

The Normal Review.

VOL. V. No. 2.

CALIFORNIA, Pa., OCTOBER, 1889.

50c a Year.

Entered as second-class.

Enrollment in the Normal this term 170.

The Senior class numbers 47 and recites in two sections.

The new carpet in the reading room brightens up the room wonderfully. Many pleasant and profitable *periods* are spent there.

The chapel, with its newly frescoed walls and ceiling, and beautifully grained wood work, is admired by all. Students look around, and, except for the familiar faces on the platform, can hardly realize that they are in the same school.

Probably before this reaches our readers we shall have natural gas. The pipes are laid to the school grounds and arrangements made for putting the fixtures in the building.

We seldom had as earnest, hard-working a class of students as this year. Every class, from the highest to the lowest, seems to be doing its best. Let this continue through the year and we shall surely succeed.

Interesting letters from Dr. Noss appear every few days in the *Daily Republican*. Any one desiring to read these letters can secure future numbers by sending to the publishers in Monongahela City.

Vacation is over. Your school has begun. Your duties as teacher occupy a large part of your time, but each one has some hours left that he can call his own. How can you employ these most profitably? How more so than by a thorough review of the work of the first half of the Junior year, so that at the close of your term of school you may enter the Normal and prepare for the June examination for admission to the Senior class.

We expect a large increase in our attendance at the opening of the winter term. There are many who were with us last year for a part of the year who are not teach-

ing, but who have not quite made up their minds to return. Come and swell our numbers. You will be welcome.

Last month we chronicled Prof. W. S. Jackman's refusal of an offer of \$2,500 from the Cook County Normal School. A later offer of \$3,000 was made and accepted, and Prof. Jackman is now at work in his new field of labor. We wish him success.

Twelve of the fifty-two Juniors of '89 are teaching: Misses Burke, Clark, Clemens, Groonae, Hutton, and Peebles, and Messrs. Brashaer, Foutche, Kiehl, Powell, Sutherland, and Thompson. We fear they made an unwise choice, and should have been with their class, but we wish them a successful year's experience, and express the hope that they will not fail to be members of the next class. Miss Bell, another junior of '89, goes with her parents to the state of California, and another, Miss Jennings, remains at home in Pittsburgh.

Eleven applicants presented themselves at the examination for admission to the Senior class. Eight of these passed the faculty, one of the eight failed before the committee, and one before the Supt. of Public Instruction. Of the remaining six, one, Miss Elsie Greathead, of McConnellsburg, will teach; the remaining five enter the class. These are, Messrs. Arnold, Johnson, and Layhue, of Fayette county, Miss Fannie Greathead, of McConnellsburg, and Miss McCrickart, of Allegheny.

In the present Senior class Miss Lizzie Higbee represents the Juniors of '86, Miss Anna Hurst the Juniors of '87, and Miss Laura Wertbay and Mr. B. F. Meredith the Juniors of '88.

We were favored during the first week of school by a visit from Rev. T. Ross Paden, of Minneapolis, Minn., a brother of Mr. John M. Paden, one of our students.

Mr. W. A. Braden, one of Fayette county's successful teachers, paid the Normal a visit recently. He expressed himself as well pleased with the school and its surroundings, met many old friends and made some new ones.

Hon. Geo. V. Lawrence, one of the State Trustees, paid us a visit of a few hours, Monday, September 9th.

Miss Orella Huntley, '85, was married on the 18th to Mr. Geo. Dixon, of Tyrone township, Fayette county. The REVIEW offers congratulations to the happy couple.

Miss Laura Lilly, '83, paid the Normal a visit on Wednesday of the opening week before leaving for her year's work. She goes to her former position in San Luis Obispo county, Cal.

Mr. Harry Chalfant, '86, visited us during the opening week. He returns to Washington College.

Mr. Blackburn, a student of '82, now attending the University of Pennsylvania, looked in upon us at evening chapel, Friday evening, September 6.

Miss Dora White, a Junior of '86, was among the visitors of the first week.

Mary E. McFarland, '88, writes: THE NORMAL REVIEW is a great source of comfort to me, and I don't see how I could get along without it. Whenever a term of school is about to open, I always feel a regret that I can not be there too, especially to help with the society work. Give Philo my sincerest regards and hopes for its successful growth.

Misses Ella and Eva Teggart, Ada Goe and Ada Stephens visited the societies Friday evening, September 6th.

Elder Hertzog, brother of Prof. Hertzog, visited us at evening chapel one day this month, and gave us a ten minutes' talk.

The English of the Future.

The countrymen of George Washington may very plausibly consider that they are making the English tongue of the future. However we may explain it, America gives us more phrases than we give America. They reach the Colonies (which in language are more American than English) and they come over here in papers, novels, anecdotes. If American is to be the language of the world, Americans may, and do, ask themselves if they are making that language wisely and well. As mere speakers of the old branch of the English speech, we may be prejudiced, but it has occurred to an American writer that the language is not in the best health. If phonetic decay has not begun, neologisms, or new-fangled terms, have come in like a flood. The American critic in the *Critic* divides the fresh phrases into the "hyper-elegant" and the "sub-slangy," not a very elegant expression, but intelligible. The word "elegant" is now, to Americans, what "vastly fine" was to English, and what "jolly" is now. Elegant haunts the vocabulary; it appears at the elegant cradle of the elegant baby, and beside the elegant casket of the elegant corpse. A laundress or washerwoman is now "a lady launderer," who "operates" her mangle. "Lady launderer" is democratic, and not bad, but to "operate" a mangle is to consider too curiously. "It is more blessed to 'donate' than to give" in the new speech. The vocable "al" comes in everywhere. Statements have a "factual basis," and a dentist is a "dentalist," a party man a "factionalist," a talker a "conversationalist." On the other hand, and unexpectedly, our old friend "emotional" becomes "emotive." Nouns become verbs with pantomimic rapidity; a man "meals" in one place, and "rooms" in another. No one states, or alleges, but "claims;" nobody asserts, he "allows." It was a Western poet who made Goethe rhyme with "teeth," and "Cyclades" to "maids." "K" has come to his own again in "skeptical;" but it does not follow, as the critic thinks, that he who writes

"skeptical" should write "school." Even "kritiks" may make blunders. Perhaps there is no use in remonstrating with novelties in language. If they "take," if they "catch on," what can be said or done? They fit into the great scheme of evolution, and the fittest survive. And why are all sorts of hideous barbarisms the fittest to survive? There must be some law of nature in their favor. Probably these new and dreadful expressions are adapted to the laws of least resistance and of human conceit. A piece of slang may have originally possessed some humor, as when a man is reported to "allow," instead of to "assert." There is a kind of *lilotes*, of intentional understatement. This catches the fancy, and becoming familiar, becomes easy. The careless writer scribbles on the lines of least resistance. He has a number of slang catchwords, and he lets all his ideas flow into the molds already provided. The more idle our minds, or, perhaps, the more rapid and impetuous our minds, the less we stop to pick our phrases, and the more we rush at the first catchword. Thus the old languages lost their inflections, and thus the wit of one, after being the slang of many, develops into the language of the future. But is the future to be careless of quantities? Poetry is becoming difficult to scan, so much do the younger authors write about classical persons, and so very slightly are they acquainted with the language in which these ancient gods and heroes conversed, made love and transacted business. Perhaps mixed metaphors are to be part of the language of the future, as when we read that a "pill" is made "appetizing" by being dressed in "beautiful English." In fact, the English of the future will need all the mental "acuity" which the people of the future are likely to develop. While indolence and ignorance are at work on one side, refinement and research are working their will on the other. An American novelist says of somebody's attitude that it was "arrestive as an obelisk, and uncircuatable as a labyrinth." Here is a nice derangement of epitaphs. But it is an English novelist who speaks of

"the lurching reverberations" of the firelight. This kind of performance will enter into the language of the future by way of a protest. Tired of hearing things said in a slipshod, common, mean way, authors will take refuge in odd, unholy adventures in unheard-of ways. They will be dictionary readers like Rossetti, Gautier, and others, and when found will make a note of queer and characteristic terms to be used in places and connections which are not so much characteristic as queer. Consider such a phrase as this, taken at random from an accomplished and admired student of style: "Beyond these are blue undulations of varying tone, and then another bosky looking spot, which constitutes, as you are told, the residential umbrage of another peer." May we not take umbrage, as people say, at the boskiness of this phraseology? So we are tossed about at present between the almost meaningless commonplace and the scarcely more significant research, and the unheard-of associations of words. And so, probably, it has always been, and old-fashioned readers of Gibbon and Johnson may have lamented over the language of the future, never guessing that umbrage might become residential, nor that reverberations of firelight might lurch.

The Ethics of Punishment.

Moral action means the action of self-consciousness and self-determined being, and can mean nothing else. Kant has summed the matter up in a few pregnant words: "Everything in nature acts according to laws: the distinction of a rational being is the faculty of acting according to the consciousness of laws." The supreme question at issue in the world of thought in these days is whether that faculty really exists. The very existence of morality depends upon it. For a plain man, Dr. Johnson's rough-and-ready way of settling it may well suffice: "Sir, we know that our will is free, and there is an end of it." But that the speculative difficulties which may be raised concerning this question are enor-

mous, every tyro in philosophy is aware. For a statement of the creed of determinism we can not do better than go to the late Mr. John Stuart Mill. In his criticism of Sir William Hamilton he pronounces it "a truth of experience that volitions do, in fact, follow determined moral antecedents with the same uniformity and the same certainty as physical effects follow their physical causes." And in the second volume of his "Logic" he writes as follows: "The doctrine called philosophical necessity is simply this: given the motives present to an individual's mind, and given likewise the character and disposition of the individual, the manner in which he will act may be unerringly inferred; that if we knew the person thoroughly, and knew all the inducements which are acting on him, we could foretell his conduct with as much certainty as we can predict any physical event." Now if this doctrine be true, it is obvious that there is no place in human life for culpability and moral turpitude, in the old and only intelligible sense of the words. If a man's actions are absolutely determined by character and disposition, which Mr. Mill regarded as the outcome of heredity and environment, and by the pressure of passions and desire, then most assuredly he is not morally responsible for those actions. And those miserable people, of whom Dante tells us in the "Inferno," are fully warranted when they blame, as the cause of their sufferings, everything except their abuse of their free personality their own bad will: "when they blaspheme God and their progenitors and the whole race of men, the place, the time, the origin, of their seed and of their birth." But no. It is not so. Man is responsible for the regulation of his passions, and for the course which the formation of his character takes. Side by side with mechanical determination by empirical motives, there exists in him self-determination. He belongs—consciously belongs—to the sphere of reason as well as to the sphere of sense. And therefore he is the subject of moral obligation. He is not the mere creature of circumstances, the predes-

tinued product of nature. We may, in a sense, admit that the character of a man at any moment determines his choice of motives. But his character is more or less of his own making. The soul has an originating casualty, and is the fount of duties and desert, of guilt and punishment. The character is the man; but he is determined as he determines himself. A man's character is not something imposed upon him from without, but something shaped by himself from within. He is, according to a wise Spanish proverb "the son of his own deeds." It is the teaching of Aristotle—and by no means "antiquated," although two thousand years old—that the rational nature supplies the rule of life, and that the law of habit provides for the attainment of facility in doing what reason requires. But habit is the outcome of volition; and for the freedom of man's volition it is enough to appeal—this is the justification of Dr. Johnson's dictum—to the categorical imperative of conscience. "I ought" implies "I can." The realization of duty is impossible for any being which is not cogitated as capable of self-determination. The speculative idea of freedom, like the speculative ideas of God and immortality, is practically warranted. When, then, we affirm human freedom of action, we mean by it action from a motive intelligible to, and chosen by, a self-conscious moral being. A deed may be morally necessitated and morally free. The self-surrender of the good will to the ethical law, which is reason, is the supreme manifestation of liberty. A man's true freedom is to keep in subjection the lower self, the self of the animal nature, and to conform his will to the higher, the rational self: to rise from the subjective to the objective. From this power of the will springs that moral responsibility which supplies the *rationale* of human justice, and warrants its solemn ceremonial. This it is which compels us to account of duty as something more than self-interest; of guilt as something more than disease; of retribution as something more than discipline. This it is which alone gives meaning and dignity to col-

lective as to individual human life. The whole doctrine of the philosophy of relativity is a gross outrage upon human reason. It is, what Mr. Carlyle called it, with exact descriptiveness, "pig philosophy." Man may for a time wallow among its troughs. But, assuredly, for a time only. When he comes to himself he will loathe the ignoble self-feit of its husks and indignant emptiness. "*Beati qui esuriunt et sitiunt justitiam, quia ipsi saturabuntur.*" Yes, this is man's blessedness, "to hunger and thirst after justice." But justice is volitional, not abdominal. "A good will is the only thing which an unsophisticated man finds of absolute value in the world." And a good will is a will self-determined by the moral law.

Our National University.

Washington is a national Chautauqua. It is an assembly always in session and ever engaged in disseminating new, useful and interesting information concerning every feature of public affairs, and all that pertains to the development of the material interests of the country. It is, indeed, a comprehensive Government university, whose many departments are continually open and free to all comers. The city as a whole is a study of our nationality. The Capitol and the departmental buildings swiftly grow in the minds of the beholder into an embodiment of the powers and the greatness of the Nation. The white dome of the Capitol seems to dominate not only the city, but the District, and is the central object in all landscapes near or remote in which the city is included. There is an educating power in the sight of this Capitol, of the great War, State and Navy Departments, and in daily acquaintance with the other public buildings. In a short residence one can take a practical course in government. Here all the co-ordinate branches regularly perform their work; and the relations of each to each, and the independent and co-ordinate work which each performs soon become familiar matters to the daily observer. The purposes to which the immense

buildings are devoted become clear, and set forth the wonderful extent and growth of the Nation's business. They epitomize the country. The countless divisions of the public service and the methods of performing each unfold themselves before the student of national affairs, and the vast machinery of the Government thus studied can be comprehended in a brief time as in no other way. It is a city within which to learn of every feature of national enterprise and to become acquainted with the individualities of every section of the land. The diversified agricultural interests of the continent can be rapidly studied in the museum of the department devoted to that subject. In this collection are the best products which the various districts of the country produce, and everything connected with their production and care can be investigated in whatever detail the student may desire. The various textile fabrics, their growth, the methods of their manufacture, their present and prospective value, the fruit and grain productions of every section of the country—in fact, every element which bears upon our wonderful and diversified agricultural development can be examined and studied here, either in general features or in the minutest details. To those who wish to learn the trees and shrubs and decorative plants of the entire country, Washington presents every facility. There are 140 miles of flourishing shade trees in the streets, comprising fifty varieties, both home and foreign, thus placing before the observer the best results in shade-tree culture to be found in any city of the world. In the grounds of the Agricultural Department are gathered specimens of every tree and shrub that grows within the limits of the Union, which, at the same time, can be made to flourish in the latitude of Washington. The many parks in like manner are filled with almost every decorative shrub known to any part of the country, which can be raised at the Capital in the open grounds, or which, by care in the greenhouses during the winter, can be made to thrive in these grounds during the summer months. To this immense collec-

tion of American flora is added a great variety of foreign trees and shrubs, until there have been gathered in our Capital city as numerous a collection of this kind as can be found anywhere. The great and growing museums bring not only every department of the country's life into small space before the student, but present prehistoric times in wonderful detail and richness, and also set forth in miniature the characteristics and dress and something of the daily life of every known tribe and nationality of the earth. The museum in the Smithsonian Institution presents the animals of prehistoric times in great variety; the wonderful bird life of this and other lands is shown by well-nigh countless specimens. The rich collections gathered by governmental exploring expeditions in all parts of the globe are here arranged for intelligent study, as are also representations of the best forms of industrial art which the work of modern nations shows. Through the wonderful collections and painted representations of Indian life in the Smithsonian and National Museums, the habits, the language, the looks, the dress and everything illustrating the daily life of American Indians are preserved in the minutest detail for future generations. As a race they are fast disappearing; but their history is here; and all their characteristics exhibited to the eye from the days when white men first began to explore the region beyond the Mississippi, and found there and carefully observed the mighty Indian nations of that day. Here is a wide, varied, and deeply interesting field of study. The National Museum might better be called international, since its extensive and well-ordered subdivisions bring the world in its arts and its industries before the student. It is, in and of itself, a great university with countless exhaustive courses of study pertaining to the material interests, the natural philosophy, the science and the art of all countries. The Army Medical and Surgical Museum leads the world. In it are collected countless specimens setting forth every form of wound and casualty known to camps, campaigns

and battles. The museum of the Ordnance Office shows the growth of arms and armament from feudal days to the present time. In the great modern workshops recently constructed at the Navy Yard the student can follow the manufacture of modern steel ordnance in all its departments. The Fish Commission, with its wonderful and most successful work, reveals the wealth of the seas in food fishes, and enables an observer to have before his eyes the process by which the lakes and rivers of the continent are being successfully stocked again with many varieties of valuable food. The Patent Office is a comprehensive college of technology. In its models and drawings there is displayed to the eye the growth of industrial art in the Republic. To study it with care is to take a full college course in the subjects which the marvelous exhibitions embrace. The libraries of the Capitol afford far greater facilities than those of any American university. The archives of the Government from its foundation are accessible in the various departmental libraries. Everything that the Government has ever printed can be found readily. The Congressional library is open to all with its 400,000 volumes, and its immense collection of newspaper files running back to the first journalistic ventures of the country. The libraries of the several departments are not only general in their character, but are also very full in the special subjects which engage the attention of each. In one sense there is a large and rapidly growing attendance on this National university. The company of literary men established here grows rapidly. The libraries attract them, and now swarm with them. As is seen the opportunities for research in every field are almost boundless.—*Gen. H. V. Boynton.*

The Training of Teachers.

At no time has there been a livelier interest among educators in this country concerning the adequate training of teachers for public school work than at present. In considering educational questions

the comparative method is always profitable, and in this connection a very brief description of the fitting schools of Germany as observed by the late Matthew Arnold during his third official investigation of public school work on the Continent for the English government may be helpful. The pre-eminence of school instruction in Prussia for the last half century renders his report unusually suggestive. One of the four points he was instructed to observe during his investigation was the status, training and pensioning of teachers; and as a type of the training received, the course of a fitting or normal school in Saxony is described. The training course lasts six, and may require seven years. As the government (free) schools are not above what corresponds nearly to our grammar grade, the course includes an academic as well as professional course. To the training school is attached a practicing school. In this school the students see and learn the practice of teaching. Their own instruction they receive in small classes which may not have more than twenty-five scholars. Their hours in class may not exceed thirty-six a week, not counting the time given to music. The matters of instruction are religion, German language and literature, Latin, geography, history, natural science, both descriptive and theoretical; arithmetic, geometry, pedagogy, including psychology and logic, music, writing, drawing and gymnastics. All of these are obligatory; but, after the first year, students of proved incapacity for music are no longer taught it. One-third of the teaching staff of the training school may be distinguished elementary teachers without university training, the remaining two-thirds being university graduates, but this proportion is never to be exceeded. There are half yearly examinations. The six years may be lengthened by one year for a student who is deemed not ripe for the leaving examination which comes at the end of the course. At the end of the course the student undergoes examination for office. The examination is both written and oral, and turns upon

the work of the student's course in the training school. If the student passes he receives a certificate of ripeness and is now qualified to serve as assistant in a public popular school, or as a private teacher where his work has not to go beyond the limits of popular school instruction (grammar grade). After two years of service as assistant the teacher returns to the training school and presents himself for the examination for "definitive posting." This examination is also both written and oral. Mr. Arnold attended such an examination and heard candidates examined in religion, music, German language and literature, the history of education and pedagogy, psychology, logic, and school law. In general, Mr. Arnold remarks that instruction is better in foreign schools because the schools are better organized and the teachers better trained. Only such teachers are eligible to positions as possess certificates of graduation from an authorized training school. One can but observe the adequate provision for successful training and note in comparison the need of similar regulations in our own state schools—namely, a uniform good standard of academic study to precede the training course, the high quality of the training staff, the two years' course of strictly professional study—theoretical and practical, although open to the charge of being impracticable with us. If thoroughness and completeness in the training of teachers are desired, one can hardly forbear the suggestion that two or three, at most, of the most advantageously located of our normal schools could, with greater economy and efficiency be made to accommodate and prepare for teachers the 1,000 students in attendance at the five institutions. The amount usually appropriated to the five, if divided among the three, would or could be made at once to greatly increase their efficiency of equipment, while in time higher standards, superior facilities and satisfactory results would bring credit to the state.

Plagiarisms of the Old Masters.

The Dryasdust tribe have always

devoted unwearying efforts to the tracking out of the so-called plagiarisms of the great masters; and not painters and sculptors alone, but all creative artists of high rank, and more especially poets and musicians, have been marked out as the prey of such investigators. The object has often been less the worthy one of following into its innermost recesses the workings of a master mind—thus enabling the student to divine its workings and assist at its developments—than the small and petty one of seeking to drag down the giant to the level of the dwarf, to undermine with the industry of the ant the foundations of the colossus. By all means, let us salute with enthusiasm the revelation of any fact connected with the genesis of a masterpiece, but let us not lightly assume that, because the chosen of the world, following an unerring instinct, may on occasion borrow from precursors, or from contemporaries, an idea or a motive—assimilating and perfecting the borrowed suggestion by infusing into it all their own commanding personality—they must in so doing necessarily sink below, or even to the level of, those from whom they derive inspiration; or by their deliberate appropriations deserve the reproach of plagiarism pure and simple. On the contrary, it is just those master spirits who have felt within themselves the power to sway and transform art, whose right to grasp with all-embracing hands whatever may best serve their purpose we may most unreservedly admit, applauding its exercise in its results. Shall it be said that a Shakespeare must descend from his throne because he has sought and found in rude and half-developed tales the raw material for the world's great tragedies? Because he may have discovered at times in the work of others the crude sketch, the skeleton which by his magic he has clothed with life and gifted with immortality? Shall we scoff at Milton because, perchance, it may be possible to show that he owes something to Vondel, or because we may wonder to find in the "Fiend" of Calderon's "El Magico Prodigioso" the germ of his loftiest invention, the awful figure of Lucifer?

Home Number Lessons.

F. LILIAN TAYLOR, GALESBURG.

The children have said good-bye, text books in hand. May the text books disappear until duty calls them again to the front, but not so the children. They are in the home circle and in the hospitable homes where the teacher finds rest and change. They are little guests, little traveling companions, and oftentimes little teachers.

Many a busy mother asks the teacher what can be done in vacation to help her boys and girls in their lessons, or what she shall do to prepare the little ones for coming school days.

That the education of the school should begin with the text books and be limited to them is a fallacy of which the teacher should thoroughly rid his own mind and the minds of all whom he can influence.

This idea sends many a beginner to school, knowing the first reader which is in use, almost by heart but with little knowledge of number. The difficulty which such children meet, wherever classified, has led primary teachers to discourage learning to read at home. Such discouragement has given rise to an opinion among parents that the teachers wish no preliminary instruction given in anything.

The most important study in its relation to class progress in the school is arithmetic. Many a child loses a year in the primary grade for the lack of such number work as any parent might have given him in his plays.

Only the exceptional child learns to read in his play. Only the exceptional child fails to learn numbers in his play, provided his parents lead him on by daily questions.

The mother who teaches her child to read, expects to lay aside her work during the time of instruction. The mother who teaches her child number, would best use no book, no slate, to set aside no time for definite instruction, but remember to use all times.

Let the teacher encourage oral number work before school days begin and in vacation, continuing until a habit of noticing number and its relations has been acquired.

A few moments' talk will make any parent see the common sense of this. A farmer wishes his boy to be able to answer quickly questions in oral arithmetic relating to the farm or workshop. Show the father that by frequently giving his son easy, practical questions he

will thus supplement the school by an individual instruction which the school can not give.

Many parents are doing this, and their children, as a rule, excel. Many others will be glad to do the same if their interest is once aroused.

The only caution necessary is to make the question easy. One of the most noted writers on education says that a vast amount of time is lost by making oral questions in arithmetic too hard—that ninety-nine per cent. of the questions should be easy.

Perhaps only the primary teacher who has watched the number sense grow so slowly that it hardly seems to grow at all has realized how little can be accomplished in teaching a dull child who is never led to notice number except in school. Class instruction discourages him because he is unable to keep up, and such individual instruction as can be given to one pupil in a large class or school is entirely inadequate.

Said a father recently, whose little boy of five knows more of number than some school children of eight, "Why, it doesn't take any time. I have talked to my children about numbers just as I talk about other things. When they are playing I ask questions and give easy examples."

Advise parents to begin to awaken ideas of number as soon as the child can handle objects. Use the words one and two in conversation with him. Ask him to show one plaything or to take just two berries from the dish.

Let the importance of early number work be appreciated by parents, and it will be done by the many as it is now done by the few.

Novelty, beauty, and interest can be found in every study if only there be leisure for the finding. Help the children to catch a glimpse of this truth during vacation days, and by so doing, show the parents the pleasure in teaching and the child the pleasure in learning.

Is the little one building block houses—give him four blocks, and ask him to build two houses just alike. Play each block is a little room. How many rooms in one house? In two houses? With an abundance of cubes and half cubes, and no more help in building than most children get from their elders, rightly directed play will build at the same time a goodly foundation in numbers.

There is kitty, a never failing source

of interest. How many children have been led to notice her feet and count her toes. What child would not laugh and be interested in finding how many tails and how many ears all the kittens have, or who has most claws, the cat or the bird.

"I saw six legs going by the window; guess what I saw?" "Three little boys like me," is answered after long study. "No, try again." "Oh, I know; a boy and a dog." "No, the legs were not walking." The boy fails and the mother says, "There are the six legs now, crawling on the window." The restless child who has been teasing for something to do, counts the fly's legs. The mother suggests the making of some flies, contributes some of the pie crust she is rolling, and a few splints from the broom. Soon a small tin of flies, recognizable to the naturalist only by number of legs, is ready for baking.

It takes less time to charm a child into knowledge than to follow him around with a whip.

But it is in the great out-of-door world that number reigns supreme. There is always one sun; there are always the countless stars. What else is found but once? What found too many times to be counted?

There are the animals of which the children never tire. How many cows here? How many there? How many altogether? How many have horns? How many horns in all? How many horses in a pair? How many pairs would you like to own? How many horses would that be?

Is the child having trouble in learning the multiplication table? Put away the book for the summer; exile the slate, and send the little scholar out into the clover bed to learn "three times."

How many children think the table of threes is in their arithmetic, and pass on, never noticing that the threes are growing thickly all about their feet. Let the clover leaves be the book, the school house a shady tree. The dolls may come to school and each one hold a clover leaf. Count the leaflets over and over, little one, and never stop drilling until those dolls can say, "Three leaflets, six leaflets, nine leaflets, twelve leaflets," and all the rest which can be read from twelve clover leaves.

The boy who likes a horse and hates his numbers might be allowed to earn a ride by repeating without a mistake, "One horse has four feet, two horses have eight feet, three horses have twelve

feet," and so on. Send him to the field to learn his lesson by the actual and careful counting of the horses' feet. When he has conquered and can say his table without an error, let the happy little horseman enjoy his ride, borne by the feet he has studied so well.

Teach the little girl who loves flowers, that the blossoms each have a number. Tell her that the great rose family—all the children and all the cousins know the table of fives, and why should not she. Let her gather wild roses, and, holding up first one rose, then two, recite, "One rose has five petals, two roses have ten petals," and so on suiting the action to the word.

Now pick the rose petals and make a pile of fragrant colored leaves. On the broad door stone make a rose garden, five petals here and five there, and thus learn the division table. Five petals make one rose, ten petals make two roses, etc.

Tell the little botanist that all the lilies love a number, but it is not five, and she must find their secret.

But best of all for never-failing charm, best plaything for the baby and the older children together, best rest for nervous children is a load of clean sand in the door yard. Furnish some tiny shovels, pint, quart, peck, and gallon measures, some toy money for playing store, and, with a little oversight, the out-of-door air and the pleasure will combine for health of body and growth of mind.

Division of Decimals.

JOHN W. COOK, ILLINOIS NORMAL UNIVERSITY.

The operations in division of decimal fractions may be rendered very simple by multiplying both dividend and divisor by a number that will make the divisor an integer, and proceeding as in partition. The denomination of each term in the quotient is then determined without difficulty.

The familiar law for "pointing" the quotient may be explained by referring to the corresponding law in multiplication.

Since the dividend corresponds to the product, and the divisor and quotient to the factors, it is obvious that the number of decimal places in the quotient must be such that if added to the number in the divisor the sum will be equal to the number in the dividend; hence the familiar rule.

The subject of compound numbers

has a wider range than any other in arithmetic. The child should meet its elements in the primary school. There is no reason why such common measures as the foot, the yard, the rod, the gallon, the quart, the pound, etc., should not be familiar to the children before they leave the primary room. The simpler tables should be made by actual operations with objects.

There are few teachers who have not had sore trials with grammar grade boys and girls to whom simple problems in this subject were quite incomprehensible. The remark, as old as Aristotle, that "there is nothing in the intellect that has not been in the sense," may furnish an explanation of the situation. The children have not had the "sense" experience, hence they are unable to have the "intellectual" experience.

We have much to learn respecting the value of introducing the elements of knowledge into early grades. The mind needs such a multiplicity of "exposure" to ideas before they become its permanent possession that an early beginning should be made. If a child be started on the right line in school the experiences of the playground and the home will come to the aid of the school and this manifold "exposure" will be secured. A proper "manual training" at this stage is not only admirable, it is indispensable if the best results are to be secured.

A compound number may be defined as a concrete number which is composed of units of more than one denomination, but which may be reduced to a simple number, that is, a number composed of units of one denomination.

It has also been defined as a number in which the scale is other than ten. Except in federal money and the metric system the scales are not uniform.

Compound numbers will mean little to pupils who have no clear ideas of what measuring is. The exact nature of the operation should be made clear by repeated exercises with a yardstick, a peck measure, etc. It may be defined as the process of comparing one quantity with another called the unit of measure. The result is a number. The determination of this unit is a matter of the utmost importance. The units of weight, capacity, volume, surface and length are derived directly or indirectly from the yard. The "pendulum experiment" is too familiar to need repetition here. If any of those for whom

these articles are written do not know what it is they will find a description of it in Ray's higher arithmetic, as well as in many others.

The yard is the standard. One-third of it is called a foot and one thirty-sixth of it an inch.

The bushel is 2150.4 cubic inches, the gallon 231 cubic inches, and the avoirdupois pound the weight of about 27 $\frac{1}{4}$ cubic inches of distilled water.

Reduction occupies a large place in Compound Numbers. Although pupils performed it as soon as they passed the number ten, in the primary grade, and have been performing it constantly since, many are unconscious of the fact. The ease with which it is accomplished in a ten year system prevents its ready recognition.

Reduction is the process of changing the denomination of a number without changing its value.

Obviously the only reductions possible are to a higher or to a lower denomination. The first is properly called Reduction Ascending; the latter Reduction Descending.

In general, to change a number to an equivalent number of another denomination, divide it by the number of its units that will make a unit of the required denomination. To change pecks to bushels divide by four; to change bushels to pecks, divide by one-fourth.

The rule may also be stated as follows: Multiply the number of units of the required denomination that equal a unit of the given denomination, by the given number; or, more conveniently, multiply the given number by this scale number.

Form a general rule for Reduction Ascending in which the operation shall be division. Do the same for Reduction Descending in which the operation shall be multiplication.

A GREAT deal of our "ill luck" is preventable. Much of it comes from our own haste and recklessness, some of it from ill-advised and too close association with "unlucky" people. The unlucky person is the one who is unfortunately constituted mentally, physically and morally. If you marry such a person, go into business partnership with him or assume any close relations, you have to take a share in his misfortunes, perhaps carry him or her for the rest of your life. Cultivate the "lucky" people, that is those who are sound in mind, body and estate, and give ten per cent. of your income to take care of the rest in an asylum. It is much cheaper, and you will be much happier.

Clioian Review.

MOTTO—PEDETENTIM ET GRADATIM ORIAMUR.

Editor, F. P. COTTOM.

The school year which opened September 2d promises to be one of great interest. The two dormitories have an unusually large number of students, and the motto of every one seems to be *Work*.

This is especially true of the members of Clio. Although we are slightly inferior in numbers, we are not in the least discouraged. The manner in which our members have acquitted themselves since the opening of society is to be commended. All have a deep interest, and no task in that line of work is too severe for them to perform.

Although we failed to accomplish the required end last year, we shall continue with an untiring effort to push upward and onward; and the fruits of our labors will be a triumphant victory over our antagonist in June, 1890.

Mr. Powell, a Junior of '89, will teach at Dravosburg, near Pittsburgh, the coming winter.

Mr. W. D. McGinnis, of Dawson, an ardent worker in Clio during the two spring terms of '87 and '88, paid us a pleasant visit on the 5th.

Mr. E. S. Minor, a spirited Clio, will mingle with the youths of Mapletown, Greene Co., the coming winter.

Miss Anna Clemins, a Junior of '89, will teach in Washington, Pa., and Miss Hutton near McKeesport.

The Seniors will ere long begin their Chapel Orations. The class being unusually large this becomes necessary in order that all may have a chance at the delightful work.

Mr. L. O. Newcomer will have charge of the Kentuck school in Stewart township, Fayette county, Pa.

Mr. George Darsie, one of Clio's victors in the contest of '88, has returned to Bethany College, West Virginia.

Man and His Shoes.

How much a man is like his shoes:
For instance, both a soul may lose,
Both have been tanned; both are made tight
By cobblers; both get left and right,
Both need a mate to be complete,
And both are made to go on feet.
They both need healing, both are sold,
And both in time will turn to mold.
With shoes the last is first; with men
The first shall be last; and when
The shoes wear out they're mended new;
When men wear out they're dead men too!
They both are trod upon; and both
Will trod on others, nothing loth.
Both have their ties, and both incline
When polished, in the world to shine,
And both peg out.
Now would you choose
To be a man or be his shoes?

"Thrice is he armed who hath his quarrel just."
—Shakespeare.

"And four times he who gets his blow in first."
—Josh Billings.

Therefore, young men, strike quick. It is not what is done for you, but what you do for yourself that educates you.

Miss Hattie Geho, '88, paid the Normal a visit September 13th.

Misses Bertha and Gertie Carroll, and Messrs. Blaney and Sutherland will all teach in West Finley township, Washington county. We congratulate the directors on their selections.

Mr. J. M. Layhue, of Fayette county, and a former student of Valparaiso, Indiana, Normal College, has enrolled with Clio and will devote his time and talent to the interest of the society. A member of whom we are justly proud.

Mr. Smith, '89, has resigned the principalship of the West Brownsville schools to accept a similar position at Ohio Pyle, Fayette county, near his home. His sister, Miss Clara, will graduate in 1890.

The greatest homage we can pay to truth is to use it.

Much praise is due Mr. Crow for the efficient manner in which he has presided over the society.

Miss Greathead, of Fulton county, has lately entered the Senior Class.

Mr. James Long, '89, paid the Normal a visit recently.

Clio is called upon to mourn the death of another of its members in the person of Miss Belle Crabbe, of Lock No. 4, a victim of typhoid fever.

A course of lectures is being warmly discussed by faculty and trustees.

Prof Bryan, of the Faculty, has rented a house in town, and will ere long bid adieu to dormitory life.

A gloom was cast over Clio when the sad intelligence reached us of the death of one of our worthy members of the Spring of '88, Mr. J. B. McLaughlin, of Flatwoods, Fayette county, who died of Diphtheria on the 5th of September. The hall was carefully draped in mourning as a memento of respect, but we should submit to Him who doeth all things well.

J. M. Luckey, '89, will be stationed at West Overton, Westmoreland county, the coming winter, where he will seek to develop the intellect of the many little urchins over which he has control.

Mr. George Parker, '88, will teach at Elizabeth, Pa.

Prof. N. H. Sanner, of Somerset county, a former student and worker of Clio, and a graduate of Bloomsburg State Normal, has been employed by the board of directors of Lower Tyrone township, Fayette County, Pa. Mr. Sanner is one of Somerset county's brightest men, and since it meets with quite a loss we hope Tyrone will meet with an equivalent amount of gain.

Mr. VanPowell, '88, in the employ of McNally & Co., of Pittsburgh, has entered the school of law at Ann Arbor, Mich.

Clio boasts of the best debater in school. Those who heard him on the evening of the 20th will not contradict the statement! The gentleman referred to is Mr. Kreger, of Kingwood, Pa.

Philomathean Galaxy.

MOTTO—NON PALMA SINE PULVERE.

Editor, A. J. JOHNSON.

Vacation, the schoolboy's paradise, has at last found an end. The halls of the Normal again resound with the patter of passing footsteps.

The energy of the students indicates something; it seems to point to a prize yet ahead, a mountain to be ascended and a will power equal to the emergency.

Last year was, probably, the most prosperous in the history of the school; but, judging from a logical point of view, we think that, in general prosperity, the term of '89-'90 will take precedence of all others.

Philo commenced the term with a determination that is always productive of success, and if we would again place the diadem of victory upon her head, every member must buckle on his armor and breast the enemy. While we have the enemy beneath our feet, we should not attempt so much to keep it there, as to rise above it. Then let every member be inspired with the watchword, "Onward to victory."

Prof. A. S. Bell, our new science teacher, is discharging his duties with efficiency and success, and those who attend the Normal the coming year will find him a worthy successor to Prof. Harper.

Mr. S. G. Ailes, '88, a former Philo and conscientious worker has commenced his pedagogical duties at Lucyville. Mr. Ailes is a general favorite among the students here, and we learn that he is leading many youths along the royal road to fame.

Among the many members of Philo we notice the familiar face of B. F. Meradith, who passed the Junior examination last year, but now returns to convert his Junior "willows into Senior laurels."

Philo extends a welcome hand to her former members.

During the absence of Dr. Noss, Prof Smith is giving entire satisfaction to the students as principal.

The Senior class numbers 48. Now, if the cruel examiners are not too rigid, what a grand affair the next commencement will be.

The Seniors are beginning the study of Demosthenes' orations. Oratory will in all probability undergo a reform; but we will wait patiently for the result before rendering a verdict.

Have you read the descriptive letters from the pen of Dr. Noss, written during his visits through European countries? They are written principally with a view of giving those who read them a more complete knowledge of our neighbors across the ocean. They are, indeed, a volume of history and geography combined, and are, at least, worthy of notice.

Miss Eve Downer is filling the expectations of her friends in the discharge of her duties as principal of the Model School. In her we find an able instructor, a wise counselor and a leader of no mean ability.

Mr. Wm. A. Applegate, '88, an energetic Philo, spent last week with friends and relatives of this place. During his stay he paid the students a friendly visit. We are always glad to see our old Philo friends.

Mr. J. A. Berkey, '85, is studying law at Somerset, Somerset county, Pa. Mr. Berkey has been principal of the Somerset schools for two years; during this time his ability as a teacher was manifested. Philo extends her congratulations and wishes him success in the new line of usefulness.

Miss Sadie Lilley, '89, a staunch Philo, dropped in to see us one day last week, and pay us a last visit before entering upon the duties as teacher of the Wilna school.

The condition of our chapel hall and the improvements throughout the entire building are of themselves a mark of progress; but these are in-

significant evidences when compared with those which are more numerous and more lasting,—the many teachers who to-day are holding honorable positions. These are emblems to be proud of.

Among the few who did not return to complete the Senior course is Mr. W. S. Brashear, who has of late been suffering from dropsy. When last heard from he was improving in health.

Miss Ella Neemes, '89, a valuable Philo, paid her friends at the Normal a welcome visit. Miss Neemes will teach in the West Newton schools the coming year, where it is expected she will do a world of good. She has our best wishes.

Mr. Wm. Applegate, will attend the Ann Arbor Law School. He will leave for that place some time in the near future and take a complete course.

Miss Minnie Applegate, of this place, and Mr. Walter Abbott, of McKeesport, were married at the home of the bride's parents, Tuesday evening, September 17. In wishing them a happy life we also wish them a successful journey on its troubled waters.

If any one not already a subscriber receives a copy of this number of the NORMAL REVIEW it means that he is invited to become one. Isn't it worth 50 cents to hear each month from your old school friends, besides getting twelve pages full of the very best educational reading matter? If you would like the REVIEW to continue its visits through the year send *fifty cents* in stamps, or postal note to the NORMAL REVIEW, California, Pa.

Among the visitors on Saturday of the first week were R. C. Crowthers, '85, now a Senior in Allegheny College, and Vincent Rader, '87, who will teach in Elizabeth township, Allegheny county.

Belle Craig, '78, will teach at Huston's Run.

A Course in Reading for Young People.

MARY E. BURT, COOK COUNTY NORMAL SCHOOL.

The sixth great landmark of literature and of history is *The Age of Shakespeare*, an age too often mistaken as the culminating point of literary genius. To those of us who have followed this course of reading, comparing the verses of Homer, Æschylus, Sophocles, Virgil and Dante it seems rather the natural leading from one brotherhood of thought to another.

From our fifth landmark, *The Age of Dante and Chaucer*, to our sixth is about 150 years, the first half century, often called "a dark age," followed by a brighter period whose glory is the brilliant group around "good Queen Bess."

Of the studies usable in the various grades belonging to this age only the briefest mention need be made. The world is full of literature pertaining to this epoch.

In the lowest grades stories of the great artists and photographs of the world's great paintings would furnish children with abundant material from which to produce their own little reading lessons. There is never a better time for children to become familiar with the pictures which have been the world's wonder and delight for centuries. Take Hobbien's "Madonna" as an example. Any child would be interested in the history of that picture, in the thought it suggests, and he would be delighted to write a little story about it after studying it with his teacher. "Stories of the Italian Artists," by Vasari (an abridged edition, Scribner & Welford, New York) is a good source of information for teachers and a very readable book in any grammar grade. With this era of painting it would be well for children to associate the story of Joan of Arc, the discoveries of Columbus, the invention of printing and the triumph of Palissy.

"Gutenberg and the Art of Printing," "Palissy the Potter," (a favorite book with Louise Alcott) are not above the comprehension of fifth grade pupils, and would furnish to primary teachers material for story telling.

Of all the classics belonging to our sixth landmark John Bunyan's "Pilgrim's Progress" (John Alden, 10c pamphlet) seems to be the most readable for very young children, although I have known many primary pupils to care for Charles Lamb's "Tales of Shakespeare." McClurg & Co., Chicago, pub-

lish one of the simplest editions of the Pilgrim's Progress; and teachers who are willing to cultivate a taste for bad style in writing can get monosyllabic editions at any book store. In the upper primary grades "The Boy's Percy," by Lanier (Scribner Sons) of Abby Sage Richardson's "Stories from Old English History" and Lamb's "Tales from Shakespeare" afford pleasing studies, and one of our practice teachers has adapted Spenser's story of "Una and the Lion" to her third grade work in a truly literary spirit.

A few years ago I saw a good mother reading a child's edition of Don Quixote to her two daughters, pupils in a lower grammar grade, and I have found selections from an unexpurgated edition useful in supplementing stories of chivalry. The story of Orlando Mad. from the fifth landmark, succeeded by the "Battle with the Windmill," the "Slaying of the Wine Bags" and several others of the same sort show the relation of Don Quixote to the legends of chivalry. For seventh and eighth grades there is no end of studies from *The Age of Shakespeare*, which children of less than ordinary intelligence can enjoy. Macaulay's "Essays on Byron and Milton" (Alden, 10c) Froude's "Erasmus and Luther" (Alden, 10c) Luther's "Table Talk" (Alden, 5c) "The Meditations of Thomas a Kempis," Milton's "Samson Agonistes," Bacon's "Essay on Truth," Scott's "Kenilworth," Kingsley's "Westward Ho," "Count Erbach, a story of the Reformation,"—any of these are studies which can be made interesting to pupils of these grades. Of all the interesting studies dating between Dante and Shakespeare, George Eliot's "Romola" is the broadest I know anything of. It brings out all the problems of the age. A literary club—after having studied it all winter—spent one evening in discussing "What men might possibly have met in the Florentine barber shop." Not only was it very amusing, but brought out a wonderful amount of information. Of the studies from Shakespeare I have found "Mid-Summer Night's Dream" the most attractive in sixth, seventh and eighth grades. With a class of my practice teachers I have read Marlowe's "Edward II." and the tragedy of "Dido," and Marlowe's genius has become a reality to them where before it was only a name. Marlowe is so thoroughly Greek in spirit that he shows far better than Shakespeare the evolution of human thought.

Balzac's "The Cat and the Battledore" gives us a glimpse at the French side of thought right here, and Browning's "Parcelsus," for the German also Goethe's "Egmont," Lytton's "Richelieu," Tennyson's "Queen May," Browning's "Christina" of Sweden, and "Stratford," all of these are studies well worth the attention of older people.

It is needless to multiply instances, since this age is the one of all the ages most magnified by "English" readers, the one age teeming with thought for young and old. The wonder is that with such a wealth of material before us we can find time to teach an imaginary conversation between an imaginary John and James about an imaginary hat.

What Is Genius?

A venerable college president, of Scotch blood, now enjoying well earned rest from his labors, was fond of telling his seniors that there is no genius but a genius for hard work. This is doubtless wholesome doctrine, but it is none the less unsound. Goldsmith would have been a greater man had he had the capacity for hard and continuous work, but all the hard work in the power of mortal would never have made Tupper the equal of Goldsmith. Give the delicate mechanism of genius its constant and reliable motive power and the world has results which, while they do not increase or alter the fact of genius, give tangible proof of its existence. Goldsmith, Shelly or Chatterton would have been as much a genius had he kept his fancies imprisoned in his mind, but he would never have been great in the worldly sense. God makes genius; the world reputation, which is the only accepted proof of greatness. Worcester does not go into the niceties in dealing with the word. He defines it as "extraordinary mental power, particularly of invention, intellect, ingenuity." Dr. Johnson, who certainly possessed extraordinary mental powers, but was no more a genius than a battering ram is a Toledo blade, showed enough ingenuity to devise a definition of the word for his own dictionary which admitted him to the charmed circle. He says: "The true genius is a man of large intellectual powers, accidentally determined in some given direction." Few people would be willing to accept the doctor's characteristically loose dogma that accident is an essential of genius—although accident, as in

the case of Watts' teakettle, has often directed genius. DeQuincy, himself one of the elect, gives this definition: "Genius is that mode of intellectual power which moves in alliance with the genial nature—i. e., with the capacities of pleasure and pain; whereas talent has no vestige of such an alliance, and is perfectly independent of all human sensibilities." Here is the metaphysical analysis of an over sensitive man whose mental tension always held him at concert pitch. His distinction is a nice one, as the historical study of literature, art and science shows that genius has produced its children with unspeakable travail. There is an excellent illustration of this in the case of Hawthorne, whose home developed characters took possession of his mind and were his masters months before their birth. From Johnson, sitting in his sloven's dress at a tavern table and roaring out his dicta to a circle of subservient listeners; to Hawthorne, shedding tears over the sorrows of "Hester Prynne;" to Chopin, playing out his life while George Sand listened; to Poe, tearing out the very substance of his brain to feed his fancies, or to DeQuincy, whose mental sensitiveness led to his moral and physical wreck—from Johnson to any of these is a journey around the world of thought.—*Detroit Free Press.*

Adjectives in the Predicate.

HENRY C. COX.

Every assertion or statement expresses the agreement and difference of two things, or of two general notions. The words used to point out the things or classes of things in question are called *terms*, and the words denoting the comparison form the *copula*.

A complete assertion or statement consists of two terms and a copula. Thus in the proposition: "Pencils are useful things," the two terms are *pencils* and *useful things*; the copula is the verb *are*, and expresses a certain agreement of the class pencils with the class useful things, consisting in the fact that the class of pencils forms a part of the class of useful things.

In logical phrase, *pencils* is the subject, *useful things* is the predicate, and *are* is the copula. There has been no little confusion by mixing the terms of logic with those of grammar.

Subject, predicate, copula, are terms of logic. *Nominative and verb* are terms of grammar. With this explanation,

and accepting the common usage, it may be said: "The subject is that of which affirmation is made; the predicate is that which is affirmed of the subject." The copula is the connecting band—the asserting link.

In the sentence above used the subject is *pencils*, the predicate *useful things*, the connecting or asserting word *are*.

But we do not usually employ complete expressions, just as we rarely state all the terms of the syllogism in our ordinary reasoning. The common form of expression would be: "Pencils are useful." Shall we say therefore that "useful" is the predicate? "Useful" cannot be under any circumstances, unless the other idea is included, equal to the subject "pencils"

In the proposition "chalk is white," no mind able to analyze its own processes will admit that the judgment ends with "white." "White" and "chalk" are not equal, and the former cannot be predicated of the latter except as a quality of a substance. In the abridged proposition "the man is in," it will hardly be supposed that *in* is what is predicated of the man, or that *in* constitutes one of the terms of the proposition.

To most minds there is no difficulty with the syncategorematic words, but the mind imbued with too much psychology is liable to become distracted when the categorematic words are introduced into the predicate.

Multiplication and Division.

BY E. H. ROUDEBUSH.

Multiplication finds a number equal to a certain part of or certain times a given number. Division finds what part of, or how many times one given number another given number is.

Division is the opposite of multiplication. Dividing by five gets the same numerical result as multiplying by one-fifth, and *vice versa*. Hence division may be performed by multiplication, and multiplication by division, but this fact makes it no less division or multiplication.

Whether multiplication or division is used in solving a problem may be known by the requirements of the problem corresponding with the requirements of one of the definitions.

The several requirements of a problem cannot be known from the numbers found in it, but a step of analysis must intervene to make plain the requirement. This is an essential point to be considered, for it sometimes occurs that the analysis changes one of the numbers entirely, in which case as well as all other cases, the operation must be based on the requirements and numbers found in the analysis and not on the numbers in the body of the problem.

If 1 pencil cost 2 cents what costs 5 pencils?

The analysis says 5 pencils will cost 5 times 2 cents.

In both of these analyses, the first one requiring one-fifth of 10 cents, and the second requiring 5 times 2 cents, we have the only requirements of multiplication.

If one pencil costs 2 cents, how many pencils can you buy for 10 cents? For this problem analysis says as many as 2 cents is contained times in 10 cents, or in other words as many as 10 cents is times 2 cents.

If one pencil costs 2 cents, what part of a pencil can you buy for 1 cent? The analysis here says as much as 1 cent is part of 2 cents. In these last two problems the analysis requires the only requirements found in the definition of division.

In the last problem we have 1 divided by two equals $\frac{1}{2}$. This is generally explained by saying that the dividend, *one*, is divided into two equal parts, and that $\frac{1}{2}$ represents one of the parts—or that the $\frac{1}{2}$ means one-half of the dividend, *one*, which is false, for in the problem and its solution we see that $\frac{1}{2}$ means $\frac{1}{2}$ of a pencil, which is represented by 2 cents in the problem. Hence the only unit to be considered is the 2 cents or the representative of the object unit, and we must conclude that 1 divided by 2 is $\frac{1}{2}$ of 2 considered as a unit, and not $\frac{1}{2}$ of *one*, the dividend.

The following outline will help us to understand this point:

Unit represented by.....	} Divisor or Multiplicand.
Numbers measured by the unit..	
	} Dividend. Product.
The part of the number of times the measured is of the measure	
The braces inclose equivalents.	Quotient. Multiplier.

Protection for Our Language.

The English language as spoken by the American people is subject to great and rapid changes. Among a people so little conservative everyone seems to feel at liberty to coin words and take liberties with his mother tongue. The varied foreign elements pouring into our country from every nation under the sun, the extent and variety of our territory, the vast sectional industries carried on, the cosmopolitan and migratory character of our people, their omnivorous habit of taking intellectual pabulum from all nations and languages and tongues—all these are constantly transforming our language. While these things may prevent a tendency to distinct dialects and serve in a measure to knead our language into a compact whole, yet they keep pouring into the mass an endless variety of new elements, and thus it is at the mercy of an infinite number of fluctuating forces. It is of interest to every American that the language in which the English classics have been written shall be kept as pure as possible, and that all changes shall be made with the greatest care. In no way can this be so well accomplished as through an American Academy of Language. No other means will so effectually secure unity, prevent sectionalism and abolish dialects. No mere dictionary making, whether by one man, one university or a committee of men, can secure the greatest permanence, breadth or unity to a language. When the standard of a language is left for the individual lexicographer to establish, sectionalism will at once come in. The West can complain that it is controlled by the usage or dictum of the East, and *vice versa*. The battle waged between the admirers or allies of different lexicographers produces an endless confusion; and dictionary buying becomes an expensive luxury, while the buyer has a vague feeling that the latest "unabridged" will be a transitory authority. What is imperatively needed is an American Academy of Language, with representatives from every section of the country. Every first-class college or

university should be entitled to have a members. Only the best linguists and scholars should be allowed to become members. Such men would win the respect of the Nation by their scholarship and soon establish a standard of pronunciation and orthography that would be recognized and obeyed as the authority on such subjects for Americans. And it would not be long before the scholars of England would co-operate with them, and we should then have a standard for all English speaking people. In what way could a part of the much discussed "treasury surplus" be spent that could bring us more honor or lasting profit than in founding such an institution, a national monument of which all Americans would be proud, a permanent testimonial to our national culture, wisdom and patriotism? Unsectional and thoroughly American, representing our ripest scholarship and broadest development, it would become an authority to which we would not only gladly submit, but to which we would all eagerly appeal.—*The North American Review*.

A Method in History.

BY W. A. COREY.

We are often reminded of the fact that the history of the United States, and history in general, true history, does not consist solely of a record of war, and are often told that "Peace hath her victories," etc. Admitting the truth of all this, it is nevertheless true that the record of wars by which our country's honor has been upheld, and her perpetuity insured, is an important part of her history, and it is with reference to teaching this part of the subject that I wish to take the floor (I should say the pen) for a moment.

Of course all teachers of history use maps (?)—maps of battle plans, campaigns, etc.; and so it is not to urge the use of maps that I write, but rather *how* to use maps, and *what* maps to use.

Let us suppose that the class are

just beginning the study of the civil war. Let the teacher procure five yards of cloth (muslin will answer) of a color upon which blue and gray will show plainly. Upon each square yard sketch with lead pencil the map of that portion of the country which was the scene of most of the operations of the war. The Missouri and Ohio rivers, and a line running east from the northern extremity of West Virginia, might be taken as the northern boundary of this portion, while the Atlantic coast would be its eastern, the Gulf coast and the Rio Grande its southern, and the western boundary of Texas, a line including a small part of eastern Kansas, would be its western boundary. Let the outlines of the states, and the principal streams and mountain chains be sketched with lead pencil. Let the five square yards of cloth be kept in one piece, five yards long by one wide, so as to be hung in a convenient place before the class.

Now, beginning upon the left, write the year 1861 upon it, upon the next 1862, then 1863, then 1864, then 1865. As the class progresses in their study let the great movements of each year be represented upon the proper map, with blue and gray pencil or crayon. The blue, of course, represents the Union, and the gray the Rebel. The line of march of the Union army will be shown by blue lines, and that of the Rebel by gray lines. Print the names of places held by the Rebels at the close of the year, and of battles where they were victorious, in gray; likewise, print Union victories in blue.

Group about the names of great battles, printed or written plainly, the date, month and day, and the names of commanders, the Union in blue, and the Rebel in gray. Draw a sharp distinction between operations in the West and operations in the East.

This method, with slight modifications, can be applied to any of the wars of the Republic.

The Mexican war can be well illustrated by representing upon one map the the movements of General Taylor, upon another the movements of General Scott, and upon another the movements of General

Kearny, and changing the gray to a color distinctive of Mexico.

So the Revolutionary War can be illustrated by sketching as many maps of the colonies as there were years of the war, and calling attention to operations in the north and operations in the south, changing the gray lines to red.

It is too often that the wars of our country, which have cost so much in treasure and suffering, which have been marked by so much of heroism and devotion, are remembered only as a confused jumble of campaigns and commanders, of battles and bloodshed, of marches and maneuvers. I have used the above method, and believe it will aid the student in understanding the philosophy of events, and that the clear outline before him will help his memory.

All the teacher needs to do is to arrange the maps given in the text books in a little different form, and add the colors, etc. The pupils can redraw the maps upon the blackboard, using colored crayon, or they can reproduce them in smaller size upon paper.

Sunstroke.

The effects of undue exposure to heat vary widely, and are by no means always proportionate to the temperature to which the person has been exposed. The so-called sunstroke, or heatstroke, may occur either in the direct rays of the sun, or in hot rooms, such as laundry rooms or the holds of steamships. Attacks may occur in the night as well as during the day, and in general, are to be feared at times when the atmosphere is loaded with moisture, so that free perspiration is checked. Experience shows that the drinking of ice water, when the body is overheated, is a prolific cause of these attacks. All degrees of severity are met with, from the lightest attack of headache and dizziness to the sudden stroke which ends with death within a few minutes. Some authorities would make three distinct degrees of heat prostration, although the line is seldom distinctly drawn in any given case. The first variety includes those cases

which show nothing more than a sudden faintness, muscular weakness and dizziness, with, perhaps, nausea and vomiting. The surface of the body is cool, the pulse rapid and feeble. In such cases, rest in a recumbent position in a cool place for a few hours will generally give relief. In the second class of cases the respiration and heart's action are affected, and the patient may die suddenly of syncope. Active measures must be entered upon at once. The patient should be removed to a cool spot, the clothing removed or loosened, and cold water applied to the head. Complete recovery from the effects may not take place for years. The third form is the most severe, and in the majority of cases proves fatal. The sufferer becomes unconscious, the skin is dry, the pulse slow and full, the face flushed and the breathing labored. Generally there is entire unconsciousness, and sometimes convulsions. The temperature runs excessively high, and the first attempt should be to bring it to the normal point. For this purpose cold baths and the application of ice are indicated. As soon as the temperature is lessened stimulation must be commenced, to counteract the great depression which always follows. It is important to remember that there is little danger from heat so long as the perspiration is free. By bearing this in mind many who are exposed might no doubt avert the threatened attack by leaving work and seeking shelter as soon as the diminution in perspiration is noticed.

Neither Monopoly nor Socialism.

If the trust makers really believe that the people of the United States will consent that many of our leading industries shall be permanently monopolized in this way, they have been strangely misled. If they suppose that the people will be convinced by their arguments that competition ought to be suppressed, they have lost all power to measure the strength and drift of public opinion. For the solution of such problems as this which is presented by the growth of trust schemes, the

people move slowly, but when they shall determine to apply a remedy for the disease, it will not be possible to oppose them successfully. They have no more liking for the doctrines of trust makers than they have for the visionary schemes of the so-called Collectivists or Socialists, who hold that the multiplication of trusts will inevitably and speedily lead to the operation of all manufacturing industries by the Government. They will have neither monopoly nor socialism, but will put down both.—*New York Times*.

TEACHERS should know something of their profession, its aims, requirements and responsibilities, but they should retain their own individuality in many of the applications of their knowledge to the work. It is with young teachers as with young travelers. When the latter propose to visit for the first time a country rich in history and in objects of present interest it is well to read up in many lives, history, biography of its distinguished past, political, social, geographical relations in the present. This is in preparation, so that when the feet tread the soil, and there enters into the mind the strange familiarity with the things we never saw before, there shall be to the eager intelligence ability to comprehend and value the objects of a personal perception. If all the previous reading of this young traveler is only to serve as lenses borrowed for the purpose of seeing as others have seen and of knowing only as others have known, the joy and glory of original observation and original possession have been lightly esteemed. A young teacher may cram upon so-called practical methods until charged to repletion with theories, which are to be "let off" upon the heads of the innocents in the first days of school life. A wiser course would be to read thoughtfully the directions of others, assimilating that which is really valuable and rejecting the trash of common place counsel, preserving as far as may be, the consciousness of individuality in the performance of his own appointed task.

Oratory as a Fine Art.

In antiquity the training of an orator was almost as elaborate an affair as the training of a race horse is with us. Not only the voice, but the whole man, physical, intellectual and moral, was carefully prepared, with conscientious minuteness of detail, for the great business of life, the making of speeches. In this system of education the development of the voice naturally held a large place, and the *phonascus* or voice driller, was an indispensable accessory, not only of every school of oratory, but of many formed orators. Of the methods of the *phonascus* we know little, but we find hints in some of the classical writers that, like certain of his professional brethren in more recent days, he was not disinclined to magnify his office. Seneca, in one of his letters, warns his friend against living, vocally speaking, in subjection to his *phonascus*, and implies that he might as well keep another artist to superintend his walking. In our own day the *phonascus* still survives in public life, though perhaps more as a luxury than an acknowledged necessity. A celebrated novelist, dramatic author and orator, who passed over to the great majority many years ago, used always to put himself under the guidance of a vocal mentor before delivering a speech. Every tone, every pose, and every gesture was carefully prepared and industriously practiced, under the direction of Mr. Frederick Webster, brother of the celebrated comedian, Benjamin Webster. That the elaborate training of the ancients was eminently successful is shown by the powers of endurance which it is clear they must have possessed. They habitually spoke for five or six hours, and even longer, and, in order to appreciate their staying power, it must be remembered that they spoke in the open air, amid all the tumult of the forum, which was capable of holding 80,000 people, and with an amount and vigor of action of which the gesticulations of an Italian preacher are but a pale reflex. Long-windedness was at one time cultivated as a fine art by Roman orators, when they had to

plead before a judge whom they supposed to be in favor of the other side. These prototypes of our modern obstructionists were aptly termed *moratores*, or delayers, because they postponed as far as possible the passing of the sentence. The abuse finally reached such a height that a law had to be passed limiting the length of pleadings in public cases to the running out of one clepsydra. It is impossible to say exactly what period of time this was equivalent to, as the water clocks of the Romans were of different sizes, and the rapidity of flow must have varied under different circumstances; from twenty minutes to half an hour may, however, be taken as roughly representing the average length of a speech under this strict system of "closure." If the Romans carried the culture of the speaking voice to a pedantic extreme, we, on the other hand, undoubtedly neglect it too much. It is not that we speak less, but that we have less appreciation than the ancients had of oratory as a fine art, and we are therefore more tolerant of mumbling utterance and slovenly delivery. Many an inarticulate speaker who, in these days, hums and haws through an hour or two of dreary platitudes, would have been hooted down in five minutes by a Greek or Roman audience. The comparative decay of orators in modern times is due to the diffusion of cheap literature; the function of the public speaker has been to a great extent made obsolete by the daily newspapers. Information and arguments on political matters, which had formerly to be supplied by word of mouth from the rostrums, are now served up, spiced to each reader's taste, by innumerable "able editors." But though the necessity for what I may call professional orators no longer exists, a large part of the business of the state in a free country must be carried on or controlled by talk, and the living voice must always have a power of stirring and swaying popular sentiment—the collective feeling of large masses of men, which is something more than the sum of their individual feelings—far beyond the reach of the pen. John Bright's exquisite purity of style

would have made him a most effective writer, but would his great speeches, if cut up into leading articles, have stirred the national heart as did his burning words, thrown red-hot among a living mass of enthusiastic hearers? On the whole I think we use the voice in public even more than the ancients, and there is, therefore, all the more reason for its being properly trained. Good speaking is nowadays important, not only from the artistic, but from the business point of view; and, even for "practical men," it cannot be a waste of time to acquire so valuable a faculty.—*Sir Morell Mackenzie.*

Disaster as Literary Material.

The vice of the time is the timidity and disingenuousness of the individual in the presence of the community. We are afraid to act out and show forth ourselves. We copy one another's dress, slang, gestures, habits and emotions. Our first solicitude is to avoid being ridiculous; and we venture to be conspicuous only in the line of popular competition. If calamity overtakes us, we shape the evidences of our grief to suit the prevailing fashion; once it was correct to strew ashes on the head and rend the garment; the custom now is to buy a hat band and maintain a sober equanimity. Those tumultuous passions and urgent impulses of ours are kept strictly at school, with no holidays; and devils and angels alike are entertained by us with the same affectation of tolerant good breeding. But a great public passion or calamity differs, in its effect, from a private and personal one in essential particulars. It reveals primitive tracts of human nature, naked and undisguised as they came from the creative hand—the ragged acclivities, the yawning ravines, the desolate plain, and the savage forests. A spirit is abroad beyond the compass of individual control; men and women are no longer cowed by one another, and the smug worship of conventional propriety is exchanged for a more awful and sincere religion. The pretty tricks and devices of social civilization are lost and forgotten

in the sweep and stress of common disaster. Our unaccustomed eyes almost shrink from the contemplation of the long-hidden secrets of the soul, just as the callow medical student flinches and turns pale when he is first called upon to look at the revelations of the dissecting table. Yet the uncovering of human traits wrought by events such as the Lisbon earthquake, or the Johnstown flood, is full of value to whomsoever cares to measure the breadth of the ever-widening gulf between man's appearances and his realities. Great poets and novelists make good their claim to mastery by telling us things about ourselves which startle, though they convince us. We believe their statements, first, on the faith of an inward, inevitable acknowledgement of our hearts; but when the Lisbon earthquake shatters a great city, or the lake above Johnstown bursts its dam and leaps, roaring down the narrow valley, we find in the result a confirmation of Shakespeare, Hugo, Hawthorne and Turgeneff, that is as complete as it is terrible. As far as mere story is concerned, what a wealth of material is here offered! It would not be surprising were the Johnstown disaster to modify the whole tone of our fictitious literature—and modify it for the better. The school of repression can scarcely contemplate the outlook with equanimity. We are once more assured, by palpable evidence, that romance is not dead, that the stories are not all written, that heroes and heroines still live and act and die; that generosity and self-sacrifice are not selfish affectations; that wickedness as black as hell is no fable. We know, despite all deprecation, that the heights and depths of humanity can not be overstated. One man rides hand in hand with death for the sake of the lives of his fellow men. Another mutilates the sacred hand of an infant for the sake of its gold ring. A mother intrusts her children, one after the other, to the flood, hoping the reeling plank may save them, but believing that, whether or not, they are safe with God. In the midst of the kingdom of death, another mother brings a new life into the world. An officer of the guard profanes the

awful day with maudlin drunkenness. A population sees the accumulation of lifetimes, and half its own members, annihilated in one desperate hour, and it is silent because silence is the only complete expression of misery. And over all the continent, upon converging lines, are journeying the tangible proofs of sympathy from a Nation which hastens to acknowledge the indestructible brotherhood of man.

Interpreters of Sense and Style.

Paraphrasing an old copy-book maxim of my childhood, I am strongly minded to say, "Punctuation is the soul of style." It is true that the ancient literatures got along very well without it; and I have heard an ingenious argument to the effect that the very absence of any such aid to the reader strengthened the fiber of his understanding, inasmuch as it compelled the exercise of a vigorous common sense. Commas, colons, and semicolons would have been useless to the Roman writer, the elegant terseness of whose language, which by means of its terminal forms infallibly indicated the arrangement, needed no hedging and fencing round about with parenthetical marks and boundaries. He depended for the security of his meaning on the mere virtue of his exquisite syntax. This would have been thrown out of gear, its whole sense destroyed, or, still worse, disturbed, unsettled and perverted, by any miscollocation (had such been possible) of related words. We owe punctuation—all of it except the full point, which closes and seals a sentence—to Faust and Gutenberg. The innovation is due, that is to say to the far grander innovator—printing. First introduced, punctuation was an aid to logic; and as no logic at all is better than false logic, no punctuation at all is better than false punctuation. Lawyers have a terrible logic at their command, but punctuation, true or false, they discard altogether. Are lawyers, then, not sensible to the luminous effect of a comma happily

placed? Yes, answers De Quincey, they are sensible. But also they are sensible of the false, prejudicating effect of punctuation carelessly and illogically managed. "Here," says the ratiocinative rhetorician, "is the brief abstract of the case. All punctuation narrows the path, which is else unlimited; and, by narrowing it, may chance to guide the reader into the right groove among several that are not right." Punctuations in written and printed language answer in some degree to vocal inflections and cadences. They avert, or should avert, frequent recourse to loud underlinings or italics. These are the forcible feebleness of a nerveless, flabby style; and they are almost invariably characteristic (if such things can be associated in any way with character) of persons who punctuate badly or not at all. Two of the most careful characteristic punctuations of our time have been Carlyle and Landor. Carlyle's manner, consequently, makes itself audible from the page; and as for Landor, I myself have seen him positively furious about a semicolon which ought to have been a colon. He was left alone, and in most beaming mood, in a room of the old *Leader* offices, and the next person who entered found him foaming. He had merely, in the interim, looked over his proof! Shakespeare punctuated with the decision which we now look for—not vainly—in a Tennyson, Ruskin or Kinglake. I have here named three perfect punctuators. My verification, or almost verification, of Shakespeare's own decisive pointing has been attained through the careful study of many passages in a no less authentic edition than "the famous folio of 1623." Here we get back near enough to the original hand and the master mind to form a fair judgment of the subject. It is a firmly pronounced, articulate punctuation, such as no editor, however "judicious," could easily have supplied.—*Cassel's Family Magazine*.

It is the foolish aim of the atheist to scan infinitude with a microscope.—*J. A. Macon.*

Agnes McAlpin, '81, has been employed in Connecticut.

Lilly R. Reis, '83, goes from the Hiland school, Pittsburgh, to the Fifth Ward, Allegheny.

Anna Shutterly, '85, is one of the assistants in the Model School at the Normal.

In Union township the Normalites are Retta Morrison and Maggie Gilmore, '89.

Mary E. Crumrine, '82, is teaching her sixth term in the Archer school, Morris Township.

Miss Hattie E. Hughes, '85, is teaching a ten months' term the third year in Delaware City.

Orville I. Woolsey, '85, is stenographer in the office of the Central R. R. of New Jersey, at Elizabethport.

Belle Armstrong, '86, secures a good position in the high school of Farmer City, Iowa.

Monongahela City believes in Normal talent. We find in the schools of that place Misses Judith Collins, '82, Elva Hertzog, '84, Eva Patterson, '88, Sallie VanVoorhis and Lizzie Jamison, '89, Lizzie Morgan, '85, besides several undergraduates.

Uniontown employs Misses Bieres and Longanecker, '84, and Miss Annie Wood, '86.

Mr. J. W. Berryman, '83, is principal of the Coal Centre Schools.

Mr. S. P. West, '86, remains in charge of the colored schools of Uniontown.

Miss Elma Fuester, '82, is located in Upper Tyrone township.

Miss Amber Marquis, '88, adds great weight to the teaching force of Smith township, this county. In this township we also find in Miss Annie Vance, '88, Miss Anna Andrews and Miss Jennie Campbell.

Joseph Hornbake, '85, and Miss Mary Hornbake are holding the fort at Woods Run.

In Allen township we find Lizzie Barnum, '83, Lizzie Garrett, Bertie Sphas, Lulu Dowler, Minnie McKenna, and Florence Burke. Every teacher but one a Normal student.

Effie Lindsay, '84, and Bernette McDonough, '87, have positions in the West Brownsville schools.

Chas. Herron, a student of last term, represents the Normal in South Strabane.

Miss Belle Ackelson, teaches in Robinson township.

Alva Chalfant, Allie Moss and John Sheiry are the Normalites of Perry township.

C. J. Bennett and W. S. Brashear raise the Normal banner in Luzerne township.

Miss Sadie Irwin has a position in Buffalo township.

The Normal is well represented in Carroll township by C. N. Hawkins, F. J. Underwood, Annie McGogney, Laura B. Gilmore and Kate Hanlon.

Fallowfield gets Carrie Wilson, '85, and Hessie Carter, Blanche Parsons, Dora Jacobs and D. D. Kiehl.

Mifflin township, Allegheny county, employs Mary McFarland, Becca Reeves, '88, Maggie Gamble and Archie Powell.

Miss Josephine Welch, a Junior of '86, has a good position in West Elizabeth.

Rhoda G. Harrison and Ida Marks teach in Lincoln township.

Misses Minnie Moreland and Hannah Gilmore and Mr. P. L. Mellinger are our representatives in Bullskin township.

Franklin township, Fayette county, takes J. C. Long, '89, J. H. McKee, '84, J. B. McLaughlin and Jesse Arnold.

C. H. Garwood goes to Stoney Point, Menallen township.

Wharton township has two former students, C. L. Smith and Rachie Hansel.

West Pike Run has elected Grant Robinson, a recent student, as one of its teachers.

In Morris township we find Mary Crumrine, '82, and Annie Ankrom.

In West Bethlehem the Normal is well represented by Avie Kinder, '89, and S. Z. Crumrine.

L. M. Axtell, '80, and Sadie Lilley, '89, take the responsibility of training the young idea in Granville.

J. S. Washabaugh teaches in North Strabane.

Amwell township employs R. M. Day, Carrie McGinnis, '86, and John Hathaway.

Miss Olo Hawkins and H. W. Corneille will do their winter's work in East Bethlehem.

Belle Rankin will be found in Mt. Pleasant township.

Ada Gunn, '88, and Cynthia Manon, a Junior of '86, have positions in Franklin township, this county.

E. E. McGill, '86, will teach in Donegal township.

South Union takes Hannah Jeffries and Mollie Gaus.

In Redstone township we find B. W. Craft, '79, N. S. Orange and Minnie Powell.

Miss Luna C. Chalfant, '86, goes to a position in the schools of Pueblo, Colo.

Mr. E. F. Thomas, '86, is principal of the schools of Fairhance, Fayette county.

Mr. John A. Brant, '87, retains his position on the editorial force of the Ligonier Echo, and also teaches a school in Westmoreland county the coming term.

Mary E. McFarland, '88, teaches in Mechanicsburg, Beaver county.

Maggie M. Adair, '85, retains her position in the Third Ward, Allegheny.

R. M. Curry, '87, teaches in Elizabeth township, Allegheny county.

Sadie C. Scott, '88, is located in Hanover township.

S. G. Ailes, '88, crosses the river to Marchandville.

Flora B. Packer, '88, retains her position in Braddock.

Eva Teggart, '88, teaches in Dunbar, Fayette county.

Geo. M. Fowles, '88, is in charge again at Powhatan Point, Ohio. Miss Allie Baker, '89, is one of his assistants this year.

Mary Vogel, '89, Geo. Thompson, a Junior of '89, and Margaret Shepler, are among the Webster teachers.

Miss Carrie Greathead, '85, and P. M. Weddeil teach in Rostraver township.

Death has invaded the ranks of our students of last year, and among his victims are Miss Forsythe, Mr. McLaughlin, Miss Cora Weaver and Miss Belle Crabbe.

Miss Ethel Danley, '88, teaches in West Finley township.

Miss Maria J. Geary, a student of last year, teaches in Bellevue, Allegheny county.

Mr. Frank Frye, '77, is agent at Belle Vernon of the McK. & B. V. R. R.

Miss Ruff represented the Normal faculty at the Westmoreland county institute, September 19th and 20th.

W. L. McConegly, '86, is assistant superintendant of the Armor Plate Mill, Homestead.