

The Normal Review.

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50c a Year.

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A merry Christmas and a happy New Year to all our readers.

Before these words are printed the fall term of '89 will be a thing of the past. We may congratulate ourselves on the uniformly good work done, and the entire absence of anything calling for severe discipline; though from several of the Normal Schools of the state come reports of suspensions or expulsions.

Our numbers will be increased next term by the addition of quite a number of new students. Very few of those now in attendance will leave. Quite a number have engaged rooms in the dormitory.

The return of Dr. and Mrs. Noss will be heartily welcomed by teachers and students. Some will make their acquaintance for the first time, and all will expect to share largely in the benefits resulting from their accumulated stores of wisdom.

Our hearts are saddened at a period suited otherwise for rejoicing by the sudden and unexpected death of our Superintendent of Public Instruction, Dr. E. E. Higbee.

Prof. J. C. Gilchrist, the first principal of this school, is now principal of the Northern Iowa Normal School, at Algona, Iowa. This school has graduated two classes, and has entered upon its third year with an overflowing attendance and a large graduating class. Prof. Gilchrist expects to visit this state next spring, and should he come to California, will receive a warm welcome from his many friends here.

Mr. J. R. McCollum, '83, Superintendent of Schools of Wright county, Iowa, edits and publishes an educational monthly known as the *Wright County Teacher*.

Mr. Alden Davis is home for vacation from Allegheny College, Meadville. He visited the school during the closing week.

Prof. Herizog will attend the Fayette county institute and represent the school during the closing days of the week.

Mr. John A. Snodgrass is a member of the Washington county committee on permanent certificates.

Three members of the Board of Trustees, Messrs. Eberman, Darsie and Morgan, visited and inspected the school on Tuesday of last week.

Miss Maggie Stockdale, '83, has begun work as a teacher in the Soldiers' Orphan School at Jumonville, near Uniontown. Mr. Willis R. Smith, a student of several years ago, and a graduate of the Lock Haven Normal, is principal of this school.

Miss Carrie Coulter, '83, has been elected to fill a vacancy at Coal Bluff. She also teaches a night school, three evenings a week.

Mr. D. A. Hootman, principal of the Claysville schools, was married on Tuesday, Nov. 26, to Miss Ida M. Tombaugh, of West Bethlehem.

We are pained to notice an account of the death of Mr. Stephen A. B. Galbraith, a student of some years since. After leaving the Normal, he graduated at Washington and Jefferson College, in 1886, and at the time of his death, which resulted from typhoid fever, was in attendance on the lectures at Jefferson Medical College, Philadelphia, where he would have finished the course next spring.

The wonderful momentum gained by the Normal during the school year of '88 and '89, one of unprecedented prosperity, has been scarcely diminished in the least during the six months' absence of its principal. One scarcely knows which to admire the most, the wonderful and rare power of a principal who could so impress his personality and energy upon faculty and students that this result should follow, or the good sense and judgment of students who would not allow themselves, under such circumstances, to be drawn aside from the line of correct deportment and earnest devotion to the work of the school. Any loss that we have suffered will certainly be more than made up by the increased vigor

and enthusiasm that will be infused into every department of our school work by having the energetic and skillful hand of our principal again upon the helm. And while the Model School has prospered under Miss Downer's supervision, we may confidently expect that with the return of Mrs. Noss great advances will be made in this department.

On the last Sabbath evening of the term, all were pleased to have Rev. Mr. Silveus, of the C. P. church, and his congregation, worship with us in the chapel. Mr. Silveus spoke from the text, "What think ye of Christ?" and his words were fitted to make a deep impression upon the minds and hearts of those who heard. We deeply regret that in the near future we shall lose Mr. Silveus from among us. He has ever been an earnest friend of the school, and his place will be hard to fill.

The past four months have been months of great profit to every student in school. But the next six promise to far exceed them in interest, earnestness and zeal. Each of them should, and doubtless will be, worth two of those which have preceded.

Rev. J. S. Patton, pastor of the C. P. church in Brownsville, visited the school recently. Mr. Patton was a student at the Normal in days gone by, and has never lost the affection that students are wont to feel for the home of their school days.

One can not visit either the Washington or Fayette county institute, if he is acquainted with the teachers in those counties, without noticing the large number of former students of the California Normal among the teachers there assembled. We have no means of determining the exact number of Normal students among the teachers of either county, but the percentage is certainly very large. The influence of the South Western Normal upon the educational work of this part of the State can not be overestimated.

Wagon Wheel Gap.

BY H. L. WASSON.

So "pretty" expresses the scene to you —
You only gather what meets the eye,
A charming spot for a picture view;
A vale where the sunbeams tender lie.

But to us, who know how sublime can be
This relic of Eden in summer green,
Where the Rio Grande sings of the sea,
And its silver waves fringe the rocks between,

The word falls null, for our trained ears
In every ripple detects a sob;
But we face our birthright of toil and tears
With hearts that beat to a tearless throb.

For have we not seen the Storm King ride
Through the narrow gorge with his armed
Knights,

Their snow-white banners in martial pride
Defiantly streaming upon the heights.

China, took with them the dried leaves and also some cuttings of an indigenous shrub, which was to have the power of correcting any injurious properties in the brackish water they might meet with on the way. The decoction thus made pleased the missionaries so well that they continued, as a matter of taste, to drink it, after they had reached China, and introduced it to their converts. They also set about planting the precious shrub, and although it did not thrive so well in China as in its native Assam, becoming smaller both in stem and leaf, it was so well liked that it soon formed the foundation of the favor-

cators throughout the country. It appears to be equally true that public opinion is quite generally tending in the same direction, especially among the large class of business men and mechanics whose personal experience has convinced them of the inadequacy of the schools to enable their graduates to undertake the business of life at a proper advantage. What the progressive educators want to ingraft upon the public-school system of the country, and the thing which public opinion seems to favor the most, is what may be called the industrial idea. What this is, or, rather, what results are expected



Have felt the shock as they thundered past,
On the heart of Nature, pulsing strong
Their bugle note but a shrieking blast,
Prolonged and clear as a Norse God's song.

Yes, seen the morning encrown the peaks
In silver beams on a helmet blue,
And learned the language this grandeur speaks—
No tempest conquers if faith stands true.

And the scene becomes a cathedral pile—
A choir in the Rio Grande hymn,
Our passions buried in every aisle,
And peace, High Priest at the altar dim,

Some Facts About Tea.

London *Standard*: Tea came to us almost by accident. Some Buddhist priests, going on a missionary expedition from northern India to

ite beverage of all China. Thence it was brought to Europe, to be drunk and desired by Englishmen of every degree. And it is only of late years that Assam tea has come into the European market, to be looked upon rather suspiciously as the rival of its own degenerated Chinese daughter.

The Industrial Idea in Education.

That our public-school system is not so fully utilitarian in its results as it should be is undoubtedly a growing conviction in the minds of many earnest and progressive edu-

from its general adoption, is thus broadly defined by Dr. C. M. Woodward, of the St. Louis manual-training school: "We want an education that shall develop the whole man. All his intellectual, moral and physical powers should be drawn out, and trained and fitted for doing good service in the battle of life. We want wise heads and skillful hands. There has been a growing demand, not only for men of knowledge, but for men of skill, in every department of human activity. Have our schools and colleges and universities been equal to the demand. Are we satisfied with

what we have produced?" He then makes a statement which is quite significant because it is truthful. It is this: "There is a wide conviction of the inutility of schooling for the great mass of children beyond the primary grades, and this conviction is not limited to any class of intelligence." The reason for this appears to be obvious—that what is acquired beyond these grades does not compensate the average boy for the time expended, and that for prime utility there is little gained by what is taught in the secondary schools. But this conviction should not prevail if our common-school system is to bear its proper fruits, and the industrial idea seems to be the saving measure which has opportunely presented itself to lift the system up to a proper elevation in the respect and confidence of the people. As, therefore, public opinion favors the ingrafting of this idea upon the school system, the question occurs: How is it to be done? This is not so clear, but a way will doubtless be found in good time. The methods of industrial training which seem to have had some development in public educational work comprise the manual exercises of the kindergarten, the special schools for boys above the age of thirteen years, and the special instruction in sewing which has been connected with the public schools in various ways. It being agreed that some manual work is desirable for primary and grammar grades, the results of this thought have manifested themselves by various spasmodic efforts, which, however, lacked a proper educational connection with the common-school system. "Industrial exhibits," the results of children having been asked to make objects at home, have begun to attract attention, though such work was not the result of systematized study originating in the school-room. Excellent results, it may likewise be said, have been obtained in private

and semi-private schools having workshops and special instructors. But workshops and special instructors are things which cannot be generally provided in connection with our public-school system. It is suggested, however, that the best means of creating general interest in industrial methods of education among teachers, school committees, and the public would be by a plan which does not require these accessories. Interest in the manufactured products of manual-training schools and the incidental courses of instruction in the use of tools seems to have taken attention away from industrial drawing as an indispensable factor to their success; but its great importance in developing the skill of the hand and the eye in obtaining and expressing knowledge should not be lost sight of. In every manual school the thoughts to be expressed in wood, metal, etc., are first expressed by drawing. If, therefore, manual exercises are to be introduced into schools, the first thing as a preparation for them is to introduce industrial drawing. This should be so taught that pupils may be led to express their thought not only by drawing but by making it—that is, by constructing the object of the thought. The extent to which this method may be carried can not be determined at this time, when our experience with it is still in the first stages.—*Charles M. Carter.*

IN order to work in the spirit of Christianity, one must learn what he can do to make the world better. He must learn to know the ideals of goodness and eternal beauty. But he must study also the ways of evil and temptation. If one has no temptation, he has nothing to resist, and can never develop true strength of character.

Plant your oak in a flower pot, and shield it from the winds and tempests by the walls of a hot house—that is not the way to produce the oak that can resist the storms of a thousand years. It is not this abstract, flower-pot species

of education that is to develop Christian character in our young men nor in our young women. They must be gradually inured to contact with the world. They must learn to know evil by seeing it. They must be taught to hate evil, but not merely to hate it; they must learn to love the sinner while they hate the sin. Divine pity must inspire them to help those in need. The wise parent, therefore, will have none of this flower-pot prudence, but will accustom his daughters by degrees to the spectacle of the world as it is, and seek most of all, to make them strong against temptation, and yet without selfrighteousness.

The conscious virtue which daily picks her way through the world, gathering up her skirts lest they should be soiled by contact with her fallen sisters, is not on her way toward heaven, but downward on her way to that Lake Cocytus, where Dante has placed those souls frozen with spiritual pride—the Pharisaic souls that thank God that they are not as other men are, that feel themselves to belong to a caste apart from the rest of humanity. Blessed are the poor in spirit—those who study the conditions of the fallen and degraded in order to lift them up again.

A Baby's Epitaph.

April made me; Winter laid me here away asleep,
Bright as Maytime was my daytime; night is soft
and deep;
Though the morrow bring forth sorrow, well are
ye that weep.

Ye that held me dear beheld me not a twelve-
month long;
All the while ye saw me smile; ye knew not
whence the song
Came that made me smile, and laid me here, and
wrought you wrong.

Angels, calling from your brawling world one
undefiled,
Homeward bade me, and forbade me here to rest
beguiled.
Here I sleep not; pass, and weep not here upon
your child.

—*Algernon Charles Swinburne.*

Suggestions.

H. C. FELLOW.

One of the most unsatisfactory problems that the teacher has to solve is, "How can I make the exercises of my school so interesting as to secure punctuality and regularity in attendance on the part of my pupils?"

Our opening exercises are the most precious, and should be as interesting as possible. We find many schools in which neither moral nor religious instruction is given, and these traits in children are left to develop themselves, Topsy-like. Men who *grow up* are mere pigmies along side of those who have been developed by a thorough course of religious, moral and mental training combined. Practical christianity, without creedism, should be taught, from the open bible. This can be greatly aided by incidental instruction.

The subject of ethics comes in for a no small share of attention during these exercises. Morality is a great corner stone in the temple of character, and in the school room is the place to inculcate its great principles. The work of teachers such may be made interesting by having the students to copy, commit and recite choice selections, bearing on the subject of morality, taken from standard authors. Emerson's essays, and especially the one on compensation, contain much bread for thought, strong meat for the soul. Golden nuggets are scattered with great profusion through Young's "Night Thoughts" and Browning's poems. They may be hidden in the rough quartz, but it will richly pay for the crushing to get them. Lighter, yet as beneficial, extracts may be taken from Longfellow or Whittier.

You should have the students to preserve, in neat form, all the quotations they have learned. You might occasionally read an extract from "Getting on in the World," or "Thrift," and have them to take notes as you read it; or read a short story to them, and have them to tell it afterwards.

Under the head of mental culture, it can be truly said, that the true teacher knows how to study, and how to get his pupils to do the same, and to impart their knowledge in an

intelligent manner. His work will taste neither too bookish, nor will he sacrifice the book for the visionary. We are drifting too much from the practical to the ideal. Do not let a day pass but what you give some kind of a mental drill. We should have more of the memorizing work of long ago to sandwich between the methods of to-day. It is to be regretted that too many of our young business men have studied bookkeeping instead of mental arithmetic. Too many have to use paper and pencil in order to find the value of eighteen eggs at eighteen cents a dozen. Have your students to give the analysis of each problem systematically, and do not neglect to have a number of mental problems, during the arithmetic recitation, or as a general exercise for the whole school. After students have become wearied by hard study, you can give them an excellent rest by having them to see who can write the most English words on their slates in three or four minutes, or assign some easy subject and see who can write the most concerning it in a given time. Be careful to have them observe the rules for capitalization and punctuation. Another good plan is to write a stanza on the blackboard, call the school's attention to it for a second, erase it, and have them to rewrite it, word for word, from memory.

Having tried these various exercises, I have found them to be of great value in keeping up the interest of students in school work; and if they contain any suggestions that will help others in their work, I shall be amply repaid for my trouble in arranging them for publication.

Courage.

Macaulay was in sympathy with us all when he spoke of the "placid courage with which Charles confronted the High Court of Justice" as having "half redeemed his fame." We reverence valor in the evil doer; nay, even when it manifestly inspires wrong actions, we find it impossible, in spite of the condemnation of our higher reason, to withhold our respect from that dauntless courage which scorns consequences and defies death. An

appeal to the deepest feelings of our nature assures us that courage is one of the noblest qualities which man can possess; that it is, indeed, as the Roman, too, believed, the root and reality of all virtue. I regard courage as the mental correlative and equivalent of perfect health. And my experience has taught me that high courage is generally accompanied by bodily soundness. Of course, instances do continually occur where the high soul sustains and rules the weak body, and makes of the invalid or the weakling or the hypochondriac a hero. Few men ever possessed a higher order of courage, both moral and physical, than King William III., and yet his whole life was one great struggle between a strong will and a sickly body. Ill health marked him as her own from earliest infancy, but the fiery spirit that was within him enabled him to triumph over the pain and suffering to which his bodily ailments condemned him. There are, of course, many degrees of courage, endless varieties in its manifestations, but my own experience leads me to believe that this virtue in man follows the same natural laws as obtain in the case of horses and dogs. The better bred all three are the greater will be their innate pluck. In the well-born man, however, there is found another element of the highest value. The man proud of a brave father, or, still more, of a long list of brave progenitors, even if fate has been so cruel as to give him thin blood and a timid disposition, will feel bound to sustain what is commonly called "the honor of his name." The struggle within him may possibly strain every nerve, but his pride will conquer his weak spirit, and in the hour of trial—aye, even appalling danger—will enable him to play the part of the hero, and to play it well. To understand courage one must have thoroughly studied cowardice in all its phases, and they are infinite. It is the most subtle of mental diseases, the existence of which may never be known to any but the man whose heart it gnaws at. When the day arrives on which all hearts shall open, we shall, I am sure, be astonished to

find that many of those who have passed muster in our ranks as brave men will plead in extenuation of sins committed the astounding fact that they were cowards by nature. Hence arises the question as to which is more worthy of respect, the man who so conquers his ignoble spirit, and in so doing serves the state effectively, or he who, born with all the instincts or natural virtues which go to make up the brave man, shines as the hero whenever heroism is needed. Whatever may be the answer, there can be little doubt as to which is the more lovable character. You may respect the former, but you are, whether you like it or not, drawn irresistibly to the latter. There is nothing so fascinating in man as reckless courage. The philosopher, with his feet in hot water or in the enjoyment of an easy chair over a comfortable fireside, may strive to persuade others and himself that the man who triumphs over his fears and is thus enabled to act, when in the face of danger, the part of a brave man, is the more to be commended. His logic may be good, his reasoning unanswerable, but in that crowd of men which constitutes an army in the field, prejudice will be against the man who has to conquer himself, and with one accord the daring, fearless young fellow will be the leader whom all will applaud and prefer to follow.—*Lord Wolseley.*

Reading in Primary Grades.

S. F. SOUTHWICK.

We have the "word method," "spelling, or A. B. C. Method," "phonic method," and "sentence method." Taken together, good results are obtained in specified time; taken separately, with the exception of the first and last methods, we find them to be tedious and unnatural. If a beginning is made with the association of their sounds as combined in words, we have the former method. If a beginning is made with the names and forms, we have the "A. B. C. method." If a beginning is made with the pronunciation of the elementary sounds, either separately or in combination, we have the "phonic method." If a begin-

ning is made with the combination of words conveying a thought, we have the "sentence method." The first is analytic; the second synthetic; third analytic or synthetic, or the two combined, according to its use; the fourth analytic. There seems to be an understanding among the teachers that the best results in reading are obtained by the "word method"—later comes the "phonic and spelling method." Were the "sentence method" given an impartial trial, we think the verdict would be, that it is the more natural method. Of course, whatever method is used, it must be like the famous artist's paints, "mixed with brains."

A boy may become a successful mechanic, after several years' steady practice, by mastering the use of one tool at a time. Had he used all necessary tools, in building a bench, a table, a house, etc. he would have been the finished mechanic in much less time. Thus, we advocate the superiority of the "sentence method" over "word," "phonic and spelling method." The child not only sees the emphasized word in sentence but is incidentally learning by sight other words, which by daily use become a part of his education. Of course, this implies that he is to learn script at first, printed sentences coming after he has learned a hundred or more written words.

It is not to be understood by any means that the following "working model" in this essential school study is the only method by which good teachers can obtain good results, but we claim that it is a method by which the speediest and best results are obtained. It is to be hoped that it may serve as a guide to inexperienced teachers until they themselves form the habit of preparing their work independently. Let teachers draw picture of a cat on board; encourage pupil to talk about it. Now for a story about the cat. One says, "I see a cat;" teacher writes the story on board; asks pupil, "What do you see?" Answer, "I see a cat." Pointing to each word let class read in a natural tone the sentence, emphasizing the word "cat." Now for another story. This time, "I have a cat" may be given by another pupil. Write it on board under first sentence. "Who has a

cat?" teacher asks. Answer will be "I have a cat." Point as before, emphasizing this time the letter "I" Another story may be given. "I have a pretty cat." Proceed as before, emphasizing the word "pretty." Taking up eraser, the teacher, placing it above the first word of first sentence, asks, "What am I about to erase?" All say "I," teacher erasing each word as pupil pronounces. Teacher, taking the pointer, points to this sentence, written in her best handwriting, between three lines spaced off perfectly, "I see a cat." Have children raise right hand, point first finger, write in air the words, following the teacher's pointer as she traces the letters. As each word is traced, let pupils tell the word they write in air. Send them to their seats to write the sentences five times on ruled slates, or, better still, on ruled paper.

Queer Queries.

1. Why does the sun apparently set so far north in June and July?
2. How many hours of actual darkness during nights of early summer? How many in midwinter?
3. How many hours in a common working day? In a legal day?
4. Could our summer work be done if we had only the short working days of winter?
5. Could grains and fruits ripen with only nine hours of daylight or sunshine?
6. If the sun is farthest north in June, why are not these days hotter than July and August?
7. Is our "wild rose" a rose at all?
8. Why does not the yellow bird build its nest until July?
9. Where do chimney swifts, or swallows, build their nests?
10. What effect has the wholesale shooting of small birds on the yield of small grains and fruits?
11. Why are the fore wheels of a wagon made smaller than the hind wheels?
12. Which travels the faster, the top or the bottom of a moving wheel?
13. Why is a "pike" road easier to travel than a "mud" or dirt road?

A Life of Purity as Well as Enjoyment.

MISS IDA A. AHLBORN.

If the expectations of the state are realized in the first three respects, we shall have as a result an honest, industrious citizen. Is that not enough to satisfy any government? No; because there is a conviction that all this is only the legitimate—the inevitable—outcome of a fundamental principle. Therefore, the state expects from the public school, also, the last result named: A life of purity as well as enjoyment.

The state, legislating for criminals of all classes, knows full well that it can prevent and diminish this dangerous element only as over the necks of the fiery steeds of human passion are drawn the lines held in the grasp of a will inspired and controlled by a pure and lofty ideal. This ideal it would have held up before the pupils of the public schools.

In our era of universal education, we may easily form a wrong estimate of the importance of learning; we may become as narrow as Heine's Göttingen school boy, who would have nothing more to do with his comrade, because the latter failed to know the genitive of *mensa*. Not in this spirit does the state offer educational opportunity to all its youth. The public school system is built upon the recognized value of elementary training for all citizens, and upon the recognized value of superior training for such as will receive it. There is an Angelo who makes glorious the Vatican and St. Peter's; and there are thousands of house painters who make more sightly and durable mansion and cottage. Most people receive from the schools an education of the house painting type; valuable, indeed, in that it preserves and beautifies the life. A few are scholars as De Quincy defines a scholar: "Not one who depends simply upon an infinite memory, but also on an infinite and electrical power of combination; bringing together from the four winds, like the angel of the resurrection, what else were dust from dead men's bones into the unity of breathing life." To such schol-

arship few, indeed, attain; yet the report of it has often the effect on youthful minds that the legend of the Holy Grail had on King Arthur's knights.

"But one hath seen, and all the blind will see."

Not for all the knights of the school, but for some Sir Galahad, is reserved the vision of the books.

The influences of school, however, are not confined to the intellectual nature. Life is a mockery if each individual may not develop a beauty of character. The development may not be according to the teacher's ideas of symmetrical growth; but if he be fresh from nature's hand, and not, as it were the product of one of nature's journeymen, he will discern that there may be development on a plan apparently at variance with his own. Such an one will not teach us to be "pure, as dead, dry sand is pure." He will know, with Carlyle, that "what *we* call pure or impure is not with her [nature] the final question. Not how much chaff is in you, but whether you have any wheat. Pure? I might say to many a man: Yes; you are pure; pure enough; but you are chaff—insincere hypothesis, hearsay, formality; you never were in contact with the great heart of the universe at all; you are properly neither pure nor impure; you are nothing; nature has no business with you."

All effective moral teaching is positive, and derives its emphasis from the life of the teacher. So long as the burden of his instruction is negative, he but gives evidence of the presence of these evils in spirit if not in fact. Surely there is a nobler service to perform for youth than merely to blaze the upas trees in the forest of life. Evil exists in many forms, subtle and fatal; but to detach any form of evil from its association with the good, and to make it a theme, though for warning is most vicious in its effect. Who would teach thus,

"They are neither man nor woman —
They are neither brute nor human —
They are ghouls."

In our day of natural science, it is fitting that we teach the nature of substances, always as substances, however. The American philosopher, Emerson, well defined mate-

rialism when he said, "Things are in the saddle, and ride mankind." Let chemistry and physiology present their facts; not however, to exalt material things, and to invest them with power that shall in the least degree exonerate us from blame for their abuse. Far be it from the teacher to take from the individual the responsibility of life, and to give this glory unto another. Equally far be it from him to entertain and communicate that shallow vanity that boasts of the strength to resist any appeal to appetite. True royalty wears its crown in all meekness and reverence, and thus is strong to keep it. No meaner doctrine than the kingliness of the human soul were worthy of us to teach the child that cannot yet—

"Forget the glories he hath known,
And that imperial palace whence he came."

As compared to the life of the teacher, books are of little avail to instill a love of the pure and the noble. They "work no redemption in us." In vain do they plead in the name of self interest and of common justice to community and state. Their arguments fall powerless, so far as vitally affecting the character, unless the inner life responds, and subjects flesh to spirit. We are right when we ascribe many offenses to ignorance; but we are wrong when we think that the means of enlightenment were not within reach of the life. The law of its development is folded up in the lily bulb, and the law of our development pulsates through every vein. Ah! but lilies have always been true to their law, and out of the black slime they have ever risen into spotless purity. Somewhat of the law is in us all; and so we submit to the upward striving; we are drawn into the light of that Sun whose name is righteousness, and into whose healing beams the spiritual life blossoms into fragrance and beauty.

Man ever inclines to fix his attention upon something external and tangible; to direct his energies against the effect rather than the cause. We have many such physicians who prescribe for the "deep disease of life." Let but this or that scientifically-compounded prescription be administered to the

the children and youth, and in them certain flagrant manifestations of the disease will never appear. The medicine of itself is well enough, but I believe that in every genuine nature there is a conviction that human remedies are insufficient to restore health and soundness. We wander through all the provinces of human knowledge, but the balm that we seek we shall find alone in Gilead.

We may say that such a view is, of course, not to be presented in the public school. True, not as a creed taught and expounded, but it is already there in the lives of many teachers. These proclaim the ideal that, inspiring and controlling our youth, will give us the "men, high-minded men, that constitute a state." Thus only shall we obtain from the public school the four-fold result: intelligent citizenship, skilled industry, business integrity, and the life of purity that is one of enjoyment.

The Cemeteries of Constantinople.

At Constantinople the big Musulman cemeteries are sights that every visitor goes to see. From the comprehensive outlook of the Saraka or Galata tower, a panoramic view of the city embraces forests of dark cypress here and there. The black masses of woodland stretch along the Golden Horn, and encompass the city on every hand. They are the famous cypress grave yards of the Ottoman capital, and well worth visiting, as nothing like them is to be seen elsewhere. These cemeteries may best be described as dense forests of cypress trees and tombstones — tangled masses of graves and trees. The cypresses have grown to enormous proportions, and the dense, dark foliage forms a ceiling through which the sunshine penetrates only in streaks. The cathedral aisle of the trunks, and the tablets of the dead, are bathed in twilight all day; on moonlight nights the dark cypress cemeteries are weird pictures indeed. The Constantinople headstone is a rude representation of the human form, with a fez or turban chiseled on the top, so that on these moonlight nights they may

well be taken for crowds of ghosts. In these Constantinople cemeteries, too, one may read a rare essay on natural economics. Whence comes the remarkable vigor of those thousands and hundreds of thousands of huge cypresses? The other hills and vacant areas around about them are barren, and trees planted thereon and left to take care of themselves would hardly survive. Whence, then, come the giant growth and the dark, almost black, glossy foliage of the cemetery forests? The Turkish custom of crowning their gravestones with a representation of the head dress worn by the departed during life, furnishes a ready index to the age of the grave, apart from the epitaph. Side by side one sees in the Constantinople cemeteries the huge turban of the time of Mahmud II., and the modern fez, the former still a mass of gilt, the latter painted red. But the most impressive feature of the cypress cemeteries, and that which appeals particularly to the imagination of the western visitor, is the way the headstones are crowded together. In spots they are literally placed as thick as they can stand, a mass of upright slabs through which one can hardly force a path. In other places they are toppled over, and lie like fallen sticks of timber one over another. The dead of different periods must have been buried one on top of another and new bodies wedged in wherever enough soil was found to cover them up. Well might the proud old cypresses lift their their swelling girth.

Storage of Life.

Within each ton of coal was stored, long before the creation of man, a definite amount of heat, which by the chemical process of combustion, may be made available for man's use. A barrel of wheat contains a fixed amount of food. Electricity can now be stored, and bought and sold in measured quantity. Each person has a definite amount of stored life, normally equal to about one hundred years; but, in most cases, our ancestors have squandered much that should have come to us, and we ourselves

waste not a little that we have actually inherited. This wasting of our store of life is as serious a thing as it is common. It may be done thoughtlessly or ignorantly, but the waste is just as irretrievable. Tens of thousands of children die annually, and as many more survive, with a sadly wasted vitality, simply because their mothers do not exercise enough care in the matter of food, clothing, pure air, and sunshine. Our schools waste this store by drawing too largely on the brain and nerves of their pupils through the competitive systems, the worry of public examinations; through exacting the same tasks of the bright and of the dull, and through lack of adequate and persistent attention to the sanitary condition of the school rooms. Some parents allow their children to waste their supply of nervous force by the incessant reading of sensational books, or by frequent attendance at exciting evening parties, and some by not insisting on regular and sufficient sleep. Women waste it by overwork and worry in their homes, and it is a very rapid waste. Gay young ladies and fast young men waste it at a fearful rate in their rounds of pleasure. Only next is the waste of high living, conjoined with excessive devotion to business. Of all the professions the medical wastes the life store most rapidly by irregular and broken sleep, night exposure, and the constant drain on the sympathies and the nervous system. It seems a pity that those whose great work is to save and prolong the life of others should have to do it at the expense of their own.

TALENT is power, tact is skill. Talent is weight, tact is momentum. Talent knows what to do, tact knows how to do it. Talent makes a man respectable, tact will make him respected. Talent is wealth, tact is ready money. Talent is pleased that it ought to have succeeded, tact is delighted that it has succeeded. Talent toils for a posterity that will never repay it, tact throws away no pains but catches the passions of the passing hour. Talent builds for eternity, tact for a short lease, and gets good interest.

Clioian Review.

MOTTO—PEDETENTIM ET GRADATIM ORIAMUR.

W. E. CROW, Editor.

Time in her flight has ushered in and away another period of Clioian history, and we are proud to say that during this epoch she has witnessed many great strides in her march of progress. The loyalty of her members has been tested, and in every case the determination to defend her pure and undefiled motto, has shown forth in all their words and actions.

Mr. J. M. Layhue gave us quite an interesting valedictory address at our last meeting. All were well pleased and went away feeling that there was another goal ahead higher still than the one they had already reached.

Under the instruction of Prof. Hall the Senior class is making great improvement in the art of writing. He is an able teacher and the Seniors are taking advantage of the opportunity.

Mr. W. D. Brightwell, of Fayette City, one of Clio's former members and workers, spent Friday evening, December 6th, with us. We were all glad to welcome him, and to learn that he would enlist in our ranks next term.

Mr. William Debolt, '88, whose name adorned Clio's list of members, is now teaching at New Geneva, Fayette county, Pa.

Mr. Lee Smith, a loyal Clio of '89, spent Saturday and Sunday in our midst. He has been troubled much with sickness in the past, but we are glad to know that he is at present strong and hearty and is teaching a successful term of school at Ohio Pyle.

The Chinese question has been settled at last. Though Congressmen have debated the question day after day, yet it had to be brought to the Normal to receive its final verdict. The Senior class discussed it for a time, but in vain; at last two gentlemen of the same class undertook its final decision, which ended with a solution in favor of the Chinaman.

Miss Ada Jenkins, an earnest Clio, and successful contestant of '88, paid us a flying visit Friday evening.

Mr. F. G. Ross, a former student and ardent Clio, is now attending the Morgantown University, where he expects to graduate next year as a civil engineer. Clio's best wishes follow him.

The Senior class expects to have its present number, forty-eight, increased to fifty-two the coming term. They welcome all who wish to join their onward march.

Mr. L. Q. Newcomer, a former Clio, is teaching a successful term near Ohio Pyle, and expects to be with us again during next spring term.

Mr. J. Q. Arnold has been chosen saluatorian for next term. He is a fine linguist and a deep thinker, and a treat in logic and oratory is expected.

The Seniors are working hard on their orations at present, and it is reported by Miss Ruff that some are far beyond her anticipations and excel, in oratory and logic, the orations even of Webster or Hayne. They expect to deliver them next term.

Clio is now booming under the directing hand of Mr. F. P. Cottom. His ideas of government are grand and the dreaded foe, ignorance, has received no stronger and fiercer blow than during his administration.

Messrs. Layhue, Kreger, Arnold, Cottom, and Smith are among Clio's many excellent debaters. As to which is the best, we are not able to say; but one thing we can say, and that is this: Mr. Kreger surpasses them all in logic.

We have had several pleasant visits this term from our old Clio friend, Mr. Archie Powell, who is teaching a very pleasant term in Alleghany county, Pa. Clio wishes him great success.

We doubt if ever there has been a more successful term of school work at the Normal than the one just ended. Perhaps not as brilliant or showy as other terms when the numbers were larger, but in the amount of work done, as well as the general smoothness and precision which has accompanied the

work from the beginning of the term, we think it has not been excelled. Work seems to have been the motto of every teacher and pupil.

All are looking forward with pleasure to the beginning of next term, when Dr. and Mrs. Noss will again adorn the halls of the Normal. Though their presence has been greatly missed by all, yet we hope to be made the possessors of many new ideas of education, and to be urged to nobler actions by the knowledge their short visit has gained for them.

Miss Eve C. Downer, under whose direction the Seniors have been teaching the past term, is an excellent instructor, and her supervision has resulted in almost revolutionizing the old ideas put forward by different members of the class.

The new lamps that have lately been hung in the back part of Clio Hall, add greatly to its comfort and attraction. They are beautiful, and just what the hall has needed for years. Clio's members spare neither labor nor money to make the society a success.

Mr. A. M. Ross, a worthy and energetic Clio, has lately been elected to the honorable position of president of the Senior class. Mr. Ross is well able to fill the position, and all unite in wishing him a crown of success.

Many are glad that vacation is here, that they can again bid adieu to school and its troubles and once more resume their place around the sparkling light of the old fireside at home, there to enjoy the quiet and peace of tranquility and dream again their childhood dreams. May they learn patience and fortitude from Nature's own heart, and after the Christmas feast is over return with their minds filled with new vigor and strength, ready to perform more ably their regular school duties.

The members purpose giving a banquet for Dr. Noss on his return. If he arrives at the expected time, the banquet will be given on New Year's evening. A pleasant time is expected.

Philomathean Galaxy.

MOTTO—NON PALMA SINE PULVERE.

MAGGIE E. DICKEY, Editor.

We are now nearing the close of the first term of school, and the mind of each one is fixed more or less on home and holiday pleasures. Four busy months have flown from us and in that time there has been a vast amount of good earnest work done. The Seniors have their original orations written and one classic over and the majority of the chapel recitations are over, not saying anything of the class work that has been done. The Juniors are working just as faithfully as ever Juniors did and *bid fair* to take a step higher at the close of the year.

So far as we know, Dr. Noss and his family are on their way home from their lengthy visit to our neighbors across the Atlantic. All look forward to their return with much pleasure. We long to have them with us again, and know from the letters they have written us that their visit has been a pleasant as well as a profitable one.

Miss McKown delivered the valedictory to Philo on the evening of December 13, which was the last meeting of Philo in the year '89. The address was an excellent one and well delivered. It contained words of good advice for future use, as well as words of congratulation on the work of the past, and showed on the part of the lady an interest for the future welfare of Philo.

With the close of a school term comes the close of a term of society, and Philo Hall will be vacated for two Friday nights in succession. We rest from society work as well as from school work. Philo has been booming. Her work has been good. Her members are active and show a willingness to do their duty. Her classes are well filled, the members of which show careful preparation in their selections. And as a new term opens we welcome back all her old members and heartily invite others to become members of the Philo family and engage in the good work with us. We will put forth every effort to make all feel at home with us. Come one! Come all!

The lecture given in the chapel

on the closing evening of the term by Prof. John B. DeMotte, was heard with great interest by quite a large audience. The stereopticon views were by all means the finest ever given in this place, and the lecture itself is an excellent one, even if not so illustrated. Much entertaining and valuable information was given, in regard to the life saving service, and other matters more or less directly connected with his main subject, "The Light-house." All who heard him would be rejoiced to have him with us again some time in the future. The next entertainment of the course will be on January 31, by the Boston Ideals.

Thanksgiving vacation at the Normal was a quiet but pleasant affair. The majority of the students went home to partake of the turkey and the many other good treats in that line. The few who remained spent the time in sports and games of different kinds. On Monday morning all returned to their work as usual.

Prof. Hall, Prof. Hertzog and Miss Downer are the members of the faculty that were in attendance at the county institute at Washington. They report it as having been a grand success and beneficial to all the teachers and those interested in educational affairs.

The sad news of the death of Dr. Higbee, whom we all have heard so much about and some have had the pleasure of meeting, reached us a few days ago. His last words were delivered to a band of teachers. He was stricken with paralysis just as he finished his address, and after lingering only a few days the closing scene of life came, the curtain fell, and he entered the realms beyond the "Golden Gate."

Just as we go to press, dispatch is received announcing the safe arrival in New York of Dr. Noss and family. So, while regretting that they could not be present for the closing exercises of this term, we rejoice in the assurance that they will be with us at the opening of the next.

The members of Philo were glad to see the familiar face of one of her worthy members, Mr. P. M. Weddell, who visited the society on the evening of Nov. 21st. Mr. Weddell is another representative of the host of teachers that once labored so faithfully in society work.

Miss Gertrude Richard, a member of the Senior class and a faithful Philo, has been compelled to go home on account of poor health. She expects to be with us again at the beginning of next term. Philo wishes her a speedy recovery.

Mr. Crile was favored with a visit from his brother a few days ago.

Now as we stand near the close of another year we look back over the path that we so lately have trodden. All of us have made mistakes. We can think of many little things that we have let pass without proper attention, or many things that have come to pass that we might have prevented or in some way used our influence for the better.

Now, what do we intend to do as we enter the new year? Are we to be satisfied in doing as well as we did in the last? No. Let us begin the labors of the year of '90 with new zeal, and never in all our labors forget Philo.

Miss McPherson spent her thanksgiving vacation with friends in Monongahela City.

Miss Lucy Guffey, a staunch Philo, visited the Normal during Thanksgiving vacation. Miss Guffey is teaching near her home at Webster.

Miss Eichbaum, a member of the class of '89 and a good Philo, paid us a short visit at Thanksgiving. She is teaching in the school at her home in Washington, Lawrence county.

Wishing all a merry Christmas and a happy New Year, we close the editor's office for '89 and hand the key to the one that shall occupy the chair in 1890.

Twin Lakes.

HELEN HUNT JACKSON.

Far off in the Rocky mountains
And two miles up in the air,
Lie the Twin Lakes, close together,
All rippling, shining and fair.

The mountains wall in the water;
It looks like a great blue cap;
And the sky looks like another
Turned over, bottom side up.

'Tis the sweetest place I know of;
No sweeter one could be planned
For summer and winter pleasure
On the water and the land.

Each sunset and sunrise, glowing
With bright colors spread the lake,
And along the shore gay blossoms
Even brighter colors make.

And I wonder when he lunched it
What the birds thought overhead—
If they thought it was another
Great bird with its wings outspread.

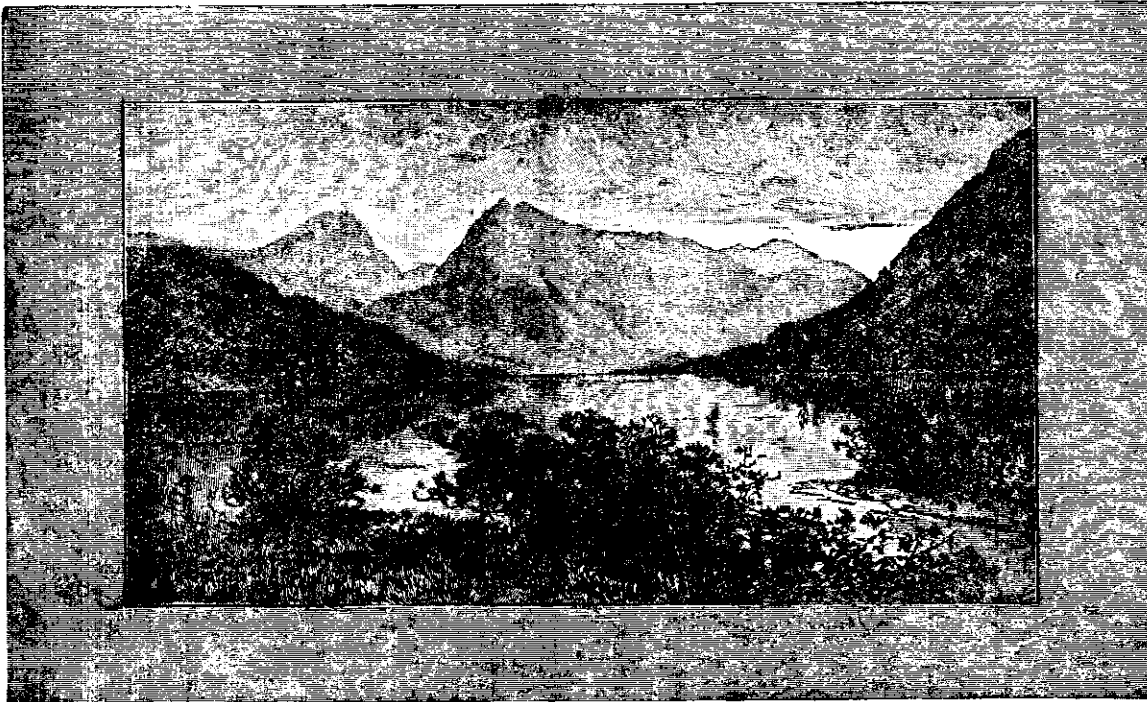
Then he christened it "The Dauntless,"
Though why I could never see;
For a ship more free from danger
In the world there could not be.

So long as she holds together,
With her timbers strong and sound,
The lake will but gently rock her,
The mountains will wall her round.

Far off in the Rocky mountains,
And two miles up in the air,
On the lake so blue and shining,
Her light burdens she will bear.

And if you will come some summer
And journey our mountains through,
You can sail in this Yacht Dauntless,
And see I have told you true!

THE teacher is the figure paramount in every school—texts, methods and courses are minor; the teacher is everything. The times demand now, more than ever before, teachers who give to children something more than mastery of sums and spelling books. Breadth and symmetry of character must be the outgrowth of elementary instruction. It must implant desires and longings that will make a life-long student, whose honesty will keep pace with his thrift. Elementary instruction should give purpose, ambition and moral character. In this sense, it is, has been, and ever will be, more important to the state than



But there only little row-boats
Which crept o'er the water blue,
And every one said "If only
With a swelling sail we flew!"

"We'll fly with a sail all swelling,
And make light work of two miles!
I'll build with my hands a vessel,"
Cried out the good Captain Stiles.

So he hewed him down great fir trees,
And hewed him logs of the pine,
And the splendid slender balsams,
All full of fragrance fine.

And he sawed and planed and hammered
With tools of good iron and steel,
And he made the deck all shining,
And bent and hellowed the keel.

And he set the mast of balsam
Upright, as it used to grow,
And he sewed a sail of canvas,
And a pennon white as snow.

Irrevocable.

M. W. PLUMMER.

What thou hast done thou hast done—for the
heavenly horses are swift;

Think not their flight to o'ertake, they stand at
the throne even now;

Ere thou canst compass the thought, the immor-
tals in just hands shall lift,
Poise and weigh surely thy sin, and its weight
shall be laid on thy brow,

For what thou hast done thou hast done.

What thou hast not done remains, and the heav-
enly horses are kind;

Till thou hast pondered thy choice they will pa-
tiently wait at thy door;

Do a brave deed, and behold! they are farther
away than the wind,

Returning they bring thee a crown to shine on
thy brow evermore,

For what thou hast done thou hast done.

the work of institutions of higher learning. Give us good elementary teachers, and our common schools will give their attendants an impetus for self improvement that will do more for the state than the important, though limited, work of colleges can do. Elementary teachers should be the equals, if not the superiors, of college professors. They should be thinkers and leaders, in a broad and liberal sense. Their efforts either drive the child early from the pursuit of truth, or wed him to it and thereby insure progress through higher grades.

A Realist's View of Scott and Tolstoi.

A paper on Sir Walter Scott, dealing with him in the way of reminiscence and anecdote, has been introduced to the readers of one of our magazines with a page of rather abstract eulogy by a gentleman eminent for his services to the cause of education, from whom one can not learn without concern that to go back to the fiction of Scott "from Flaubert and Daudet and Tolstoi is like listening to the song of the lark after the shrieking passion of the midnight piano-forte"—how lurid the poor domestic piano-forte appears in this figure!—"nay, it is like coming out of the glare and heat and reeking vapor of a palace ball into a grove in the first light and music and breezes of the morning." Our own intimacy with the midnight piano-forte is small, and with the lark even less; but when it comes to the "glare and heat and reeking vapor of a palace ball," we are at home. Nothing was more familiar to our gilded youth than this atmosphere; and we clearly recall the soothing effect upon our fevered senses of the "first light and music and breezes of the morning." It is true we did not come out into them; the reigning prince (sometimes he was an emperor, but usually a plain, simple, unostentatious king) always made us stay the remnant of the night with him; but before flinging ourselves upon the silken shake-down that our host had invariably made up for us in his own room it was our custom to lift the window for some moments of those delicious sights and sounds. Perhaps it was only the unfinished window of Aladdin's palace; no matter; the recollection of it enables us to know what one means when one talks of coming out of a palace ball. We dare say all palaces are much alike in the "glare and heat and reeking vapor" of their balls; and we suppose any friend of the romantic will be ready to count our imagined experience of palaces and their balls for something as good as the reality. But we are by no means so sure that we agree with the writer in question in the application of a

figure that has stirred our fancy to such extraordinary feats; and we have some grave misgivings as to whether the unqualified acceptance of Scott would prove with the readers the "blessing not merely to their minds, but also to their hearts and souls," which he promises. We will not defend Daudet from complicity with the midnight piano-forte, for we are not always satisfied of the singleness of Daudet's intention or the effect of his books; and, then, he is hardly a realist; but Flaubert's "Madame Bovary" is one impassioned cry of the austere morality, far above the conception of the art of Scott's time; and when we come to Tolstoi there is no comparison of the masters in any kind. Beside that most Christian of the moralists Scott is the spirit of the world, incarnate, and of the feudal world at that; and beside that conscientious and perfect artist he is a prentice artificer.

In the beginning of any art even the most gifted worker must be crude in his methods, and we ought to keep this fact always in mind when we turn from the purblind worshippers of Scott to Scott himself, and recognize that he often wrote a style cumbrous and diffuse; that he was tediously analytical where the modern novelist is dramatic, and evolved his characters by means of long-winded explanation and commentary; that, except in the case of his lower class personages, he made them talk as seldom man and never woman talked; that he was tiresomely descriptive; that on the simplest occasions he went about half a mile to express a thought that could be uttered in ten paces across lots, and that he trusted his readers' intuitions so little that he was apt to rub in his appeals to them. He was probably right; the generation which he wrote for was duller than this; slow-witted, æsthetically untrained, and in maturity not so apprehensive of an artistic intuition as the children of to-day. All this is not saying Scott was not a great man, he was a great man, and a very great novelist as compared with the novelists who went before him. He can still amuse young people,

but they ought to be instructed how false and how mistaken he often is. As for the man who teaches us that war, private and public, is a sin; who bids us beware of our passions; who strives unceasingly to free us from the enmities and hates in which we poor worms sting one another to death; who preaches, first and last and always, peace and purity and pardon—we urge his censor to some further study of him. He will find no word of Tolstoi's that contravenes the Sermon on the Mount; this inapproachable artist has no need of anything factitious for his effects, because they are those of truth; and he has never constructed an ideal of chivalry for us to worship, because humanity is good enough for him. One might learn from Scott to be a gentleman, but Tolstoi teaches us to be good men. Unless one hears the shrieking passion of the midnight piano-forte and tastes the reeking vapor of the palace ball in the four gospels, we do not really understand how one should perceive them in the ethics of Tolstoi. His censor is apparently not very clear about the whole matter, however, or he would know that the motives of Victor Hugo and Scott are not alike, and that, in all their books can teach, it is Tolstoi and Manzoni who are of the same tradition, and not Scott and Manzoni. If Tolstoi had not written, we could almost agree with the gentleman we have so cordially disagreed with, and might rank "I Promessi Sposi" as highly as he does; but the Italian's work falls below the Russian's because Manzoni wrote in the infancy of his art and Tolstoi has written in its maturity. The Russian is the more perfect master for that reason, but they are equal and coeval in the inspiration of their work. Both are penetrated with the beauty of Christianity, and both are filled with the same pity for the oppressed, the poor, the lowly, the same abhorrence of violence and pride; both are alike

Dowered with the hate of hate, the scorn of scorn,
The love of love.

—William Dean Howells, in *Editor's Study of Harper's Magazine for May.*

Great Salt Lake, Utah.

The Great Salt Lake is a mysterious inland sea, which, more than any other body of water on the globe, has created and left unsatisfied the curiosity of mankind. Its dead, dreamy, silent, tideless waters are an enigma.

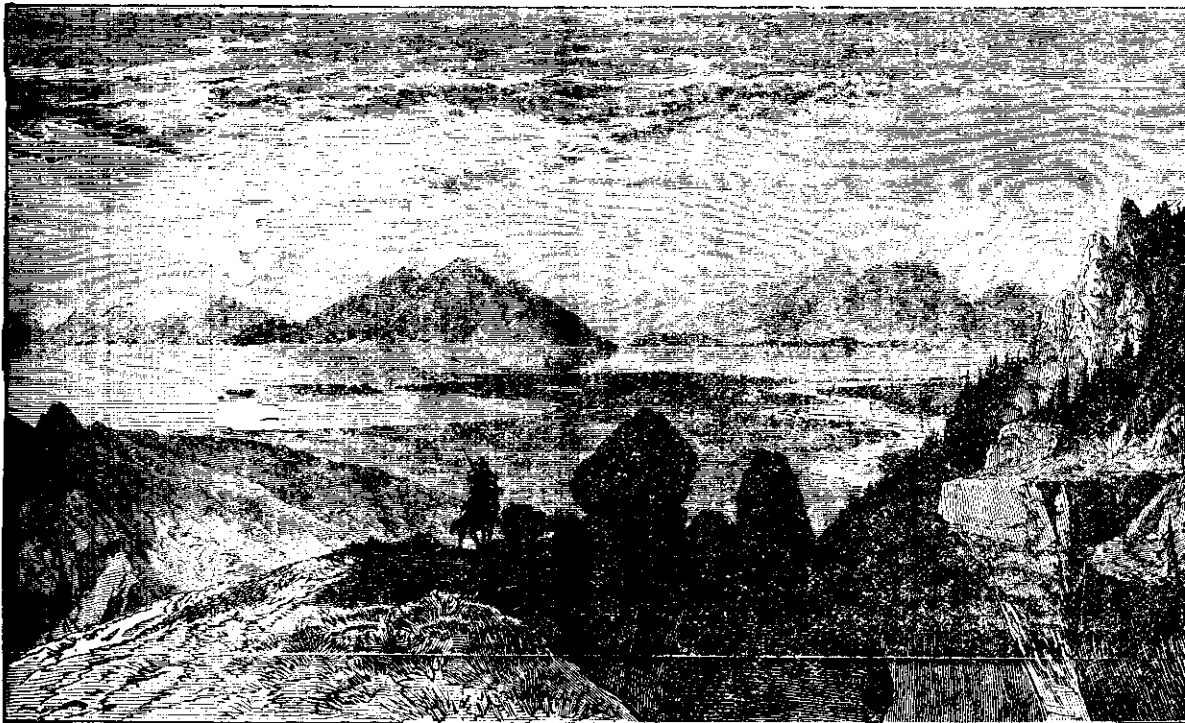
The lake's surface is higher than the Alleghanies and mountainous islands rise from its bosom, casting their dark shadows on the blue expanse which lies slumbering at their feet.

Near the Great Salt Lake is situ-

rapid mountain streams come rushing through the canyons and are led into the city, where the clear, cold, limpid waters sing a pleasant song as they sport and play along the sides of the streets where they are conducted through the entire city. The Oquirrh mountains shut in the valley to the west. The great object of interest to the tourist and stranger is Temple Square; here are situated the great ecclesiastical buildings of the Mormon Church. Prominent among them is the Temple, Tabernacle, and Assembly Hall.

thus appears that habit covers a very large part of life, and that one engaged in studying the objective manifestations of mind, is bound at the very outset to define clearly just what its limits are.

The moment one tries to define what habit is, one is led to the fundamental properties of matter. The laws of nature are nothing but the immutable habits which the different elementary sorts of matter follow in their actions and reactions upon each other. In the organic world, however, the habits are more variable than this. Even instincts



Great Salt Lake, Utah.

ated Salt Lake City, the famous Mormon City or "City of the Saints," as they prefer to call it. Salt Lake City is a veritable garden. Low picturesque houses harmonize in their cool, quiet tones with the extensive orchards of fruit and gardens of flowers which surround them and the business blocks in the center of the city are imposing and strong.

Back upon a "bench," and several hundred feet above the city is Fort Douglas, the flag of the Republic standing out in bright relief against the Wasatch. Strong and

A Definition of Habit.

When we look at living creatures from an outward point of view, one of the first things that strikes us is that they are bundles of habits. In wild animals, the usual round of daily behavior seems a necessity implanted at birth; in animals domesticated, and especially in man, it seems, to a great extent, to be the result of education. The habits to which there is an innate tendency are called instincts; some of those due to education would by most persons be called acts of reason. It

vary from one individual to another of a kind and are modified in the same individual, as we shall later see, to suit the exigencies of the case. The habits of an elementary particle of matter can not change (on the principles of the atomistic philosophy), because the particle is itself an unchangeable thing; but those of a compound mass of matter can change, because they are in the last instance due to the structure of the compound, and either outward forces or inward tensions can, from one hour to another, turn that structure into something dif-

ferent from what it was. That is, they can do so if the body be plastic enough to maintain its integrity and be not disrupted when its structure yields. The change of structure here spoken of need not involve the outward shape; it may be invisible and molecular, as when a bar of iron becomes magnetic or crystalline through the action of certain outward causes, or India rubber becomes friable, or plaster "sets." All these changes are rather slow; the material in question opposes a certain resistance to the modifying cause, which it takes time to overcome, but the gradual yielding whereof often saves the material from being disintegrated altogether. When the structure has yielded the same inertia becomes a condition of its comparative permanence in the new form, and of the new habits the body then manifests. *Plasticity*, then, in the wide sense of the word, means the possession of a structure weak enough to yield to an influence, but strong enough not to yield all at once. Each relatively stable phase of equilibrium in such a structure is marked by what we may call a new set of habits.—*From "The Laws of Habit," by Prof. Wm. James, in Popular Science Monthly for February.*

From the Superintendent's Note Book.

Following are a few notes taken to the credit of our schools while visiting them:

1. Making good use of the dictionary.
2. Using topical methods, thereby cultivating in the pupil power of independent expression.
3. Teacher's desk orderly, floor swept clean, desks dusted—several teachers had some kind of dusters.
4. Giving plenty and variety of seat work to small pupils.
5. Having pupils explain their work.
6. Helping teachers when the work is assigned that they may not need to go to the teacher for help when she is hearing classes.

7. Teaching pupils *how* to study.

8. Supervising pupils at noon and recess, and not permitting them to make a playground of the school room.

9. Keeping pupils well in their grade and not allowing them to get out because they or their parents wanted to leave a part of the course behind.

10. Preventing tardiness by having some interesting exercise for opening.

11. Insisting on neat seat work at all times.

12. Making good use of school apparatus.

13. Requiring complete answers from pupils in recitation.

14. Having everything ready for business when school time came.

15. Many teachers had their work prepared before coming to the school room, thus economizing time and not allowing the textbook to become their master.

16. ASKING, not COMMANDING, and presenting a pleasant appearance in the school room.

17. Talking in conversational tone and not talking too much.

18. Every lesson calling for something in review.

19. Putting into practice good ideas gained from educational books and papers.

20. In short we have found the teachers in Olmstead county a progressive and hard-working corps, and we are proud of them and have found that the people are also justly proud of their schools and the reputation we have gained abroad for efficient and systematic work.

Auxiliaries to Primary Work.

DELLIE SPAULDING.

We frequently hear complaints that spelling has become, in these days of progress, a neglected branch. I am not sure but there is good cause for the accusation, and I believe that it is largely the fault of the primary teacher that

such is the case. If the pupils are taught, from the very commencement of their school life, to observe the spelling of words, as well as their correct pronunciation, they will form a habit which will go far toward counteracting the tendency to indifferent spelling.

The letter boxes spoken of last month are useful in this connection. Every primary lesson is spelled upon the pupils' desks; every new word is spelled by the use of little fingers. All teachers know how doubly interesting to little people is work which occupies both hand and brain. I also use these letters as a spelling exercise for pupils as far advanced as the third-reader grade. This is an extra spelling exercise, and is also a recreation.

On Monday mornings, after a certain amount of school work has been completed, I distribute the letter boxes to this grade; then I say: "This week we will make names of trees." When their work is done they will have, perhaps, twenty names. I pass from desk to desk, reading their words aloud. Whenever a word is misspelled, as is often the case, I ask some one to spell it correctly, and, if very difficult, have it written on the board. Next day every one will be sure to "tackle" that "hard" word first of all, to show that *he* can spell it. By the end of the week, one will be surprised to know how many names of trees the children can spell correctly. I often see a long list prepared on their slates beforehand, ready for the exercise, each one being ambitious to have a name that no one else has thought of.

Each Monday morning something new is given and the work is continued in the same way. One week we had the names of good actions, and the next, bad actions, which gave frequent opportunity for discussions on morals. Another time we had names of Kansas products, and the next week, names of "things which do not grow in Kansas." This brings up other discussions, increasing general knowledge and practical information. I have used the letters some in language lessons, but for that I prefer the slate or Miss Kuhlman's "reading boxes."

Objects and Methods of the Recitation.

Every teacher knows by observation, if not by experience, that the discipline of a school may be perfect; that the teacher may be exemplary in morals and manners; that there may be that harmony and mutual good will so necessary and so desirable; that, in short, the school may seemingly be a model, and yet fail of its primary object, *i. e.*, effective instruction. The teacher has not a proper idea of the recitation.

1. What are the objects of the recitation? The objects of the school are to instruct the pupils in certain branches, and to arouse within them an insatiable desire for further knowledge; and since this is done for the most part in the recitation, it follows that the objects of the recitation are, to find out what the learner knows of the subject in hand; to teach him, or lead him to discover, what he does not know of it; and yet leave him at the entrance of a field even broader and more inviting than the one which he has just explored.

Too often is it the case that the first object, only, is kept in view. The pupil is trained to recite, to tell what the text book says, or what the teacher has said at some previous time, after telling which he is dismissed, teacher and pupil innocently and ignorantly thinking that nothing more is desirable. And quite frequently is it the case that the first two of the objects mentioned are accomplished, while the third is most lamentably disregarded. That is, the pupil gains a sufficient knowledge of certain subjects, but is entirely satisfied with his attainments. Many pupils of the common schools, or perhaps graduates from those schools, are quite proficient in—the history of our country, for example, and yet without that thirst for general history which we find in him who has learned history aright. Such pupils instead of being led to the entrance of the next field, are ruthlessly forsaken just outside, where some obstruction hides the beauties within.

2. What are the best methods

for the recitation? Some teachers say: "I use the *topic* method, altogether." In a recitation on "The Adoption of the Constitution," for example, instead of asking the pupil when the convention was called; who was chairman; what colonies were represented; how long they were in session; on what points there were the greatest differences of opinion; when and how it went into effect; he is given it as a topic. But if he fail to bring out all the important points? Must the same topic be his next recitation? Will you supply the omitted parts? Will you leave those points untouched, or will you not rather proceed by the question-and-answer plan to bring them out? And how, if the topic method only is proper, are you going to lead him to discover the *philosophy* contained in this and almost every other lesson that makes history so delightful? Again, when the topic method is so strictly followed, there is a greater inclination on the part of the pupil to quote the exact words of the text book than there is if a few questions are thrown in adroitly. A little judicious questioning greatly assists a diffident pupil, and renews the courage of a dull, discouraged one.

On the other hand (remember we are speaking of extremes), if the questioning plan is used exclusively, the pupil does not prepare his lesson so well as he would otherwise do. He does not arrange the different points of his lesson in his mind in logical order, but relies to a great extent on the teacher's questions to join the disconnected parts and suggest answers to him.

Having pointed out some of the dangers of each plan, let me emphasize: *Don't make a hobby of either method.*

By some means make the recitation interesting. If uninterested, the pupils will be inattentive, and recitation with divided attention is worse than a failure. The interest depends much upon who is engaged in the recitation. If the parties engaged are the teacher, text book and pupil, it is usually rather dull. If the teacher be laboriously performing his part, and the pupil be attending to something else, it is

distressing; if the pupil is left alone, and the teacher and text book gaze abstractedly out of the window or wander about the room, it is simply unbearable. But let the teacher and pupil both enter the recitation; let the mind of the teacher go out to meet, to welcome and assist that of the pupils, and interest seldom fails. If the lesson should at some time be a little dull, or the recitation be so long as to become wearisome, vary the exercises; make abrupt changes; change from an oral to a written, or from a written to an oral exercise; change from individual to concert recitation; ask a question or two entirely out of the usual order, or the teacher is excusable if he even present some point in a laughable manner in order to enliven his pupils.

It is unnecessary to add that the teacher, that he may do his part, must be quite familiar with each lesson. We all know by experience that if we are unprepared for the recitation, we contribute little to its success. Make it a rule, then, to review, as near as possible, *all* the lessons.

Finally, as a sort of summary, remember that to hear the pupil recite is not the *only* object of the recitation; that there is danger in using any one method of recitation to the exclusion of all others. Avoid, alike, Page's "drawing-out" and "pouring-in" processes, and in some way make your recitation interesting.

Helps to Interest in Written Work.

It has been my experience that pupils like to have their work put up where it can be seen, if it is well done, or if it has been painstaking, even though not well executed.

There are numberless ways of creating an interest in written work, which are at once simple and within the reach of every teacher.

My first plan is, to provide myself with a yard of black cambric, and fasten it by the end to the top of the blackboard, or in any place that is not required for daily lesson work. In every school room there is some corner that is of little use

for blackboard work, and this corner makes the best place for the cambric. Have it fastened only at the two upper corners, but have it hung perfectly smooth. On this can be pinned, at will, specimens of any written work done by your class. One day let it be language, another, examples, and a third, the perfect spelling papers.

You will very soon see how the pupils will linger about that corner at recesses and after school, and, if you will, you can hear some very good comments on the papers exhibited.

The children will learn much from the criticisms of their mates, and as pupils almost invariably wish to stand well in the estimation of those of their own age, it proves a wonderful incentive to caretaking in the preparation of papers.

It will not be long before you will find the pupils watching anxiously for the correction of their papers, to see whether or not they merit exhibition.

Quite possibly some child whom you have never thought ambitious will linger behind the others to ask you if you do not think his paper "most good enough." A few encouraging words will kindle that child's enthusiasm to such a pitch that he will not be satisfied until many of his papers have been pinned up.

I well remember a little dialogue I overheard in my school last year. Some of my pupils were looking at a number of papers that had been placed on the cloth during the session. In the little cluster of boys and girls was one who had been especially difficult to reach in the matter of neat work. After gazing a moment in silence, he exclaimed, "Hum! I think my papers are about as good as these, anyway!"

A little girl at once made the reply, "Why, Freddie, how can you say that? you know that you do not take half pains enough; you are in too much of a hurry!"

"Well," said he, "I don't care if they are not up there now, they shall be before long, for I am going to make them good enough, and I guess I can if I try."

And sure enough he did; and a prouder boy I never saw than he

when his paper was selected.

A teacher can exercise her own discretion as to the number of papers to be hung. It is an excellent plan to hang the work of the entire class occasionally, as it gives a child an opportunity of comparing his own work with that of his classmates.

You will also find it a very good place to exhibit maps drawn by pupils or their designs in drawing.

If you fail to get enthusiasm in drawing, let them cut out something they have previously drawn and hang it up. If your pupils do not line their examination papers in good form, fasten up a few good ones, and then call the attention of the class to them. I think you will soon notice a marked improvement.

A second plan is to have a long copper wire fastened along the top of the blackboard, and on this line pin with little doll clothespins such papers as you deem best to show the class.

Another plan is, to have stiff wires, about four inches long, and sharpened at one end, driven into the molding at the top of the blackboard, about one foot apart, and numbered with the pupils' numbers. On these wires you can file a week's work of each scholar, and at any time a pupil's record can be easily examined as to improvement or deterioration, and in a much more satisfactory manner than by looking over a list of figures.—*Ida A. Tew.*

Writing.

Too little care is exercised in assigning work in writing. The superintendent begins to believe that a return to the old adage, "Not how much but how well," would be good in this particular branch. He notices in many schools a pile of slates regularly laid on the teacher's desk, whenever a reading class is called to recite. These lie there until the recitation is over and then are as regularly carried back to the seats by the pupils. The teacher sometimes glances at them, while the pupil never dreams he could recite anything written thereon. An inspection of these slates often reveals only awkward scrawls, almost illeg-

ible except to the eye of an expert. They show no care, no effort on the part of either teacher or pupil. The teacher says he has not time to read all the pupil's work. Then why have it done? Because the pupil knows it will not be read or criticised, he has grown careless and does his work in a slovenly way. Nothing should be asked of a pupil which is unworthy the teacher's attention. Every item of work given a pupil should have some direct purpose. This should be carefully looked after in the recitation. Mere copying of words and sentences can do but little good with pupils above the second reader. In the first and second reader classes the main work on the slate should be to learn to write. But with the third and fourth reader classes, in addition to improvement in writing, the study of the lesson should be considered. How easy it is to engraft the grammar lessons, or How to Talk lessons on the reading lessons. If studying plurals, tell the child to find and to write all plural forms in the lesson or in two or three paragraphs. If the class is studying pronouns, ask them to write as neatly as possible all the pronouns. To insure good work the teacher must devote some time to the examination of slates or note books, and insist on good writing, even to the extent of having it done over until it is as good as should be expected of pupils of the given grade. Carefulness here will pay. Before the term closes each teacher will wish his pupils could write well. Begin now. Insist on good work. Do it pleasantly, cheerfully, encouragingly, but do it. Make short definite exercises, and require the time to be fairly spent in preparing them. Our writing is not good except in a few places. Can we not make it better? If you have a child write on the penman's scale, or between two lines only, compel him to place the letters on the lines properly. Make haste. We ought to see improvement in a month.

To LOVE study is almost the only eternal passion. All others quit us in proportion as this miserable machine which gives them to us approaches its ruin.—*Montesquieu.*

Elizabeth Township Teachers.

Institute work has begun in earnest. The interest taken in the work shows that the teachers are not asleep, but on the contrary, are wide awake and progressive. The last Institute, held at Buena Vista, Nov. 16, was the most successful thus far. The program was a good one and was fully represented.

The Institute convened at 1 o'clock, and after the usual preliminaries, was conducted by Prof. Peairs. The first topic for discussion, "Phonics in primary grades," was opened by Miss Daggette, she taking the ground that the spelling reform can not be brought about until the rising generations are educated up to it, and therefore claimed that phonics could not be begun too soon.

Next was a practical and suggestive talk by W. L. Eicher on "Physiology without text books." He claimed that physiology can be better taught (especially to younger pupils) without text books. Supt. Hamilton being absent that part of the program was dispensed with.

Next followed, in order, discussions on, "Can drawing be successfully taught in the public schools," by R. M. Curry, who argued from the three standpoints—ornamental, industrial and disciplinary—that it could be made to serve a very useful purpose. "Gymnastics in the schools," by G. B. Parker. His remarks were well received, one of which, "Time spent in such exercises is not lost, but more than made up by the more vigorous study which will follow," was dwelt upon by the secretary of the board, Dr. Stewart.

An interesting paper was read by Miss Peairs on "The world moves." She drew an analogy between the physical and mental world. After a twenty-minute talk by Principal Cunningham of West Newton, who regarded the school as a mental gymnasium in which the mind should be scientifically trained rather than unscientifically crammed, were short discussions on queries.

A marked feature of the meeting throughout, was the part taken by the visiting teachers, about twenty-

five in number, who materially assisted to make the institute a success. The good work still goes on, and the next one will be at Blythedale, on January 11, 1890.

REPORTER.

Companion Pictures.

Another handsome reminder of the continued enterprise of the YOUTH'S COMPANION, the favorite family paper, has come to us in the form of a Colored Announcement Card, printed in fourteen colors. It is folded in the center, and has on either cover companion pictures.

Spring is represented by a beautiful maiden who is returning through the fields, her hands filled with trailing arbutus—that delicate spring flower which grows so plentifully in many localities. On the companion page, the farmer's daughter is pictured coming through the harvested grain, carrying a well-filled pitcher and basket. The bearer of the noonday lunch is a welcome sight to the hungry reapers. The interior of the card contains an array of authors and articles for the coming volume unsurpassed by any paper.

This beautiful Card is only an indication of the great enterprise of THE COMPANION which has made it a National Family Paper, with more than 430,000 subscribers. Nowhere can there be obtained so much entertainment and instruction for so little money (only \$1.75 a year).

If you subscribe now you will receive the paper free to Jan. 1, 1890, and for a full year from that date. The publishers offer to send specimen copies and this Colored Announcement Card free. Address THE YOUTH'S COMPANION, Boston, Mass.

On the last day of school Prof. Smith and wife, returning to their rooms after a walk down street, were very much surprised to find that the entire Senior class had in their absence taken possession of their rooms; and were still more surprised, when, being invited into the parlor, the spokesman of the class, in a few well chosen words,

expressed their satisfaction with his management of the school during the absence of Dr. Noss, and presented him with two elegant upholstered rocking chairs as a testimonial of their regard. Prof. Smith desires, through the columns of the REVIEW, to express again his appreciation of the gift, and more especially of the feelings that prompted it, and to express the hope that each member of the class may have as pleasant a journey through life as has been his in connection with the school during the past term.

Weddings among Normalites have been quite numerous recently. We note the following, and extend our congratulations to all the parties:

Miss Belle Galley, '84, to Mr. W. N. Stahl, of Greensburg.

Mr. Ewing Galley, a student of several years ago, and Miss Maggie Foster.

Miss Laura L. Lilley, '83, of Starkey, Cal., to Mr. Albert N. MacKinzie, of Creston, Cal., Oct. 17th, 1889.

Mr. Jesse L. Rea, '79, and Miss Sadie B. Strahan, both of Waynesburg, Oct. 24th, by Rev. M. Sprowls, of the C. P. church.

Miss Nora McKay, of California, to Mr. Louis K. Marchand, of Marchandville, Fayette county.

Miss Haddie Veatch, of California, Pa., to Mr. — White of the same place, by Rev. J. B. Taylor, December 11th.

Miss Laura Scott, a prominent junior of '88, is mingling with the young "Olive branches" at Vanceville. Clio longs for the time when she will again be in school.

Miss Maud Sutton, one of Clios present members, has just started for Findlay, Ohio, where she will rusticate during the winter.

Mr. Hanna, who was with us last spring term, is now clerking at Washington, Pa.

Glowing reports come from the educational work done by Miss Burke, Clio's last year's honored contestant. Miss Burke is one of Washington county's foremost teachers.