

The Normal Review.

VOL. V. No. 4.

CALIFORNIA, Pa., December, 1889.

50c a Year.

Entered as second-class matter.

For the Normal Review.

MUNICH, Germany, Oct. 8, 1889.

After weeks of constant travel and sight seeing in Italy we have at last found a resting place in the beautiful city of Munich. We crossed the Alps to-day by express train over the Brenner Pass. How our hearts were rejoiced to find a large package of home letters awaiting us here! We took our letters with us to the table, and before we had finished our supper we had devoured also our mail. The good news from the dear Normal, coming from half a dozen sources, was inspiring. The improvements in chapel, dining room, dormitories; the large Senior class, the increased number of students, the introduction of gas for heating and the other marks of progress all brought cheer and fresh encouragement for the future. How much we shall enjoy participating again in the great work being done at the Normal, when these days of travel and school visitation are ended. We may not be able to see the fall term close, but we expect to see the winter term open. Thus far we have had no opportunity to study educational work except in Switzerland and to a very small extent in Italy. This will employ nearly all our time during the six weeks or more that we shall spend in Germany. The recent graduating classes (especially that of 1889) that discussed with me so frequently the life and teachings of Pestalozzi may be interested to learn that I visited Zurich, the place of his birth, and Yverdon, where he conducted for twenty years the school that gave him his world-wide fame. Strange as it may appear, I found one of Pestalozzi's pupils (the last one) still living, at Yverdon, although Pestalozzi's work ended there as early as 1825, and his life in 1827. I made a second visit to Yverdon, returning all the way from Geneva, for the purpose of obtaining an in-

terview with the old gentleman. He is about ninety years old, feeble in body, but with clear intellect. He is the author of several books, including a large biography of Pestalozzi, a copy of which I purchased, securing the author's autograph on the flyleaf. The hour spent by this venerable pupil of Pestalozzi (Roger de Guimps, by name), I shall never forget. His conversation abounded in reminiscences of the great educator. One interesting incident was the repetition of a beautiful prayer learned from the lips of Pestalozzi himself.

In Geneva we visited a number of public schools, profiting most from what we witnessed in the kindergarten grades. The five weeks from the time of leaving Geneva to this date seem more like a dream than a reality. This dream includes two crossings of the Alps, once by diligence over Napoleon's great road, the Simplon Pass, and once by train over the Brenner, the lowest and the oldest of the Alpine passes. It includes also the exquisite lakes of Northern Italy; the ruins in Rome and Pompeii; a total of several miles, more or less, of picture and sculpture galleries and museums in Milan, Rome, Naples, Florence, Bologna and Venice; and a strange four days' experience in a city on the sea where not a vehicle, nor a horse was seen in all that time, but where mosquitoes were seen, heard and felt every night.

Although we greatly enjoyed Italy, every day of it, we are glad to get into the grand old Fatherland. On my visit to Europe ten years ago, no people impressed me so favorably as the Germans. They publish far more new books every year than any other nation. They have more great universities than any other. For the last fifty years they have been the recognized leaders in the sphere of elementary education. Still, if I mistake not, the United States, which has bor-

rowed so much educationally from Germany, will soon surpass her. Already we have better school buildings and appliances. Our supreme need is thoroughly prepared teachers for all our schools, and this need is coming to be recognized as clearly in America as in Germany.

THEO. B. NOSS.

For the Normal Review.

The teachers of Tyrone, in Fayette, held a most interesting institute at Oakdale, under the supervision of W. D. McGuinis, the teacher. L. W. Lewellyn, '85, delivered the school address, followed by W. H. Newmyer, '83. Prof. A. F. James gave a talk on "Morality in the Public Schools." J. M. Luckley, '89, talked on "Attention." We had many other subjects of the day discussed, and all went away glad they had come. Lower Tyrone claims to have the best corps of teachers in Fayette county. The Normalites figure largely in it since we find the following: N. H. Sanner, W. H. Rhoades, W. H. Newmyer, W. D. McGuinis, and A. F. James. The next Institute will be at Canningham, Nov. 23, 1889.

A TEACHER.

Thanksgiving.

Natural gas for heat and light.

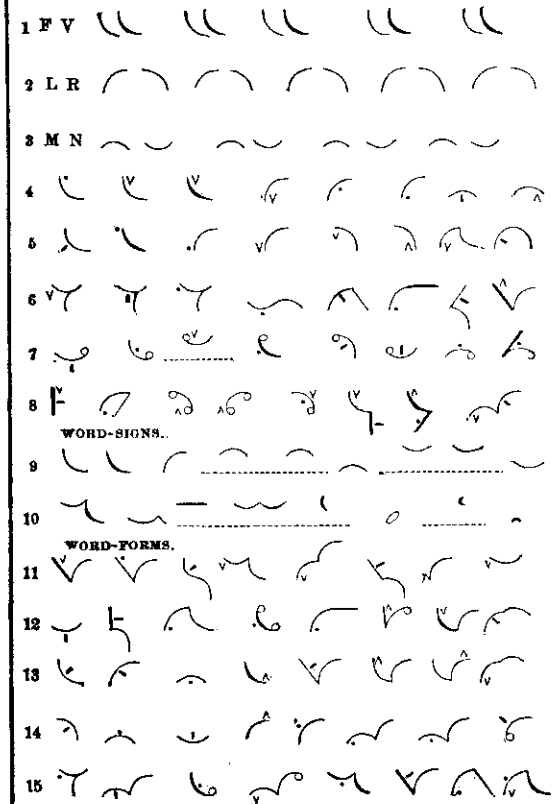
Do not fail to hear Prof. DeMotte's lecture, "A Beam of Light," on Thursday evening, Dec. 19th. It will form a fitting close to a busy and prosperous term of school.

Dr. Noss and family have engaged their return passage on the steamer City of Paris, which sails from Liverpool Dec. 11th. This may possibly enable him to reach California for the closing exercises of the present term.

Miss Clara Burgan has a position in the schools of Altoona.

Fayette County Institute begins on the 16th December. A great many Seniors will attend.

Plate 4.



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LESSON IV.

KEY TO PLATE 4.

- 4 Fee fle vie lie lay lee mow (verb) mow (noun).
 5 Oaf eve cel isle ire our life lower.
 6 Nile knoll kneel name lope league chore boñ.
 7 Nose face sign save sore sown aims James.
 8 Dio leech sours soils arise Fido voyage Milo.
 9 *Word-Signs*—For have will me my him in any no.
 10 Never now give anything that first we you.
 Translate Ls 11 to 15. (The words in Ls 11 and 12 occur also in the exercise below.)

After *n*, *sk*, and in some other cases, *l* is written downwards. See L 6. It is then called *el*; and when struck upwards, *lay*. The signs for *l*, *ol*, and *ow*, should be made as small, light, and sharp-angled as possible. When two vowels are written by one stem, one is placed nearer, according to the order in which they occur. The circle *s* is always written on the *inside* of curves. At first, curves are difficult to write. As to degree of curvature, they should be nearly one-fourth of a circle. Be careful to bend them evenly throughout. In this and all remaining Lessons, spend at least two hours in copying and re-copying the Plate. Then write the words as they are read to you from the Key, compare with the Plate, and repeat until no errors are found. Also write and re-write the exercise a number of times. Occasionally transcribe your short-hand, and compare the translation with the original print. At first write *slowly*, and with *great care*; afterwards increase your speed gradually.

First—Practice on Plate 4 until you can copy it in two minutes.

Second—Spend twenty minutes writing the word-signs in Lessons III and IV as they are read to you miscellaneously.

Third—Write in short-hand the following Exercise:

Knee may nigh know oil safe save file feel vale vile fame foam Lyle loaf loam Maine lief leave moil knife leak bore door fore pore pale pile peel bale bile fails tolls vice.

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Short-hand.

The back lessons of this course can be obtained by enclosing a two cent stamp to THE AMERICAN SCHOOL, Streator, Ill. Be sure to state what lesson this issue contains.

All exercises are to be sent to THE AMERICAN SCHOOL, Streator, Ill., to be delivered to the instructor.

IV.

Prepared especially for the AMERICAN SCHOOL, Streator, Ill., by Prof. Eldon Moran, of St. Louis, Mo., (author of the "Reporting Style" Series of Stenographic Instruction Books.)

(Copyrighted.)

When two or more persons meet together for dictation practice, the following plan may be adopted: Be seated all at one table. Limit your attention to the lesson upon which you may be engaged. Do not practice for speed upon any exercise until you have learned to phrase and outline it correctly. Each student should in turn

read to the other members of the group, the exercise being read not from the print, but from the notes last taken. When all the members of the circle have read in turn, compare the last draught carefully with the original, and repeat until errors cease to be found. Write the list words a number of times, reading them as often.

Dictate slowly at first, gradually increasing the speed. Always ascertain who is able to read the entire list in the shortest time. In dictating an exercise read the sentences in the natural way, not as a clock ticks, but as they would be delivered by a public speaker, allowing the intervals to occur between clauses rather than between words. When the members are not equally advanced, those who can do so may write each sentence dictated, twice or three times, or oftener, instead of once

only. It is by no means necessary that all the members of such circle shall have made the same progress in order to derive great benefit from it.

HINTS TO STUDENTS.

In learning the list words a good plan is to write the proper characters in a column at the left margin of a sheet of practice paper, afterwards filling out each line by writing the words over and over, gradually increasing the speed. Always carry in your pocket a copy of this paper containing the short-hand lesson of the current week, to read at leisure moments, while traveling, waiting for the cars or steamboats, for lazy people to keep appointments, or whenever an opportunity for a few minutes' study may be had.

Most pupils press the pen too hard upon the paper, making both the light

and heavy lines heavier than they should be. This extra pressure means more friction, more labor, more time, less speed. The rapid stenographer always touches the paper lightly. It is an excellent plan to cultivate lightness of touch by frequent practice in writing the thin stems as fine as possible, executing them rapidly, barely touching the paper with the pen.

The learner who always cultivates a compact style of writing will in the end be both more rapid and accurate. By compactness of style is meant that the characters be written not only small, but closely together. The handwriting of most all beginners is too large and sprawling.

Stories in Geography Teaching.

It is one thing to entertain children with stories—to give a few disconnected ideas—and quite another to make stories the medium by which to secure geographical knowledge. "Seven Little Sisters" by Jane Andrews, to be found in the "Public School Library," is a very suggestive book. Her charming pictures of child life arrest and hold the attention at once. Agoonack, Gemila and Pen-se are children like themselves. The concept of a desert built up by such stories is not merely a barren stretch of sand, but a vivid picture of life in such a region. Gemila has no permanent home, lives in tents, and wanders from one oasis to another. She travels on camels over burning sands. The sun makes her eyes hurt, and her head ache. She sees an ostrich, and knows the value of its eggs and feathers. She meets a caravan of a hundred camels, loaded with carpets, spices and morocco.

Frigid climate no longer suggests mere cold, but all the conditions that grow out of it. It makes Agoonack dress in skins, live in a snow house that is heated and lighted with bear's fat, eat only meat, travel on a sled, etc. The long darkness, the first appearance of the sun for such a little while, the gradual lengthening of the

days until the sun does not go away even at night, tell plainly the cause of the cold. The intense heat of summer, the extreme cold of winter, the difference in length of our winter and summer days, the difference in temperature when the sun is overhead and when it is near the horizon, are all of interest now, and will be carefully noted in order to understand why it is so cold where Agoonack lives.

Palm trees and other tropical vegetation in the abstract are not necessarily interesting; but the palm tree from which Gemila gathered dates, or the one that provided BrownBaby with milk has acquired an interest that makes it worth while to contrast it our trees and note similarity and difference.

While the primary purpose of the story of Gemila is the idea of life in the desert regions, there are other associated ideas that will, or at least can, be developed in connection with that one. The oasis in the desert presents the contrast of fertile and sterile soil, and suggests at least one reason for it. The full significance of the absence of trees and grass, will be appreciated best by contrast with forest and prairies.

In the story of the Mountain Maiden the ideas of form and height of mountains, of slopes, peaks and passes—of variation of vegetation with altitude—of modes of travel, occupations, etc., will call out all needed material for ideas of difference between mountains and hills, hills and plains, plains and plateaus. In short this story affords the means of developing all common relief forms; and in a way especially adapted to secure their association, and to emphasize likeness and difference.

We would say to the teacher that the essential thing is to have a definite idea of what it is desirable to teach, and then select material from all available sources. Decide what common geographical features will be

needed for the study of the continent, generally those of less frequent occurrence to be developed as required. Select stories that will bring out important points. Study these stories carefully. See what other points are developed incidentally. Look about for natural features, products and pictures to use as analogies and contrasts. Note the simple laws of interdependence. Have these all clearly in mind. Read the stories to the children a paragraph or two at a time. Read with expression. Ask the children to reproduce. Question on the separate points to show similarity or difference from that which they know or can observe. Remember all the while the points to be secured, so that questions and illustrations shall tend in that direction. When a story is completed, review and drill upon each feature. Point out all characteristics common to all features of that kind, and the ones peculiar to this one; and thus from the particular lead to the general concept. In short, see that the children have been taught something of value, and not merely entertained.—*School Education*.

SOME TEACHING DEVICES.

TEACHING THE TIME OF DAY.—A little time can be taken at the close of the reading lessons for this purpose. Make a clock-dial out of pasteboard and pieces of tin, or what is better, procure an old clock; then practice telling the exact hours, that is, minute hand at twelve, while the hour hand is changed from hour to hour. Next, let the hour hand remain at twelve, and drill upon the time past the hour; as five, ten, or fifteen minutes past half past. Then would come five, ten or fifteen, etc., minutes to half past the other hours. Last, teach to tell the number of minutes to any given hour.—*School Devices*.

A PLAN FOR LANGUAGE WORK.—Read a story, let it be immediately reproduced in writing on one side of sheets of paper of the same size. Do not correct. Temporarily bind them for the free criticism of the members of the school. Such inspection will do a great deal of good.

One Duty for Teachers.

Prompt and exact obedience to the rules and commands of the teacher are evidence of his fitness to control. The teacher who permits delay in the execution of his orders, or who is satisfied with an imperfect compliance with them, gives conclusive evidence against himself as a successful disciplinarian. I am reminded here of an incident in my experience which forcibly illustrates my point. A few years ago I dropped into a neighboring town, and having several hours of leisure time I concluded to visit the family of an old and intimate acquaintance of mine. I had not been in the house very long when the mother of the family announced to Charley, her oldest boy, that she had an errand down street which she desired him to attend to at once. Charley, who was just then stirring a cat with a sharp stick from behind the sofa, announced his willingness to comply, but never moved an inch in the direction of the errand. A few minutes later on, the mother looking up and beholding Charley scaling the back yard fence with the cat in the lead, she called out in vigorous tones: "Charley, I want you to go immediately on that errand." "Yes'm," was the quick reply, but no move was made to suit the action to the word. Again a few minutes later the mother on looking through the window beholds her dear boy ascending the tallest tree in the garden, with the cat already on the topmost bough. Desperation now seizes hold of the mother and rushing into the garden she twists a switch from its fastenings, intending to use it in the enforcement of her command. Charley, relying on the maxim that "prudence is the better part of valor," had already slipped down the tree and out the yard gate, and stood there looking over the tops of the pales. The mother seeing that the distance was too great between herself and Charley to make use of the switch, resorts to the tongue,

that ever-ready instrument of the mother in the control of her child. "Charley," she exclaimed, almost frantic with rage, "are you going to do that errand?" And then Charley, seeing it was probably best, owing to his mother's excitement, to increase the distance between himself and the switch which she held firmly in her hand, awaiting only the opportunity to make use of it, began to move. And you should have seen him go. His steps didn't seem over half an inch long, and they followed each other so slowly that the mind wandered in its effort to reckon them, and refused the task. The mother did not return immediately to the entertainment of the guest, so I picked up a magazine and was soon lost to the world around me in reading the first of Kenyon's articles on Siberian Exiles, and at one time I mused awhile on the appropriateness of handing over the American boy who refuses to obey his mother to the Russian Government for the purpose of exiling him. Forty-five minutes elapsed by my watch, and on looking down street I actually beheld the mother of that boy coming up street carrying the packages which Charley should have had at the door a half hour before. Charley had mounted the step of the ice-wagon and reached the yard gate in time to glide in past his mother as she opened it to admit herself. As she passed the parlor window she called in to me in triumph: "I always make Charley obey me." This is a fair sample of the training which boys are receiving in many of the American homes of today. To correct this false training becomes the imperative duty of the teacher, if they are to be saved from utter ruin; and I hail with delight the teacher who sets about the task in dead earnest, and with a fixed determination to succeed.

Language Work.

Language work, in the form that it is assuming more and more, verifies the truth of the adage: "There is no

excellence without great labor." There is no other subject taught in our schools that needs so much individual attention, and so much work outside of class recitation as composition. Each of the many varied productions that are written weekly or fortnightly, as the case may be, must be criticised by the teacher himself, and forty or fifty such manuscripts are oftentimes enough to strike terror to his very soul. Much may be done, however, with pupils of the more advanced grades to induce a careful self-criticism by which the teacher's task will be somewhat simplified at least. One means of accomplishing this is a series of questions that will suggest to the pupil some of the points to be observed. The entire list may be given to the class, and those bearing upon certain general deficiencies may be marked for special references until such difficulties are conquered. Again individual pupils may require such as are called for by their own needs. Then, too, the teacher in criticising may call attention to particular mistakes by placing the number of the question in the margin, thus making the pupil's correction the result of investigation. Appended is a list of questions, which may be extended or adapted as the nature of the class demands:

- 1 Is my composition written neatly?
- 2 Is each word spelled correctly?
- 3 Is this group of words a sentence?
- 4 Is there a subject for each predicate?
- 5 Is there a predicate for each subject?
- 6 Does each verb agree with its subject in person and number?
- 7 Have I used the past indicative with an auxiliary in any predicate?
- 8 Have I used the past participle without an auxiliary in any predicate?
- 9 Are my adjectives placed near the word they modify, and do they express exactly the idea intended?

10 Have I used double forms of comparison?

11 Are my adverbs properly placed, so there will be no doubt as to what they modify, especially, "only"?

12 In my sentence containing a series of adverb phrases, is it clear what each modify?

13 Have I placed an adverb between the preposition and the infinitive?

14 Have I used two negatives where I wished to express a negation?

15 Am I sure I used the right preposition.

16 Is "either" followed by "or" and "neither" by "nor"?

17 Have I joined three consecutive clauses by "but."

18 Have I used the progressive form of the verb where the ordinary form would be better?

19 Are all my pronouns in the proper case form, especially those used as attributive compliments?

20 Are my relative clauses introduced by the proper pronoun?

21 Has the verb in the relative clause the proper form as to person and number?

22 Is my relative clause made to modify the right word?

24 Have I made unnecessary repetitions:

(a) as to words or expressions?

(b) as to thoughts or ideas?

24 Have I left out necessary words?

25 Have I left out sentences, or inserted wrong ones thus breaking the line of thought?

26 Have I used the best word to express my meaning?

27 Have I left margin and paragraph margin?

28 Does each sentence begin with a capital?

29 Does each pronoun begin with a capital?

30 Is the right mark of punctuation placed at the end of each sentence?

31 Are commas placed where they belong in each series of words or phrases.

32 Are "yes," "no," and nouns of address properly set off?

33 Are absolute phrases and independent adverbs set off?

34 Are quotation marks placed where they belong?

35 Is each formal quotation not at the beginning of a sentence preceded by some mark of punctuation?—*Central School Journal*.

Valuable Hints.

I send a few suggestions which have been very helpful to me, in the hope that they may prove equally useful to some one else.

1 Make your own blackboard stencils by using a pin to outline some map, or large pretty picture of a house, or animal. If the picture is pasted on a heavy piece of paper before the outline is shown, so much the better. It will last.

2 Try the following method of making a sectional map. I have found it very nice for teaching direction, location, products, etc.

Draw the the map on heavy paper, (or else on thin paper and paste it on the heavier afterward,) then with a sharp knife or scissors, cut carefully round each boundary line. Use as your judgment may direct.

3 To those who wish tables for the little ones in number work, or something else and have very little room:

Take a wide board, fasten one side of it to the wall with hinges and arrange legs at the outer edge, to fall against the wall. The board is fastened up with a loop or button when not in use. If you prefer, have heavy cords from the wall to the outer edge of the table to hold it steady when in use.—*Teacher in School Education*.

The Training of Teachers.

Practically it is true that a large number of elementary teachers do not believe in training. Their mission, as they conceive it, is to get certain facts and rules into the minds of pu-

pils, not to train the minds to right ways of acting. When this sort of training is urged upon them, they are either indifferent, or reply that it takes too much time. "Don't teach arithmetic by rules and cases, but by analysis," we urge. "But the pupils don't get over the ground in that way," is the reply. Now nothing is more certain and more fully established by experience, than that pupils advance much more rapidly when taught rationally than when taught by the routine and formal process, and yet appearances support the affirmation of the elementary teacher. By the right method beginnings are slow. The elements must be clearly and firmly grasped, and the right method of approach to a problem made habitual. This takes time, and the routine pupil meanwhile gets ahead in the book. But in a year or two conditions are reversed. The routine pupil is completely out-distanced in the race. This makes little impression because teachers fail to note the more remote results of their work. They commit the old error of sacrificing the future for the present, and then considering the outcome not their fault. The most important thing for a teacher to learn and act upon is that of training to right habits of thought and study is always more valuable than imparting knowledge. The elementary teacher is a trainer. What a great misfortune it is that so few know what habits they ought to form or how to go to work to form them!

Knowledge is beneficial only as it is practical; knowledge gained is not necessarily power acquired; children should leave school not only with a knowledge of what is in the books studied, but they should know how to apply what they have learned. Each recitation should be made applicable to some outside purpose. It is the natural desire of the child to know, and the teacher should study to furnish him that which will be to him of the greatest benefit.—*Ex.*

Manners of Writing.

NEW VIEWS ABOUT CHIROGRAPHY.

"Ridicule would attach to any attempt by a teacher to conform the voices of his pupils to his own vocalization; that is to say, train them daily to imitate not only his accentuation, but also his precise tones. Such a man would be rightly denominated a lunatic."

"No doubt about that," assented a reporter for the *Chicago Herald*, to whom the foregoing was addressed by a West Side physician, noted for his cool head and level judgment.

"Yet there's scarcely a school for little folks in all this dominion of ours where an equally idiotic demand is not made by instructors. I refer to the teaching of penmanship."

"But writing is a mechanical operation, and being such—"

"The highest authority," interrupted the doctor, "no less a person than Charles Darwin, has declared handwriting to be inherited, as the eyes, nose and color of hair. Yet, pedagogues insist that children shall write like somebody else—follow copies written for them by teachers, or printed script, in this way doubling the task of the little ones."

"What is to be done about it?"

"Let me give you a bit of personal experience in this matter of interfering with congenital tendencies. I have a son, a young man of twenty, who was born left-handed. I am myself afflicted that way, and knowing its inconveniences, I resolved to cure him of it. My wife and I had a time of it, I can tell you. What with taking spoons and knives and forks out of his left and transferring them to his right, causing him to step forward with his right foot instead of the left, and the ten thousand other interferences with his predispositions, we did make his life miserable and our own as well. When it came to learning how to write there was a regular tug of war. The boy was in a constant state of silent

revolt. Unknown to us he learned to write with his left hand. This he was punished for until he gave it up."

"Lots of trouble, eh?"

"Don't speak of it! Well, sir, after twenty years of training he isn't cured of left-hand propensities. Any thing that he touches himself he does with his left hand, because that is natural; and he is continually making mortifying blunders. So constantly taught that the use of the left for the right hand is wrong, when he discovers at table that he is cutting his food with his left hand, he becomes confused and stammers out an apology. But as to his chirography, it would amuse you to see it. It is like nothing in all the world of hand-writing. I write a bold, open, free back-hand, while his is a hotch-potch of back, straight and running, and is, besides cramped, pinched, broken, jagged, infinitely irregular and altogether bad."

"Let him go back to first principles."

"Can't be done, because it is too late, or certainly he could not acquire a free, plain hand, nor a modestly decent one, without years of practice."

"There are people who write well with either hand."

"That is true, but they are ambidextrous. Such persons are, however, exceptionally rare in this world. To get back to this business of learning to write—no two hands are alike, but the shape of hands, their size, cell and tissue arrangement, etc., are inherited. Sometimes one inherits from the mother, sometimes from the father, sometimes from both. Now, one's hand-writing depends upon the hand structure. Were this not true the plan in vogue for teaching penmanship would be perfectly correct, and it would be the easiest task in the world to bring all children to identical hand-writing. That is, if all the schools of America used the same copy-sets, all the children who attend schools could be taught to imitate their sets perfectly, and would from daily practice make

this style their own. This, I say, would be easy and would be the result if their hands were molded in the same shape."

"I see what you are getting at."

"Possibly, and possibly not. Keep with me for a few moments. Those infinitely curious and stupendously wonderful organs, if I may be permitted to so term them, the vocal chords, with the conformation of a larynx, tongue, inner wall of the mouth and the lips, so differ in individuals that no two voices are alike, and, as I have said, no attempt is made to cause them to perfectly agree in sound. Greater flexibility, compass, richness and sweetness are communicated by intelligent instruction, but the original, natural, individuality of voice remains. So it is possible by practice to improve the handwriting of a child, but either it will be only an improvement upon the birthright style or it will result, as in the case of my boy, in crippling, gnarling and snarling the style. Voices of children and grown-up people have been cracked or ruined altogether by injudicious use or improper training, precisely as present instruction ruins the hand-writing of hundreds of thousands of children."

"But good hand-writing is not altogether dead."

"No, and because the tendency to hold to heredity is stronger than the obstinate teaching in vogue. Once the child is out of its environment of misdirected instruction, nature asserts itself. You see, it is in this wise: It is absolutely impossible for two men to write precisely alike. The pupil never succeeds in precisely imitating the line of copy at the head of the page upon which he writes. To the casual eye there is a resemblance, but the individual crops out in every word. The 'set' copy ceasing before the muscles, nerves, etc., of the hand are completely formed and hardened, as I may say, gradually nature is restored and the hand becomes nimble. Writing then ceases to be a pain."

"Do you mean to say that it is possible to make a child suffer physical pain in the mere operation of writing?"

"That is precisely what I do mean—no more and no less. Think of the demand made upon pupils—that they sit in a given posture, that they shall hold their pens in a given way, and all that sort of nonsense. The formation of hands and fingers is such that no particular manner of holding the pen should be prescribed, and the same applies to the posture of the body. When forced out of this natural bent pain must ensue. Then the little one is told to move the hand forward in a given way, to form the letters so and so. All these thousand and one red-tape, hide-bound regulations are just so many hindrances to progress and the cultivation of an improved style."

"What would you recommend then?"

"Common sense and giving nature a fair chance. The children should have copies, but these copies should be upon the blackboard, or, certainly upon paper other than that upon which they are expected to write. They should be told that they must use these copies only as a sort of general guide; for you see, children are imitative, and unless prevented their natural impulses would lead them to seek to follow copy in all its details. Then as to their posture, they, of course, ought to avoid cramped, unhealthy positions, but each should be suffered to take such a one as was most comfortable. As to the manner of holding a pen, that should be altogether arbitrary. It is results that should be in view, and not mere manner of posing and seeming grace of hand-motion, especially when these non-essentials lead to the hindrance of the object to be attained."—*Chicago Herald*.

Save Time.

By arranging the plan for recitation before-hand.

By studying your pupils before recitation.

By not saying too much to the class.
By dismissing a class that has not well prepared its lesson.

By marking in class book the result of each pupil's work in recitation.

By giving every member of the class an opportunity to recite, and not permitting the same pupil to recite too often.

By not repeating questions.

By not permitting pupils to repeat questions or answers.

By breaking the bad habit of using the words "well" and "why."

By not repeating answers to pupils.

By requiring pupils to respond promptly.

By requiring pupils to be attentive so that they may gain in class what they did not get while studying.

By requiring those prone to fickleness to give a repetition of the answers of others.

By working with that part of the class for whom there was not room at the board.

By having the whole class listen while one is reciting.

By not having useless and too long continued discussion.

By deciding promptly and clearly points in dispute.

By reviewing frequently and thoroughly.

By observing what points should be restudied for next recitation.

By judiciously assigning the next lesson.

By refraining from scolding and by giving due praise.—*The Model Teacher*.

Notes on Teaching Reading.

Let the class in the Fourth or Fifth Reader take a Second Reader, occasionally, and read a lesson. This will give them the habit of reading fluently.

Before commencing to read an article, see that the class know who is the author; and tell them what you know respecting him, and also the occasion or the circumstances under which the selection was written.

In teaching reading remember always, that ideas are very different from the lips of the living teacher, from the same ideas in the printed book.

A teacher was once asked: How many times has your class been through the Fifth Reader?" Six times," was the reply. Why so many times?" "Oh, I want my scholars to learn it thoroughly."

All nonsense! Repetition does not necessarily mean thoroughness. What we want in the country schools is progress, rather than repetition.—*Indiana School Journal*.

Slate Exercises in Letter Writing.

1. Draw on your slate a figure to represent the back of an envelope.

2. Show by lines where the stamp belongs.

3. Rule four lines to show where you would place the four items of a superscription, and use the marks of punctuation after the lines that you would use after the items.

4. Describe the position of the lines.

5. Write the superscription of a letter that is to be mailed to some person whose address you know.—*Ex.*

For an Attractive Schoolroom.

A clean floor.

Clean windows.

A well-kept teacher's desk.

Clean blackboards.

Clean crayon racks.

A room well dusted every morning.

Whole, neat curtains, evenly drawn.

Tidy walls, whitened, tinted, or papered.

Good pictures, well hung.

A well-filled bookcase, well kept.

As good a "center-table" as at home.

A well-covered and adorned "mantel."

Good mottoes, well hung.

Choice bric-a-brac, *Ex.*

Clioian Review.

MOTTO—PEDETENTIM ET GRADATIM ORIAMUR.

J. O. ARNOLD, Editor.

Another month has come and gone, through which Clio has passed during the prosperous and ably conducted administration of Mr. Graves, and entered upon another term with F. P. Cottom as its president. With such a worthy person at the head and the wholesouled and energetic support which her members never fail to give their president, Clio is sure to continue her onward and upward march.

Although all the students are given enough work by the several teachers to keep them very busy, yet the members of Clio delight to steal enough time from their daily class-work to enable them to keep society booming by their excellent performances, so that those who visit her from time to time can not fail to see that there is no lack of interest upon the part of her members. Let the good work go on! The reward of success awaits the diligent and brave.

Once more has the grim monster, Death, invaded the ranks of Clio, and in departing with its captive left us mourning the loss of another loved and honored member, Mr. Grant M. Danley of the class of '88, who died at his home in Washington Co., after a prolonged struggle with that dreaded foe consumption. Although Mr. Danley had been out of society for some time, yet we feel that in his death Clio has lost a valued and respected member, and those who knew him, a true and loving friend.

Hardly has there been a time since the beginning of the present term, when our hall could lay aside her robes of mourning. One by one has death claimed his victims, till with Mr. Danley's death Clio has mourned the loss of five of her respected members. Thus we have been constantly reminded that

"Leaves have their time to fall,
And flowers to wither at the north wind's breath,
And stars to set, but all
Thou hast all seasons for thine own O Death."

Surely the present is a prosperous and profitable term at the Nor-

mal. Everything is moving along smoothly and quietly, but with a vim and energy of purpose that plainly indicates there is a mark ahead which *must be reached*.

Clio has lately added, in the way of improvements, two new lamps to the back part of the hall. Those who now visit society and wish to take notes from our interesting debates, can do so without having to come forward to a light.

Mr. J. C. Long, an enthusiastic Clio, of last year's class, is successfully administering to the wants of "Young America," at Thombottom, near his home in Franklin Township, Fayette Co., Pa.

The Normal Debating Club, which meets in the chapel every Saturday afternoon, is in a flourishing condition. All its members are highly pleased with the undertaking and with the benefit they are deriving from the time thus spent. It is something new at the Normal and supplies a want long felt among the students, of better facilities for learning to debate and to speak extemporaneously, as well as an excellent drill in parliamentary usages.

The "Seniors" are busy reading and studying along the line of their "chapel orations," which they will begin writing soon.

Society was favored with quite a spirited address by Prof. Hall on the evening of Nov. 16th. The Professor is one of Clio's most worthy members and, though as a school we would be sorry to lose so able a teacher, yet as a society we would be pleased to send such a worthy and able representative to the office for which he is a candidate, viz. Superintendent of Schools in Washington Co. Clio wishes him success.

Mr. William Jones, principal of the Webster schools, and Misses Vogel and Sheplar, his assistants, all Clios in days gone by, spent an evening with society not long since.

The familiar face of Mr. Geo. Parker, another of Clio's able workers in '88, was seen among the many who visited society on the evening of the 18th of November.

J. A. McKee, a Clio, '84, is now teaching his fourth term at Buena Vista, the banner school of Franklin Township, Fayette Co., Pa.

Who is here so base as to say Clio is not "booming"? None. Then she certainly is booming. This no one denies. We are thoroughly organized and almost every member is doing efficient work. Peace and harmony prevail in our ranks. We have a society of able members, sound reasoners and energetic workers. Can Clio fail under such encouraging circumstances? We answer, no.

She shall march on with solid phalanx until her efforts shall be crowned with success, as they have so often been before.

The Chinese immigration question is believed to have been permanently settled at last; and that, too, by the Seniors. Although it was not until there had been many lengthy discussions and fierce "verbal combats" between the friends and admirers of "John Chinaman" and the patriotic defenders of "Brother Jonathan."

Mr. J. M. Layhue, one of Clio's most able and active members, and her only politician, went home to vote on the 5th.

The entertainment given by the Schubert Quartette, on the night of Nov. 8th, was well attended and pronounced a grand success by the lovers of fun and music. Judging from this first of our entertainments and lectures, we may expect quite a treat from those that are to follow. The next in the course is a lecture by Prof. DeMotte, to take place Dec. 19th, instead of Nov. 22d, as was first announced.

The latest improvement at the college—natural gas for lighting and fuel.

Philomathean Galaxy.

S. ANNA REED, Editor.

MOTTO—NON PALMA SINE PULVERE.

The seniors are very much pleased with the sloyd work. They find Miss Esselius a very efficient teacher.

Miss McKown spent Sunday, Nov. 3, at her home.

Miss Greathead was agreeably surprised by a flying visit from her two sisters, who reside at Belle Vernon.

Mrs. Noss writes very interesting accounts of visits to the German cities, Munich and Dresden. They have spent the time largely among the schools, and have everywhere been cordially received by superintendents, principals and teachers. They found three normal schools in Dresden and have been favorably impressed by the work seen. Berlin and Paris will be visited this month, thence to London and home.

Miss Ella McConnell, one of Philo's bright lights of '88, is teaching in the second ward, McKeesport. Philo wishes her success.

Philo's new officers are as follows: President, Mr. Johnson; vice-president, Miss Foster; secretary, Miss McKown; attorney, Mr. Hansel; critic, Miss McWhirter; marshal, Mr. Crile; treasurer, Miss Westbay.

Miss Reis, who has been at Belle Vernon for a few days, has returned.

The concert given in the chapel Nov. 8 by the Schubert Quartette was well attended and highly appreciated by all present.

Miss Minnie Coursin, one of Philo's faithful workers, is doing admirable work in the third ward, McKeesport. Philo extends her best wishes for her future welfare.

Mr. Thompson, an old Philo, who is teaching at Webster, paid the Normal a visit recently.

Mr. Weddell, one of Philo's contestants, paid the school a flying visit Friday, Nov. 15.

Very encouraging reports have been received concerning the work

at Powhatan that is being done by Mr. Foulles and Miss Baker, who were former students here.

Mr. Thomas, a good Philo worker, paid the Normal a short visit Friday, Nov. 15.

Miss Fee, of Connellsville, favored us with a short visit.

Miss McCrickart, who was called home suddenly by the death of her grandmother, has returned.

Miss Montgomery, of Pittsburgh, who has been visiting Miss Ruff for several days past, has returned home.

The lecture, which was to have been given in the chapel on Nov. 22, has been postponed until Dec. 19.

Misses Lizzie and Jo Musgrave, former Philos, are teaching in Shousetown, Pa.

We were favored by a visit from Miss Van Voorhis and Miss Jamison, who are teaching in the Monongahela City schools.

Miss McKown has been appointed valedictorian and Mr. Hansel salutatorian.

The Seniors are working hard on their orations.

Two beautiful hanging lamps have been placed in the rear of Philo Hall, and improve its appearance very much.

Miss Lou Jennings, an old Philo, is spending the winter at her home in Hazlewood.

Miss Burns has returned from a visit to her home.

The Washington County Institute will be held during Thanksgiving week. Col. Parker and Dr. E. E. White will be there to assist in the work. There is no doubt but that a large number will be present.

Miss Ella Neemes, a former Philo, who is teaching at West Newton, intends visiting the Normal in the near future.

Mr. John Jennings paid California a short visit Sunday, Nov. 10.

Prof. Hall has been having the Seniors give original sentiments in

methods class. Some of the sentiments were as follows:

"The music of the child's development should have for its keynote, Truth."

"Education is the awakening of the latent powers of the mind."

"If you would be a skillful workman, better sharpen your tools than seek soft wood."

"Life is not so short but that we may thoroughly master all that is necessary."

"Memory is the safe in which we store away thoughts."

"Method is a mine of precious metal; practice, the gold; theory, the stone."

"The one essential element of success is perseverance."

"True learning is never drudgery."

"Knowledge is that food from which all may be fed; no one filled, nor the quantity lessened."

"As a mason prepares the stone for its place in the wall, so education prepares a man for his sphere in life."

"A man is educated when he can make a fool of every faculty, and can apply it to practical purposes."

Mr. W. N. Carr, of Uniontown, who attended school here in the spring of '88, is now preparing for college at the Redstone Academy. Mr. Carr was a good Philo, and we all wish him success.

Chinese immigration has been discussed by the Seniors, and the general opinion now is that they will have to go.

Mr. J. M. Layhue, of Fayette county, dropped his work and went home to vote. The returns seem to indicate that he voted the wrong ticket.

Mr. Owen Altman and Mr. Sterling, of Masontown, will be with us in the spring term. Two more for Philo.

Mr. A. J. Johnson is now chosen president of Philo. He is a strong debater, fine talker and will make a good president. Luck to him.

History a Fundamental Study.

How history should be taught, and by whom, are by no means indifferent questions. The pupil must, first of all, feel some of that fire of enthusiasm, of that warmth of conviction and ideality which glows in the breast of the teacher. Then he will awaken, then he will begin to work for himself, and with himself and upon himself. Without this awakening, without this self-activity, all work in school is vain, mechanical and unprofitable. Deep interest in the subject, and faith in the person of the teacher, yes, faith, pure and simple, are the most powerful levers in all school work, but in no other study are they more directly felt than in history.

With this I have mentioned the most important factor: *the teacher*. History is by no means something which any amateur may read up to-day, and teach to-morrow. It is a conception formed of many perceptions; it is, aphoristically speaking, an inner experience which must have become the teachers' own, and of which he can speak as readily and vividly as of an experience of every day life. A true teacher of history can speak of the Punic wars with as much authority and decision as he can relate events which happened to himself only yesterday.

If he can do that, he will teach history usefully, with reference to the present time, and not too usefully in the sense in which it becomes unhistorical; that is to say, not so that the comprehension of the spirit of times and men is lost, and all is saturated with cant, and colored with predictions of the teacher. It is a grand thing to be a teacher of history!

In no country is history taught less than in America, and in no country are more laws made and broken than here. The former is the cause, the latter the effect.

Nowhere are theory and method wanting now-a-days, especially not in affairs of State. The machinery of

the State works more lively than at the time of the Declaration of Independence, though that period was exceedingly rich in action. The political documents of that glorious period of American history, from 1775-1789, fill no more space than do the proceedings of one uneventful session of Congress now-a-days. But the papers written by the founders of the Union all bear unmistakable stamps of greatness, and show traces of the life and action of a greater race than ours, greater in philosophic insight, greater in purity of motives, greater in deeds and aspirations. To rear a generation like the one that laid the firm foundation of this remarkable structure, the United States of America, must be our object, or we could not be worthy its protection.

Dr. Hilty in Bern says in a most excellent essay on instruction in history: Above all, it seems to me, *history should be seen*, and not merely memorized. It should not consist in mere names and dates, nor in bombastic glittering generalities, nor yet in dry synoptical enumeration of events. That has been our fate under the hands of an amateur in history teaching. He gave us his house-made synopsis, and required of us to learn by heart from a text-book of general history, which was, like all text-books of history, superficial to a fault.

It must be the object of the teacher of history to make the matter of instruction *objective*, so that it may become nourishment for the imagination of the pupil. The teacher should make use of all possible auxiliaries, such as geographical maps, artistic representations of things and events. He should consult and make frequent use of standard works on special history, and induce his pupils to refer to them. But let him shun the 'terrible temptation' of overloading the memory of his pupils with indigestible dates and names, which will soon be forgotten, only have the fatal effect of

weakening the memory. Pupils who have merely memorized history will not be able to recall historical events and personages with accuracy; they will invariably "kill the wrong man, at the wrong time, in the wrong place, and for the wrong reason."

The greater number of educated persons can, shortly after leaving school, recall but very few of the things they learned by no other agency than the printed page and the memory. And as to dates, I dare say, none remain inalienable property of the learner which he can at any time command or turn to recount. How few pupils obtain a tolerable correct idea of the Greek and Roman world, or of German, French and English life, during the middle ages. It is a lamentable fact, that no period of history is ever presented in its totality in schools, so as to afford a bird's eye view. If the reader be incredulous, let him in the company of friends and educated persons, propose such questions as these: What was the general state of affairs in Europe during the 15th century? Who was Pope then? Who were the great potentates then? What were the general boundaries of France, Italy and Germany? What remarkable events happened during that time? In what state or condition were law, art, education, religion, or industry and commerce? Or take any other century.

The reader will soon find how vague are the ideas upon historical facts among friends, and how little the faculty of transferring one's thoughts back into remote periods of history is developed. How can it be, when the pupils in school are fed with detached fact and names which appear to them in no other connection, then that they follow each other chronologically. The pupils are not made to see the *casual nexus* between the histories of different nations. Historical conceptions which are vividly imprinted upon the memory, and influence the mind and character of the young,

are never the result of mere names, or of synoptical presentation. There is a world of difference between the synopsis of a good novel, and the novel itself.

History will ever remain a composition, the work of art of a master. It is never a lifeless photograph that can be handed around. No one can grasp or represent faithfully the events of even a single year with all its simultaneous facts and event, just as they occurred. He will be obliged to combine and group them and then create a fancy picture which bears the true features only in its general character.

The historian and the teacher of history are, or ought to be, artists in the true sense of the word. But the talent to create clear conceptions and vivid inner representations of historical events, and to suggest or cause them in the imagination of others is almost as rare as creative geniuses are in the art of poetry, painting and sculpture. Not even a comprehension of the desirability of such models in historical presentation is found frequently. And yet we have in literature admirable masterpieces of historical writing which can be recommended heartily to teachers and pupils. They create indelible impressions upon the imagination. Think of Thierrey's 'History of the Merovingians,' Carlyle's 'Letters and Speeches of Cromwell,' Carlyle's 'French Revolution,' Prescott's 'Conquest of Peru,' and the wonderfully objective description of the beginning of Norman rule in England, as found in the history of the 'Abbey of St. Edmundsburg' (in Past and Present.)

He who reads these books will get a positive picture, a picture in bold relief of the respective times and of the persons acting in them. Something of their spirit will touch him, and their history is henceforth engraved upon the tablet of his memory, as is an actual experience. Such books have a soul, something that can not be found in a text-book of history;

the latter is a grave yard. Only masters can produce pieces of art; but since good books like those mentioned above, and many others are easily accessible, they should be made auxiliaries to the lessons in school, and to the studies at home.

In connection with this it may be urged let the pupils read and study important historical documents. They have a peculiar convincing power, and can in no way be substituted by word of mouth, and certainly not by a synopsis. No one who ever read the (Swiss) Tempach Letter, or the (Augsburg) Confession of Faith, or the Declaration of Human Rights, or Washington's Farewell Address, or Lincoln's Emancipation Proclamation, or King Frederick Wilhelm's Appeal to his People in (1812), and imbibed some of the spirit that dictated these papers, will ever forget them, or their leading ideas, and the events connected with them. The very fact that such words have *made history*, will indelibly imprint itself upon the memory.

How many educated persons are able to give the leading ideas of these immortal documents? Test your friends by the fireside, dear reader, and oh, the display of ignorance you will notice!

But I must come to a close. Dr. Hilty says in substance: "I make this 'heretic' statement, that our text-books in history are much too methodically arranged." They permit free elbow-room to neither teacher nor pupil; I mean free scope for self-thinkers and self-activity. They make all original development next to impossible. "The better the text-book the weaker the teacher." The reader may take this *cum grano sat* and try to digest it.—*L. R. Klemm in School Bulletin.*

Do not slight your primary classes in the country schools; remember that two-thirds of the children in these classes must receive all the instruction they can ever get in the school room before they are fifteen years of age.

These children should receive the greatest care, the most cautious training, and the very best instruction that the teacher can give them; teach them how to study, how to express their thoughts, how to utilize what they know, and how to apply what they learn in the school room.

Every class in school should be required to write; all above the first reader grade should write essays; the subject should be furnished by the teacher, and the work done in the school room. The subject should be one with which the children are familiar, such as trees, flowers, harvesting, gardening, house cleaning, wash day, what I did in vacation, etc. Outline the subject given, upon the blackboard, under five or six heads so as to give the pupils an idea what is wanted, and have them to write what they can. The younger the child begins this work the better will he succeed when he is older.

How often we hear the expressions, "I forgot," "I did not think." The teacher, of all persons, is most used to this excuse. Thoughtlessness is the most common of the many faults to which we all must plead guilty and yet it is the most common of the many faults to which we all must plead guilty and yet it is the most inexcusable. The idea of a thinking being pleading forgetfulness as an excuse for failing to discharge some duty should bring the blush of shame to the face of him who offers such a plea. The pupil's attention is called to the fact that he has violated some rule; that he has failed to discharge some duty; that he has neglected to comply with some request. Immediately he says "I forgot," or "I did not think." The teacher accepts the excuse and permits the pupils to go unconscious of the fact that the excuse is worse than the offense, except in rare cases. The boy who is allowed constantly to offer forgetfulness as an excuse for the non-performance of duty will in manhood forget to keep his appointments, to comply with his promises, to fulfill his contracts. He will constantly be behind time, always making apologies and always in trouble. The habit is formed in youth and grows upon us as we grow older. Boys, if you would be prompt, reliable business men, don't learn to forget. Do not have "I forgot," "I did not think," in your vocabulary.—*Mo. School Journal.*

FAITH IN CHILDREN.

BY RHODA LEE.

It has been said by one who understands well the art of management, "that it is not what you compel children to do but what you persuade them to do, that shows your ability as a teacher." There is no special virtue or advantage in a stronger will being able to influence or subdue a weaker, for often in forcing a child to do right we create in him a distaste and antipathy towards good that will result merely in a violent reaction when beyond one's control.

Do not mistake this persuasiveness for the weak coaxing and pampering with which some children are treated, but recognize in it the numerous artifices which have been referred to as the spokes of our schoolroom "tact-wheel." Let us consider faith or confidence in our pupils as a second and very important element of tact, and note some of its advantages and uses in regard to school work.

To obtain the best work from a person, we must think the best of him. This is specially true in regard to children. Do not undervalue their abilities but rather err by overrating them. Great expectations are generally productive of great results.

If there is any teacher who will demoralize a class, it is the one who constitutes herself some what of a police-officer or detective in the school.

It was once my misfortune to be in a senior class where the teacher had the decidedly erroneous idea, that the aim and desire of every girl in the room was to take advantage of her, and deceive her whenever she had the opportunity. In fact, on several occasions she informed her scholars that "she didn't think there was an honest girl in the class." You can readily imagine the contempt in which she was held by the majority of her pupils and how little love or co-operation there was in that room. The "unprincipled" did their utmost, and the teacher, taking no pains to either ex-

pose or prevent them, denounced honest and dishonest alike.

There were girls in that room who were the very essence of honesty and uprightness, and they resented this treatment bitterly. A little boy, having been placed in a new school, and being asked by his brother how he liked it, replied that "it wasn't any use trying to be good in that room for teacher thought we were all bad."

We do not think there are many acting on that principle now. We all feel too keenly the potency of faith and trust in our children. Do not suspect your pupils but rather repose in them the highest confidence possible. Tell them you will never fail to trust them, until they have proved themselves unworthy.

Some may think this far too high a position to take in the primary grade, and say that there is, just here, a possibility of falling into a very grave error. There is, it's true. A great many children have little or no training at home, and to trust these children implicitly, without any test as to their honesty would be decidedly wrong. They would be likely to deceive when possible, and in the practice of these petty deceits it may be their character, instead of being improved, would be irretrievably ruined.

The error, therefore, that we may fall into is the lack of vigilance. There must be the daily, hourly lessons of uprightness and honesty, and the steady implanting and cultivation of the love of truth. And while we need not make our suspicions known, we may indirectly investigate any matter and test the honesty of our pupils, without allowing them to think for a moment that our respect for them has waned or our faith wavered. It may be that some of these children never hear a kind or encouraging word at home. No one "believes" in them at home, no one has any faith in their ability to do much of any thing. But they come to school after seven years spent in that pitiable home, and when some good, nobled-hearted girl takes them in hand and in an earnest little talk tells them what she thinks they are going to do, and how she "believes" in them, they feel that little self-respect that they never had before steal-

ing into their hearts, and they determine they are not going to disappoint their teacher. Cultivate belief in your pupils and their desire to be worthy of your trust will grow in proportion.

No teacher will ever be troubled with roughness or rudeness, who appears before her class a good example of a lady, letting her pupils know that she believes they all wish, and understand how to be ladies and gentlemen at school as well as at home. Our little folks love to be placed "on their honor," but resent being watched, if they think the watching is for the purpose of finding fault or detecting offences. By numerous little illustrations they might be made to see the object of our vigilance. I have on several occasions said to my class: "You notice, children, that I look at your work, and watch you considerably, but it is not because I think you don't want to do right. Oh no! the school is just like going across a stream on stepping-stones. None of you want to slip into the water, but I have to watch you, just to see that you always step in the center of the safest and largest stone. I am here to help you across the stream, taking the way that I am sure you will always want to follow, the happy way of the upright and honest."

Two incidents which came immediately under my notice, proved to me the advisability and duty of belief and confidence in children.

In a certain Model school in our Province, a teacher happening to be absent, a student was sent to take charge of the class. The scholars were what might be termed models of good behavior and good work. The moment she entered the room, she began to look about in a suspicious way and threaten all kinds of dire punishment to anyone who offended or transgressed any of the rules. This was such unusual treatment that some of "the spirit" began to grow rebellious, and before the morning was over she had lost her control, and had to ask assistance of the principal.

There was another division in this school in which the teacher had great trouble and which was as a rule very difficult to manage, but in her absence one day, a student of a very different type was sent to the class.

Her first movement was to tell the class in her truthful, whole-hearted way, how little she knew of them, but how much she expected, and how

anxious she was to see all the good motives she knew they had acted upon while she was with them. Before her inspiring little address was concluded the boys were all in a somewhat worshipful state of mind, and the girls, apparently bent on pleasing her, were ready to act on her slightest suggestion. It goes without saying, that she had very little trouble with her class.

We are doing in school a great work of mind-expanding and knowledge-giving, but what we need most just now is more of the lifting-up process. We need to attend to the moral as well as the mental faculties:

"Honor to those whose words and deeds,
Thus help us in our daily needs,
And by their overflow
Raise us from what is low."

And in no more potent way can we raise our children than by heightening their self-respect. But to do this we must have confidence in them, and reliance on their desire, in every emergency, to choose and do the right.

Place always before your little folks a high ideal, rouse their ambition to reach it, foster this ambition by your faith in them, and be assured that this part of your discipline never will be lost, but will leave its impress upon your children throughout their lives.—*Educational Journal*.

Wholesome Advice to Teachers.

BY SUPT. L. P. HARRINGTON.

It should be the teacher's business to promote pupils from grade. Children should be able to read well from any first reader when they take the second and so with the second. How many pupils may be found holding up second and sometimes third readers before them who cannot read intelligently from a strange first reader. Some one has done poor teaching.

Bear in mind the fact that 'pronouncing words' is not reading nor singing the multiplication arithmetic. Let the pronunciation of words and the reading be two distinct exercises.

It is surprising how much more one teacher will make out of his surroundings in a school room than another. One will grumble about what he hasn't got, while use is not being made of what he has. The other will use to

the very best advantage every article or apparatus supplied and will surprise pupils with the work. To which class do you belong?

Some one has said, "Good methods are important; but they cannot supply the want of ability in the teacher."

Should teachers be encouraged to teach term after term and year after year upon the lowest grade certificate given by the county superintendent? Teachers should not be satisfied with this kind of work at any rate, and school districts are certainly not. No, don't consider yourself a teacher of any county until you hold at least a second grade certificate, for you are not, since the second grade is the lowest grade legal in all districts.

As teachers begin their schools this fall it should be with a determination to do better work than ever before. If we are not advancing as teachers we are surely going back. If we cannot teach a better school this year than we did last we may be sure that we will teach a poorer one. Each teacher should enter the school room with this thought: "I have come to do for this school my very best." Let her have a fixed plan, even though this is the first term, for getting the pupils to work and for the continuation of that work. The pupils must do the work, and not the teacher, if they would derive the benefit. While they should be interested, encouraged and stimulated by all influences at hand, they should not be led to think that the teacher who does not do every hard sum for them is either unable to do them or lacks a spirit and willingness to aid. The child's mind will not gain strength by having some one do all this thinking for him. Let the pupils feel that you are willing at all times to give them assistance and that you have come to their district to do them good. Teachers should early in the term arrange a program, and when you have it perfected write it out neatly and put it up where pupils can see it and follow it, not always to the minutes, but try to arrange your recitations so that it will about cover the period allotted to it. Don't neglect any. Give the smaller pupils frequent but short recitations. Try to decide, after you have closed school at night and your pupils have left you, in what particular your day's work was a failure, and if possible make

your next one a success. But you will say this requires study, thought and preparation. Yes, good teaching requires preparation, study, thought; and, as a rule, the teacher who makes the best preparation does the best teaching, gets the best pay. Every teacher should feel it a pleasant duty to spend part of her time out of school in preparing for the work of the following day, in reading good books and becoming posted in current events. The teacher who has the right spirit and is determined to succeed will do all this and much more; but one possessing the spirit of the school keeper who was heard to say: "I hate teaching any way; and the only pleasant exercise I ever find is dismissing school," had better quit work at once. Don't take the money of a school district when you know you are not making returns. Don't try to make your school fit any or all methods that you may have found at institute or teachers' meetings. If a method is good make it your own, study it, rearrange it if necessary, and when it fits your school and your work, use it. The spirit that prompts a teacher to attend associations or institutes is worth more to the teacher than the actual institute work. Teachers should insist on having a tidy, pleasant and well-ventilated school room, free from ink daubs and marks on wall or doors, out buildings clean and well kept, desks cared for, apparatus in place and ready for use, dinner pails in their proper place (not under the desks), crayons and erasers sufficient; in fact, everything about the school room in good condition. The teacher is responsible for all these things and should create a pride among the children for the appearance of the house, grounds, etc., that no boy or girl will feel like trampling upon. Teachers, let us use our influence in the procurement of many more school libraries during the ensuing year. Many school officers do not understand what the law is. Show them that you are helping to pay for all the other libraries in the state and are getting no return unless they take advantage of the law and get a library. Then teachers, let us prepare, study, think, and read upon the work of teaching, even though we may be employed for a term, and our schools will receive an impetus that will set them whirling through the work of the year.—*Hutchinson, (Minn.) Leader*.

Conscience in the Common School

What is wanted is conscience in the common school—conscience properly developed and instructed. It is not necessary to tell a teacher, capable of instructing young children and worthy of being intrusted with such a serious responsibility, how to secure this object. If ordinary teachers are not sufficiently rich in resources, why not make this, of all branches, a specialty? Why might not persons with peculiar gifts, making a careful study of the intellectual and moral nature, be employed to give lessons before teachers and scholars upon ethical topics, to be followed out and enforced by the regular instructor? But every teacher enjoys a constant and rare opportunity, if he will prepare himself for it, and seek wise occasions to proffer the highest form of service to his pupils. Not by a preachment, than which nothing is more out of place and ineffectual in a school room; not by a system of bare maxims or formal declarations of right principles of action—but by the continued illustration of the highest form of truthfulness, conscientiousness and honor in his own daily life and in the discipline of the school, and by seizing providential occasions to correct wrong habits and to enforce the right, is the end to be secured. By thus making the development of a correct moral character one of the prime objects to be sought in the school room, a lasting and profound impression for good may be made upon the rapidly developing characters of the children.—*Zion's Herald*.

The Girls Growing Critical.

A prominent woman physician of Boston has freely expressed her conviction that the great superiority in culture of so many of the working girls of today over that of the average men who go early into business, exerts one very bad effect, namely that these young girls do not want to marry such men. There is no doubt a great deal of truth in the statement. In fact, in

other departments it has always been noticed that one of the standing ill effects of the culture, say of flowers, has been to make its votary prefer a tea rose to a head of cabbage; or of music, to prefer a harmonious orchestra to a discordant street band; or of religion, to prefer piety to profanity. Now there is no reason why the rule should not work equally in the case of marriage. The maxim that "any husband is better than no husband" had once a great deal of truth in it, for the condition of the unmarried women was in bygone days a forlorn one. She could no more help growing sour than milk in a thunder storm. And every woman with the most insignificant sprig of a husband could turn up her nose at her and embody a weight of public opinion in her contemptuous attitude that few single unfortunates could have the dignity and self respect to stand up against. Today, however, the scales tip the other way with a vengeance.—*Boston Herald*.

How a Boston Publisher was not taken in.

Mr. Fields, the Boston publisher, had a wonderful memory, and his knowledge of English Literature was so valuable that when a friend wished to know where a particular passage might be found, he started at once for the corner to consult the man who was very likely to give the desired information. A pompos, would-be wit thinking to puzzle him and make sport for the company at dinner, informed them prior to Mr. Fields' arrival, that he had himself that morn- written some poetry and intended to submit it to Mr. Fields' as Southey's, and inquire in which of his own poems the lines occurred.

At the proper moment, therefore, after the guests had been seated, he began;

"Friend Fields, I have been much exercised of late, trying to find out in Southey's Poems his well-known lines, running thus": (repeating the lines he had composed); "can you tell

us about what time he wrote them?"

"I do not remember to have met with them before," replied Mr. Fields', "and there were only two periods when such lines could possibly have been written by him."

"When were those?" gleefully asked the witty questioner.

"Somewhere," said Mr. Fields, "about that early period of his existence when he was having the measles and cutting his first teeth: or near the close of his life, when his brain had softened and he had fallen into idiocy. The versification belongs to the measles period, but the expression clearly betrays the idiotic one."

The funny questioner smiled faintly, but the company roared.—*New York Teacher*.

To Teach Silent Reading.

1. Select a piece of easy reading, not before studied, and assign what you think the class can, by close attention, read once through in a given time of say, one, three or five minutes.
2. Direct the class to read silently for that time, and stop promptly at the end of it.
3. Immediately after reading let each pupil write what he has gathered in the time occupied by the reading.
4. Gradually increase the matter assigned leaving the time unchanged.

A darkey was once attempting to steal a goose, and just as he was on the point of getting away with the fowl, the lightning struck close by, and nearly frightened the poor fellow to death. Dropping the goose, he started away muttering, "Pears to me dar am a mighty lot of fuss made 'bout just one common goose."

Another darkey, says the *Atlanta News*, was very busy eating a watermelon at the Whitehall crossing as the State road train came in, when the locomotive with its glaring headlight struck him and landed him some rods out in the darkness. As he picked himself up, he exclaimed, "Who swung dat lamp! who frowed dat brick!" The locomotive is but slightly injured.

Program.

BY SUPT. W. B. COLEMAN.

In every school room there should be a program, written out and placed in such position that all the pupils can see it, setting forth the exact time school opens and closes, when recess comes and when school will be reconvened, and the time each recitation commences. The school should be classified so as to have as few classes as possible and due attention should be given to each class; and in order that all may be ready at program time, there should be a clock in each room, with the face turned to the pupils.

Children will accustom themselves to work to the program and by the clock, and the teacher should adhere strictly to the program and call each class at the appropriate time, for failure to do so will beget a spirit of carelessness on the part of the pupils. Do not run over time at noon and recess, be prompt if you expect your pupils to be ready when called upon to perform their part in the daily program. Do not form a false idea regarding the importance of the work to be accomplished by the various classes; remember that the primary work is just as important as the intermediate or grammar grade work. Too many teachers overlook this fact and devote more than half the day's work to less than one-fourth of their pupils, especially is this the case when the school is crowded and advanced classes are organized and conducted—more for the teacher than for the welfare of those taught therein—to the detriment of the school's success and to the lasting injury of the teacher's legitimate work. While one class or grade is reciting, those at their seats should have their regular work, that of preparing the next lesson. The time for recitation should be devoted to the recitation; no pupil should be allowed to interrupt a whole class to ask some frivolous or worthless question; require those at preparation of their lessons to do all they can to mas-

ter the subject in hand and leave what they cannot master for the recitation; for the recitation is the place and time to solve difficult problems, discuss knotty questions, and dispose of intricate sentences in grammar. If the teacher stops the recitation to explain a problem to one, he must analyze a sentence for another and pronounce or define a word for a third. Children should be taught how to study, as well as what to study; for the work of many pupils in the preparation of their lessons is aimless, i. e., they study to recite and not to know, comprehend and understand the subject in hand; memory is exercised to the neglect of the reason and the injury of the judgment. A class is called, some do not know the lesson, the teacher complains, they reply: one says, "I studied the lesson over seven times;" another says, "I got it over five times," and the remainder give similar answer as to why they are not prepared: when, in truth and justice, twice going over the lesson is all that is necessary, first to get the general outline of the lesson, and second to fix the relation of one part to another and unravel the intricate points that may arise upon close application. Many pupils work too much without a purpose; teach them to read a sentence, weigh the meaning and try to comprehend its true significance, then recitations will become a pleasure and your program will have a meaning to every pupil; it will denote unity of purpose and foster harmonious action on the part of all. Have each day's work to mean something; let each realize that a step forward has been taken that day, then teaching will become a pleasure and study a source of happy results, constant effort to maintain discipline will be changed into a ready interpretation of new thoughts that have been awakened in the pupil by diligent application, while the disposition of the pupil to annoy the teacher by a series of irregularities

will be converted into an earnest desire for the acquisition of knowledge and order, wholesome discipline, earnest work, and happiness will characterize the school room. Arrange your program, get you a clock, stick to the program, get all to work, encourage every laudible effort, teach the pupils how to study, make the recitation interesting, and note result.

Helps.

If you'd have success in teaching,—

- Don't scold.
- Don't growl.
- Don't overwork.
- Don't be impulsive.
- Don't be impatient.
- Don't be penurious.
- Don't be a schemer.
- Don't talk aimlessly.
- Don't speak too loud.
- Don't fear hard work.
- Don't be a caustic critic.
- Don't let your work drag.
- Don't repeat your questions.
- Don't repeat your pupil's answer.
- Don't give needless directions.
- Don't be a visionary educator.
- Don't suppress mental activity.
- Don't set yourself up as faultless.
- Don't let a scholar become disheartened over work.
- Don't fret about a little mischief.
- Don't try to make things too easy.
- Don't fear to work a class earnestly.
- Don't put a premium upon stupidity.
- Don't give a class too little work.
- Don't try to reform everything at once.
- Don't attempt the impossible with children.
- Don't speak without the attention of the class.
- Don't keep a bright pupil idle on account of dullness.
- Don't keep children repeating the same work.—*Etc.*

The man who keeps his own counsel does not often have to hire a lawyer.

Jottings for the Literature Classes.

A few miles out from Geneva is Coppet, the birth-place of the brilliant Madame de Stael. This was her refuge when driven from Paris, and the home of her last years. Here she wrote her "Germany." We visited the old chateau one bright morning; saw its ivy-covered walls, its finely laid out grounds with Lake Geneva in full view, and the dense woods where her body and that of her celebrated father, M. Necker, lie. No visitors are ever admitted to their graves.

In the reading-room you will find her life in two volumes by Dr. Abel Stevens—a very interesting book.

Another excursion from Geneva was to Ferney, the home of the great skeptical writer, Voltaire. In one room stands a marble monument, which contains his heart. His body lies in Paris. A fine portrait of Frederick the Great, whose confidential friend Voltaire was, hangs on the wall. The grounds remain the same and are beautiful beyond description. Strange to say, near the gate stands a small chapel bearing the inscription, "Deo erexit Voltaire."

At Lausanne, on the shore of the lake, Gibbon wrote his History of Rome. Under the trees in the garden of the hotel where we stopped, he finished his great task. He describes the evening, the scene from the garden overlooking the lake, and the feeling of joy that came over him at first at the completion of so great an undertaking and the probable establishment of his fame. This feeling was quickly followed by one of "tender melancholy" as he reflected that he must now part with what had been his hourly companion for years.

Byron loved to linger on the shores of Lake Geneva, "Clear, placid Lemon," as he called it. For some time he made his home at Villa Diodati in the suburbs of Geneva, and, it is said, wrote Canto II. of Childe Harold there. The old Castle of Chillon at the upper end of the lake is made famous by his "Prisoner of Chillon."

But the city itself can boast of many eminent writers. Here Rousseau wrote his "Emile," and

D'Aubigne his "History of the Reformation." Both books are to be found in the reading room. Calvin was born, preached, wrote and died in Geneva, and here is his grave.

When crossing beautiful Lake Como, the villa of the younger Pliny was pointed out to us. His home was south of Naples, and in the hot season it was his wont to take refuge on this beautiful Italian lake. Take your first leisure moments to go to the reading room, and running your eye along the small volumes of "Classics," take down the one marked "Pliny," and read his description of the destruction of Pompeii. He was an eye-witness to that great disaster, and his uncle, the elder Pliny, lost his life in it.

In the Piazza de Spagna, in Rome, a plain house bears this inscription on a tablet in the wall: "The young English poet, John Keats, died in this house on the 24th of Feb., 1821, aged 26." In a lonely corner of the Protestant cemetery we found his grave, with these strange words on the white head-stone: "This grave contains all that was mortal of a young English poet who, on his death-bed, in the bitterness of his heart at the malicious power of his enemies, desired these words to be engraven on his tombstone: 'Here lies one whose name was writ in water.' Feb. 24, 1821." Joseph Severn, his friend and death-bed companion, lies beside him. A tablet in the gateway near by speaks of his fame in spite of his "modest epitaph."

In the same cemetery Shelley's heart is buried. The tombstone bears these words:

"Percy Bysshe Shelley,
Cor Cordium.
Natus IV August. MDCCXCII.
Obiit VIII July, MDCCCXXII.
Nothing of him that fade
But doth suffer a sea change
Into something new and strange."

Florence was the birth-place of Dante. His home can be seen in one of the narrow streets. Although the poet was an exile from his native city, it now honors him with many monuments. His statue stands in front of Santa Croce church. On the pedestal are four lions bearing shields on which are the names of his leading works.

Inside the church is a magnificent monument to his memory, though his body lies at Ravenna. Santa Croce is the Westminster of Florence. Here Michael Angelo, Machiavelli, the statesman, Donatello, the painter and sculptor, the great Galileo, and many others of less fame.

Those of you who have read Aurora Leigh will remember that the closing scenes are laid in Florence.

The hill "Bellosguardo," "Maria Novella Place," and the "two mystic obelisks with their four brazen tortoises," became familiar sights to us.

"Casa Guidi," Mrs. Browning's home, is a large stone mansion, nearly opposite the Pitti Palace, the great picture gallery. Her body lies in the Protestant cemetery. Her monument consists of a plain white marble sarcophagus resting on six small columns, and bearing the simple inscription,

"E. B. B. Obi. 1351."

MARY G. NOSS.

MUNICH, GER., Oct. 16, 1889.

Although the attendance this term has been large we expect a considerable increase for the next. Very few of our present students will leave us and quite a number of others have stated their intention of being with us.

Students unable to take rooms in the dormitory will find pleasant and comfortable accommodations for self boarding, within a stone's throw of the Normal, in the old "College House," now fitted up and under the charge of Mr. L. W. Morgan.

All the members of the Belle Vernon corps of teachers, except the principal are Normal graduates. Miss Lange, '78, Miss Geho, '88, Miss Hugg, '89, and Miss Roley, '88.

Mr. Warren Gibson has favored Philo with fine instrumental music for the past presidential term.

Mr. O. A. Meradith visited his brother, of the Senior class, a few days ago. He will be with us in the spring term.

The Seniors have teaching music in the curriculum now. They ought to have plenty of music in them, as none was ever known to come out.