelled.

2. The word is spelled, making a pause between the syllables, pronouncing them when it is necessary.

3. The meaning of the word is given and a sentence made, using it.

4. Spelling the word phonetically.

Mottos.

On the blackboard every morning, in a conspicuous place, visible to all the pupils, there should be a motto from some author. A line or two, or more, of poetry or prose, embodying a thought which in future years will be found in many a heart as a "well of water springing up into everlasting life." That line laboriously written by you in your copy book on the rough-hewn desk in the long, long ago, lives in your memory still, and shall live forever. Has not the thought in that line contributed its mite, too, in leading you upward to any good you may possess? Where to get your mottoes? On the right hand and on the left; in the Bible, an inexhaustible mine; and all literature is at your disposal. No matter if your school is nearly out; begin now. In four weeks there may silently steal into those young hearts twenty thoughts freighted with infinite possibilities.

Honorable Competition.

All sorts of races are being run in this energetic world of ours. Some are striving for money, some for place and power, some for rank or name or applause, some for promotion in business, some for excellence in art or science or literature. But there is a vast difference in the spirit in which the striving is done. Just as, in the race, the vim and energy of each runner is brought out by that of his competitor, so, in the manifold exertions of the world, the powers and faculties of men and women are constantly sharpening and strengthening each other by honorable contest. Not all contest, however, is honorable. Much of the effort made is simply to get ahead of some one else, at all hazards and in every way; if not by fair and honest endeavor, then by trickery and unfair advantage. He who amasses wealth, not as an equitable return for value given, but by underhand dealing, or oppression of the poor, or gambling on a high or low scale, has been engaged in no honorable competition. He who climbs into power, not by proving himself the fittest man to wield it, but by pushing others down and crowding them out, desecrates the name of emulation. The first object in all effort must be excellence. If that be absent, the attempt to rise above others is mean and dishonorable. Let competition be respected only when the endeavor is to give to the world the best labor of head or hand. When this is done, or as far as it is done, the giver may rightly rejoice in the high rank he holds among the workers of the world; but elevation by any other means is not an honor, but a disgrace. Another difference between honorable and dishonorable competition is the conduct of the victor to the vanquished. Some men rise above others only to crush them, others to lift and exalt them. Some boast with noisy triumph and scorn those who are left behind; others, like the child in the story, have "a way of making people feel comfortable." One merchant who is largely successful deliberately destroys the business of smaller and

weaker men; another gladly gives them the benefit of his experience and knowledge. One artist who has risen high in public favor uses his influence to depreciate the works of his brother artists; another takes them by the hand and gives them courage for fresh endeavors. One woman who is well established in the social or fashionable world will blast the name of those she has left behind by her cutting criticism, or scornful neglect; another will use her utmost power to make them esteemed, by recounting their admirable points. Every victor, from the the childish conqueror in a foot race up to the fortunate candidate for the Presidential chair, largely proves his character by his demeanor toward the vanquished. If he is truly noble he will use his power, whatever it be, to lift, not to crush the less fortunate; and in blessing them he will find the chief joy of his success.

Number Work for Beginning Classes.

BY EMILIE KUHLMANN, STATE NORMAL SCHOOL.

Numbers illustrated by means of Number Rods.

Many teachers finding the distributing of objects troublesome, have for this reason gone back to their former way of teaching.

This difficulty is removed by using the number rods.

The *number rod* consists of nine small movable balls upon a heavy wire, secured at both ends. The objects are thus arranged in a manner convenient for use and no time is lost in distributing. The rods are used by the children in connection with blackboard work, the teacher leading the exercise, and also by the children independently when at their work on slate or paper.

Directions to the Teacher:

Give a rod to each child.

Hold the rod with the right hand, so that it covers the balls. Use the left hand for pushing out balls as needed.

Exercises with the Rods:

1. Teacher holding up her rod,

pushes out one ball. Children do the same. Write 1 on the blackboard. Illustrate 1 in different ways, as: 1 boy, one girl, 1 chair, etc. Put the ball back. Have the children push out two balls. Write 2. Illustrate the same number in different ways, as: 2 dots, 2 chairs, 2 pencils, etc.

2. After 2 has been illustrated as one number, the two balls are separated by putting the index finger of the left hand between them, so that the two numbers can be seen distinctly. Read the exercise from the

1
1
rod—. As the children say *two*, the finger is taken

away and the two balls are pushed close together. The exercise is also written on the blackboard, first by the teacher and next by the children.

3. For a review lesson, the number is written first and children quickly push out the same number of balls.

4. Write a number, 5 for instance, on the blackboard. Children push out 5 balls, and separating the balls, will form the different combinations of 5.

5. The children may also tell stories in connection with these exercises, having the balls represent cherries, apples, pebbles, etc.

6. Illustrate subtraction in the following manner: Push out 4 balls. Write 4 on the blackboard. Push back 2 balls. Children may tell how many balls they had at first, how many were taken away and how many remain. While asking these questions and receiving a correct answer, the exercise is also written on the board.

7. Exercises without using the blackboard. Push out 6 balls. Push back 3 balls. How many remain? Push back 2 balls. How many remain? Push out 4 balls. Push out 4 more. How many? Show me 2 and 3. Show 3 cherries and 2 cherries. Push out 7 balls. Each child may show some two numbers that can be made from 7.

All these exercises may be continued with numbers as high as 6

Literary Graduates.

Of the modern school of new writers who have grasped their pen since the war, it would be no treason to say that their many charming and pretty successes are certainly free from any classical taint. In fiction, for example, we have Bret Harte, James, Howells, Cable, Aldrich, Egbert Craddock, and Mrs. Burnett, not one of whom suffered the classical curriculum. And among other writers of contemporary American fiction, how many who are masters of art on parchment are really masters on paper? Of the Chesterian and Groverian bards of New York, Stedman escaped from college while yet a sophomore, and Stoddard and Gilder escaped altogether. Every other profession and each technical department is throbbing with real life and is full of men who, with greater or less success, carry out and accomplish the purpose of their special training; who, in other words, make practical use of their education. But where are the writings of these men of special training; where are the results of this attempt through eight or ten years to remold the brain on the classical pattern and infuse that fine and perfect style which in Greek time came from nature and the practice of one's own art, but which now is expected to result from drudgery and analysis of the art of others; where is the evidence of that quick, correct taste which it is the first business of literary culture to implant and nurture, that fresh, discriminating sensitiveness of soul, without which no man is master, no, nor the humblest slave of art? Certainly we can not conclude that the classical alumni are born dull and barren, for they are drawn from every grade of American life, and from the whole wide range of the continent. Nor is there any crushing uniformity in the structure and make up of American colleges. There are institutions where the stories of Hellas are unveiled from an Orthodox Congregational point of view, or where classic art may be surveyed across a Hard-Shell Baptist foreground. You may take your Plato under the stern eye of

Calvin, or drain the cup of ancient literature beneath the benediction of an exclusive sequence of apostolic succession. Cheap colleges there are where rusticity and shabbiness will pass unnoticed, or among the sons of plutocrats, with their yachts and drags and squanderings, there is another sort of classical atmosphere to be had at say a thousand a month. The choice is certainly wide enough. Yet out of them all not a laureled young brow, not a poet's voice, not a solitary, mortal man with the grace and glory of the classics upon him. Perhaps the sacredly-kept silence of the literary graduates is because of their usual curious lack of acquaintance or facility with that fine old form of speech, the English language. The word and thought being, as Max Muller so brilliantly maintains, if he does not prove, one and inseparable, perhaps these masters of esoteric art have no thoughts which easily attach to a mere living idiom. Feelings they must have, as young men and Americans. High thoughts and classical impulses they ought to have, as finished products of the alleged highest mind leading. Perhaps they could, if they liked, speak the fullness of their hearts in Lesbian-Æolic or later Attic, or some other tongue dead enough for college purposes. What we are waiting for is their Attic wisdom or wit, and we shall be only too glad to welcome it in the particular dialect in which they are least dumb. Why is it that our scholars do not, like Droysen and Couat and Mahaffy or Overbeck, or five hundred other Europeans, shake off the enfeebling pedantry of the class room and do something? Perhaps their most signal success at the present moment is in the department of biblical exegesis, and exactly what proportion of the really distinguished achievements in this field are due to undergraduate study, and how much to instruction in theological seminaries only exegesisists themselves can decide. Science is but fifty years old in America, and already the fresh, strong, living, new contributions are searched and used and honored by every specialist in Europe. If the most prejudiced

reader is inclined to doubt the fairness of this criticism let him betake himself to the nearest library and examine the indices of the last fifty volumes of English or Continental contributions to classical knowledge and see how many American names or works are cited, and then let him look over any dozen recent books of European astronomy, physics, geology, mineralogy, or chemistry, and he will find them alive and bristling with citations, quotations, and discussion of American scientific achievements. This is a land of materialism and the age of realism. Even in what there is of literary art, the school of the realist holds absolute sway. In fiction, for example, we are in the detective-camera period, the day of little snap shots and instantaneous pictures of the petty realities of common social life. Whatever of excellence writers of this modern school possess comes from the scientific exactness of their observation and their frank contentment with the actual. What the realists are practicing is science, not art. As examples of the clever and scientific use of language, however, it must be frankly admitted that they stand eminent. Even on that Boffiu's dust heap, the daily press, where the good and bad of American life are flung side by side among the reeking exhalations of bad morals and shocking taste, lie absolute pearls of literary style, articles which for terseness, cogency, and lucidity can not be excelled. Criticism would be baffled to point out a blemish in their masterly display of method. It is fine, but it is not classical; it is all nineteenth-century realism, part and parcel of the practical mundane spirit of this age or science and business. Ours is a vulgar but remarkably active civilization, given over, for the most part, to the energetic pursuit of personal prosperity and the struggle for material good. Of all ages and all lands this is the one where, for the mind's and soul's sake, a brilliant struggle must be made to stem the almost irresistible current of sodden materialism. After that highest of all ideals and idealizing forces, a pure and spiritual religion, there is nothing comparable to the

classics for the exaltation of intellectual and artistic standards which forever transcend that crushed, distorted, warped, and blasted thing—that sweet, splendid, grotesque, droll, dreadful thing—the real.

Culture in the School-Room.

JEANIE M. HAY.

We are accustomed to hear at teachers' meetings a great deal about the ideal teacher, and we pay so little heed, because of its unreasonableness. Moral, physical and intellectual perfection—where shall we find it? The sins of the fathers have descended in so many cases to the third and fourth generations, that these three qualities are rarely found. Great beauty and rare intelligence are not often found together. Morality with beauty is still more rare. I think we may often hear a voice saying to Beauty, "Unstable as water, thou shalt not excel."

Leaving beauty out of the question, and remembering what we have heard thousands of times about the teachers' personal appearances, and knowing that teachers morally—that is, by their certificates—are above reproach, we pass to question their knowledge and ability to teach.

You will say that is also stated in the certificate; think a moment—is it? The things enumerated on teachers' certificates are as essential to them as the air they breathe, but these are only stems, worth nothing without the branches, leaves and flowers. The flowers are the teachers. They have the most persuasive reasonings. We gather of our own accord the flowers, when if the stem were only there, we should leave it forever unnoticed. We remember the tree that bore no fruit on its branches; how it was withered, and such are not allowed to cumber the ground. We can take accurate measure of knowledge and ability, but this knowledge is not culture—it is part of it; but culture cannot be measured in the same way. What is culture? And

what ought the teacher to be?—the living embodiment of this culture.

We take our place in the school-room, "the observed of all observers." We have to assimilate with our surroundings, and we must carry something with us to make us masters of the situation. With a child, environment is everything, and we, the teachers, must be that environment for six hours every day.

Intellectual culture consists in acquaintance with many things and superior knowledge of some. It should consist of a delight in the beautiful and curious in nature, a respect for the arts and sciences, and a true love for thoughts and books. Rightly used, it will charm, strengthen and teach. Our present system of examinations to a certain extent retards culture among our teachers. There is *no* necessitated progress. In schools abroad we find the teachers are compelled to advance whether they will or not. After passing a certain per cent. on the common branches, drawing and elementary science, they take up one or two of the sciences, some mathematical or physical study, and pursue them to such thoroughness that any further work in them would be the work of a specialist. Till we get some such system, we cannot compel a culture on the part of our teachers; what they have now is entirely their own acquirement. I am speaking, of course, of the teacher brought up in common schools, not of those who have had the benefit of a well directed higher education.

What books do you like? Do you like romance, or do you prefer modern realism? All healthy natures have an appetite for romance, and the teacher who prefers "She" to "April Hopes" has the best intellect, the most intelligence. And the one who prefers Mrs. Southworth to Walter Scott should have no place in a school room. Can you read a philosophical magazine article without tiring? Can you give an opinion of a picture? Everyone who has been brought up on the magazines of to-day ought to be able to give a very creditable criticism on art or literature, and, being surrounded

by the harmony of the world, from the gentle rustling of the cottonwood trees to the majestic roll of the thunder, we should be well able to appreciate music, as from our childhood we have been favored with the music of this earth—the manuscripts and instruments of God.

If you carry into your school room a love of poetry, you have an element of culture that will soonest assimilate with the childish fancies around you; and if you "lead to the rhyme of the poet the beauty of your voice," you can restrain those noisy spirits, calm the excited, and elevate the thoughtful. The children love poetry, and no one ought to teach who cannot make them love it more.

Romance, poetry and art are the flowers of our nature, with many of us small as yet, but by careful cultivation will develop into beautiful blossoms that, as we grow old "our branches will lift golden fruit into the light of heaven." You go into your school-room, have never seen anything of the world; yet you can read what bards have sung of lands beyond the sea, you can journey with other's feet over many lengthened leagues, and when you have done that you can turn the world round with your hand for the children and teach them to find "tongues in trees, books in the running brook, sermons in stones, and good in everything." Shall our pupils remember their pretty teacher, their muscular, or their witty, cross teacher, rather than some useful or beautiful train of thought that they started? Shall it be person or our wisdom that is to be remembered?

This culture is the fountain of eternal youth; books, men and nature are the channels through which it flows, and if we drink freely shall find that the gulf stream of our youth may flow into the arctic region of our lives. Let us make our lives so rich that we shall be artists in our profession, when we go to join the great majority, may it be said of us of Albrecht Durer of old: "Emittit; Dead he is not, but deparat for the artist never dies."

The first of the series of lessons in Literature was given by Miss Noss to the Senior class last Thursday, and was a decided success.

The lesson subject was the Psalms, and embraced the following points: 1. Peculiarity of the poetical form of Hebrew poetry. 2. Characteristics of the Jews as seen in the Psalms. 3. Enjoyment of Hebrew poetry. Our class seemed encouraged since Miss Ruff has shown that the majority of the lesson-plans in Literature are superior to the Oswego work, and certainly equal to any she has seen exhibited. Lessons on George Eliot, Dickens, Moore, Irving, Motley, Emerson, Keffer, etc., are to follow.

Granted Leave of Absence.

The Normal school has been very prosperous this year and attendance will reach nearly 100. The Trustees have granted Principal, Dr. Theo. B. Noss, a month's leave of absence from July 1 for the purpose of travel in Europe to study educational work in Germany. He will be accompanied by his wife and child and will sail by the steamer City of New York on July 10.

Preparations have already been made for the commencement, which will be held June 27. Gov. Beaver will then be present and make an address and in the evening Robert Burdette will lecture on the "Grimage of the Funny Man." *Pittsburgh Commercial Gazette*, July 14.

Mr. W. L. Robison, '80, is still engaged in teaching at Hill City, Pa.

Miss Ruff has been selected to read the class letter for the alumnae exercises at Lewisburgh. We understand she has accepted.

The Senior class have taken up the subject of mensuration, which will be completed in a few days.

The members of the Junior class are about to commence their final designs on the blackboards.

Every Saturday forenoon the Senior class, in a body, make short trips out into the country, for the purpose of collecting specimens of flowers. Many new and rare specimens have been secured and prepared for mounting. The indications are that the class will have the finest collection of flowers ever exhibited in any normal school.

Prof. L. M. Herrington, Superintendent of Fayette county, spent several days at the Normal during the time Col. Parker and Dr. Brooks were giving special instruction. Prof. Herrington is one of the examining committee this year.

Prof. W. D. Cunningham, class of '87, at present a special methods student and assistant teacher at the Normal has just received from his school board at West Newton a check for \$100, as a donation, or as extra salary. The West Newton board appreciates good work.

Mr. G. W. Gallagher, '84, graduated, May 1, from the Medical Department of the University of Pennsylvania.

Messrs. Geo. Parker, W. F. Applegate, and Van B. Powell, all of class of '88, are temporarily located at 34 Ninth-st., Pittsburgh.

Mr. D. E. Hough, a former Normalite, is now with Douglass & Mackie, merchants, 151 Federal-st., Allegheny, Pa.

Croquet has become an interesting game at the Normal.

That the Normal is wide awake and progressive seems evident from the improvements which are constantly being made. The time is fast coming, we hear, when each teacher in the Normal shall give methods in his department—methods to be practiced in the Model School.

Miss Florence D. Brooks, daughter of Dr. Edward Brooks, was married April 10, 1889, to Mr. Ed. I. Keffer, son of the late Prof. Wash Keffer, of Lancaster, Pa.

The "A" room has been much improved in appearance by means of paint and paper borders.

The following chapel orations have recently been delivered by Seniors: "Emersonian Genius," by Minnie Paxton, May 1; "The Biographer," by Mary Murray, May 2; "Dominion of American Letters," by Olive Hank, May 13; "Grecian Imagination and Mythology," by Mary Eichbaum, May 21; "The Two Cycles," by Minnie McMunn, May 21; "The Point of Endeavor," by Bert Lewis, May 22.

Misses Roley and Packer, both loyal Clios of the class of '88, visited the Normal during the week Dr. Brooks was here. Both taught very successful terms of school last winter.

Those interested in the subject of district school libraries should write to Principal Noss for information. He has made a special study of this question, and can greatly help those who wish to procure libraries.

Miss Eva Patterson, class of '88, having closed a successful term of teaching in the public schools of Monongahela City, has opened a summer school at the same place, and is having abundant success.

Prof. Hall spent two or three days in Pittsburgh last week.

Mr. J. V. McLaughlin, one of last year's Clios, has returned and is taking the institute course.

Mr. Hanna, who was at home for two weeks, has returned to the Normal, very much improved in health.