

The Normal Review.

VOL. V. No. 6.

CALIFORNIA, Pa., February, 1890.

50c a Year.

Entered as second-class matter.

The winter term of school opened on the 30th of December under the most favorable circumstances. Almost every student who was in during the fall term has returned, and new students in unexpectedly large numbers are with us.

A programme goes into effect this term which for this school is somewhat novel in arrangement. Heretofore daily lessons in each subject taught have been the rule. Now, in most subjects, the higher classes have lessons two, three, or four days in the week. This makes fewer lessons per day, and gives more time for preparation. It is hoped that better work can be done, and greater progress made than under the old arrangement.

Students and teachers are all glad to welcome Dr. Noss back to his position at the head of the school. On New Year's evening a reception and banquet was given to Dr. and Mrs. Noss in the chapel. After partaking of the good things provided, various toasts were proposed by the toast master, Prof. Hertzog, and were responded to in most interesting style by Dr. Noss, Prof. Bell, Miss Ruff, Miss MacPherson, Mr. Johnson, Mr. Arnold, Mr. Crow, and others. The occasion was one long to be remembered at the Normal; the social intercourse in the reception room before proceeding to the chapel, the sight of the long table set for seventy-five persons reaching nearly the full length of the chapel, and loaded with viands in rich profusion, the chapel tastefully decorated with flowers and pictures, the brilliancy of the new natural gas lights, the display of wit and wisdom in the after-dinner speeches, all combined to enhance the interest and enjoyment of the evening. Among the toasts were "The Seniors," "The Music of the Class," "The Single Members of the Faculty," "The Babies of the Normal," and "The

Unknown Quantity of the Normal."

The next entertainment under the auspices of the Lecture Association will be given on the evening of January 31st, by the "Boston Ideals." A rare treat is expected.

Rev. W. T. Steffey, of the M. E. church of Coal Center, and wife, visited us recently, and at evening chapel favored us with a five minute's talk.

Mr. J. C. Longdon, '84, would consider it a great favor if any of the Normal friends would send him any or all of the following copies of the REVIEW: Vol. II., No. 8; Vol. III., No. 6; Vol. IV., No. 10; Vol. V., No. 2. Address, 50 E. Bean-st., Washington, Pa.

The Senior class is increased to fifty this term by the addition of Misses Sibbit and Yarnell.

Quite a number of the students of last spring have entered for the winter term. Among them are Misses Swihart, Enoch, Hill, Cline, Chester, and Griffith, and Messrs. Tazenbaker, Bennington, Carter and Hester.

Prof. W. S. Jackman, '77, now a member of the faculty of Cook County Normal, visited us during the opening week. A few words addressed by him to the students from the chapel platform met with a hearty cheer.

We are sorry to lose from among us so valuable a friend of the school as Rev. W. T. Silveus, pastor of the C. P. church. His parting words to the students were spoken at evening chapel, December 31.

Five members of the class of '88 were on the platform one evening during the opening week:—Miss Hannah Stephens, Miss Clara Singer, Mr. Van Powell, Mr. Geo. Fowles, and Mr. Geo. Parker.

Messrs. Paden and Day, who were on the sick list during the latter part of last term, have returned to school.

Mr. S. P. West, '86, principal of the colored schools of Uniontown, was married on December 24th. The bride is Miss Dode Banks, of Brownsville.

Miss Anne Kisinger, of Brownsville, has been elected to a position in the schools of Elizabeth.

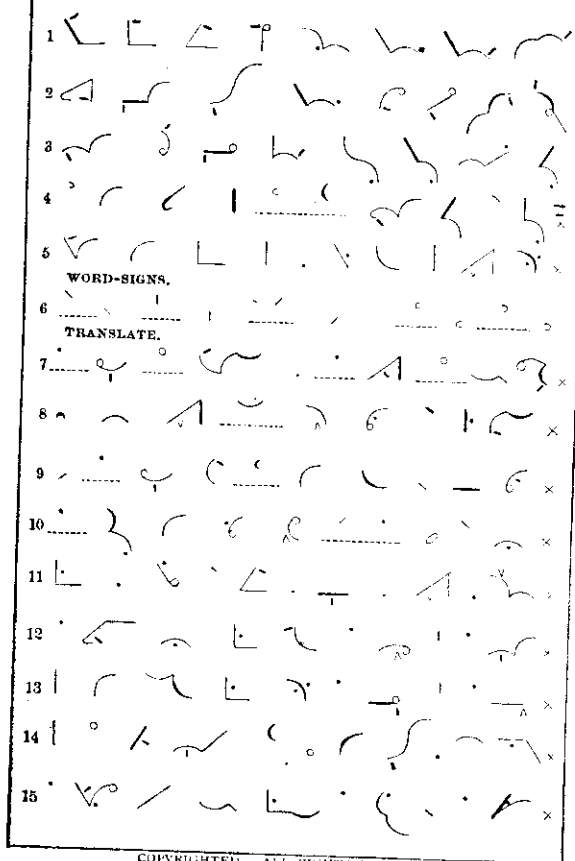
Mr. W. D. Brightwell, a student of some years ago, has joined the Junior class.

Among the boarding students who were with us all last term, Miss Verne Forsythe is the only one who has not returned.

Miss Carrie Wilson, '85, writes an interesting letter, from which we extract the following: I am in the same school in which I taught eight months last year, and although it is only a little frame school house, in country woods, I am sure that you will be pleased to know that good work is being done. I have 47 names enrolled from 6 to 20 years of age, and have all kinds of work from the lowest kindergarten work with shoe pegs, carpet tacks and button molds, to higher algebra and bookkeeping. I have organized a "reading circle," and a "history club." The entire school contributed, and subscribed for the *Youth's Companion*, which is used to advantage for supplementary reading in the 3d and 4th reader grades. On the walls of our school room are found such papers as the *Monongahela Republican*, *California Messenger*, *Washington Journal*, *Popular Educator*, and *Youth's Companion*, which are read with great interest.

We are trying to raise funds to start a school library, but I don't know what success we shall have. The only trouble I have,—and it is a trouble existing in all country schools, or nearly all,—is poor accommodations in the way of blackboards, seating, etc. My blackboard is of almost no account, and charts are things to be imagined, and were never seen in this school.

Plate 6.



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LESSON VI.

KEY TO PLATE 6.

- 1 Balk talk chalk sought arm palm boom loom.
 2 Hoot gall shawl balm laws Koss yawl wasp.
 3 Maul sauce gauze tomb for bar mar jar.
 4 What will he do with that small jar of tar?
 5 Paul will take it and pay for it right away.
 Word-signs. 6—Of to or but on should with were what
 would. Translate Ls 7 to 15.

EXPLANATION.

The signs in L. 6 should be as light and small as possible. On and should are always written upwards. The vowels, altho not commonly employed in reporting, should be thoroughly learned. The student will be aided in recollecting both the character and order of the long vowels by committing to memory the following rhyme:

In the g-ay e-a-r

S-ee gray e-z-a-r.

In sm-a-ll g-o-ld b-o-o-ts,

T-a-ll d-o-e sh-o-o-ts.

Suggestions—Frequently review former lessons. Carry this paper in your pocket and devote spare moments to study. Correspond with two or three other students, using characters as far as you are able. If requested, the Author will furnish addresses. It is well to have a class-mate with whom to practice two evenings each week. Keep your diary in short-hand. Study a little every day—do not miss a single one.

Exercise—Saul fall tall laws tar Czar doom Paul ball pause cause also moss walk hawk snow geese goose sly toss small jaw thaw.

Sentences. 1. Do you know how to hoe peas? 2. He is going to show them how to peel a potato with a spade. 3. She likes to go to the lake and slide on the ice. 4. We have a loaf of rye and a bowl of ale for tea. 5. We also have a saucer of choice meal, and an oel which we will boil. 6. They have no rice, but oatmeal cake and a pail of spice beer.

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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.

V.

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.)

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Short-hand reporters must be able to write many thousands of different words, but nine-tenths of all the writing they do consists of taking down over and over again only a few hundred very common words. Evidently the first requisite to skill in steno-

graphy is a high degree of familiarity with just this class of words and phrases. The reporter writes "is, nay, will-be, I-can do-not" hundreds of times to "Ocean, extracting, caliber, indigo, delv, etc.," once.

He may take time occasionally to write a hard word in long-hand, but he will fail almost certainly if he is obliged to hesitate for an instant before writing one of those frequent words or phrases.

Hence the teacher will drill his class daily, and require the pupil's practice to be devoted mainly to this class of words.

A Useful Reading Test.—Dictate a few sentences backward. Phrasing is not to be employed in writing them. Call on the pupils to read their notes backwards. This will cause the meaning to appear. For occasional prac-

tice this is excellent. The dictation should of course be slow.

Items of Interest.—It has been observed that the pen of the long experienced stenographer follows the speaker almost automatically. It is indeed true that the reporter can, to a certain extent, take notes while thinking of something else. Stories are told of brilliant young writers taking a nap in the middle of a speech, without losing a single word that fell from the orator's lips. Some stenographers interest themselves with experiments as to how extensive arithmetical calculations can be made while writing one hundred words a minute.

Many reports have been taken entirely in the dark; also by reporters who were obliged to stand, holding their note-book against the wall.

Vowels.—The student's chief concern is to know when to write and when not to write the vowel sounds. He can, however, be supplied with no specific rule. He must exercise his own judgment in applying his rule, viz: In reporting, insert as many vowels as may be necessary to render the notes easily decipherable when the transcript is afterwards made. More vowels than these are superfluous, and ought not to be written. Just what, however, is meant by "easily decipherable". Some persons require their notes to be pretty fully vocalized, or they find themselves at sea when the report is to be re-written. There are some few writers who dispense with vowels almost entirely. They form their characters well, choose accurate outlines, and bring to bear an exceptional judgment and memory in writing out their reports afterwards. Those who learn to use vowels to quite an extent, learn to depend on them, and the practice becomes necessary mainly through force of habit.

Nothing short of experience and observation will teach the young reporter just to what extent he ought to use vowels to render his notes intelligible to himself. The difficulty he finds in reading certain outlines will cause him to vocalize them when next they occur. Gradually also he learns to drop vowels which he does not find helpful in transcribing. Stenographers in time acquire an intuitive faculty telling them as they write, no matter how swiftly, that this word or that requires a vowel, or else in the peculiar connection in which it occurs its meaning will be doubtful afterwards when the tracks of his flying pencil are being translated into "English."

It seems that there is a decadence in the appreciation of the position and influence of the home. There are so many public advantages for instruction and culture that parents have in-

trusted both the spiritual and temporal training of their children too much to others. It may be argued that this is exactly what the condition of affairs requires, as the training of the schools, in a majority of instances, is better than that which the scholars would receive at home. We are not quite ready to agree to this. We believe that there are more educated Christian parents to-day than ever before, and that there are more helpful homes now in the way of books and other advantages than at any past time, and yet in nine cases out of ten, children are turned over to the day and Sabbath schools, trusting to these entirely for the intellectual and religious training which they shall receive, and many times it is expected that the day school shall serve both these purposes. It is not that the good home is uncommon, but that it is growing to feel less and less responsibility as the educational facilities multiply. Moral culture should be the fundamental aim of the state, but it is not so at present, except in a small degree.

The following is the relative opinion of a writer in one of our leading journals:

"What, then, has the family vacated its offices to the State too soon? It has already vacated its office as religious instructor to the Church, involving also the question of morals. I believe the family must, at least for the time being, re-assert itself. We are theoretically opposed to socialism, which means in plain English the placing of the State in the place of the individual—the substitution of the State power for all private authority. Just how far, and how fast, this should be done socialists disagree. But, practically, we are doing it very much faster than we think we are. The result is a weakening of the family as well as individual authority. The parent not only has decreasing legal right over his children, but decreasing influence. State institutions have an increasing power and influence. The State directs, protects and educates our chil-

dren, very largely according to its own notions. Those notions or views are settled by boards, committees, etc., themselves selected by the ballots of the majority. I do not intend to discuss the wisdom of this popular tendency. It probably is inevitable—it possibly is the best and wisest course, but it certainly involves a great deal of crude work in the transition.

Laxity of family government is apparent in every stratum of society. Does the parent feel that he is less responsible? Habits are formed boldly that formerly would have had stern parental repression. Cigarette smoking may be taken for an example. How shall it be prevented? We no longer hear the blame laid to parents' negligence; but we are told that our schools must have text-books teaching the danger of narcotics. The State, in other words, must cure the evil. Thousands of boys and girls are falling under the saloon influence. Once more we must have texts-books showing the dangers of alcohol. Probably this in time will end in creating a degree of self-government based on knowledge. But meanwhile we must have several generations of undisciplined youngsters.

I urge that a true home involves, and must involve, not only responsibility for clothes and food, but for character and this not only involves family discipline for the 3 and 5-year-olds, but for those of 15. Whatever the State may become, there never can be an evolution of any higher and finer union than that of the family. In it have been begotten the sweetest and strongest words in our language or any language. Our socialistic tendency needs a counterpoise in a more vigorous home influence.

"There has been entirely too much talk," is an expression we occasionally hear. But persons uttering it should ask themselves the question: Have we been the talkers, and have we talked the same way all through the year? Steady friends, be steady!

God in the Public Schools.

The question of moral and religious instruction in the public schools of this country is attracting attention abroad as well as at home. With this interest will come discussion, and with the discussion will come the demand that God and His holy word shall not be excluded from that system which is recognized as the foundation of American citizenship and the hope of liberties of a free people. The issue is coming, and progressive men of conscience and courage are forming in the front rank to lead a righteous cause to victory. David G. Wylie, Ph. D., in a recent summary of the condition of the common school system of this country, says:

1. The common schools cannot properly be designated as godless. There is a good deal of moral and religious instruction directly and indirectly imparted. In by far the largest number of instances the teachers are left perfectly free to conduct devotional exercises, and to instill into the minds of the pupils committed to their care moral and religious principles, while in many of the States Territories "manners and morals" are required to be taught according to statute law. The law aims, however, to exclude sectarianism.

2. The American free common schools are realizing in a wonderful degree the purposes of their founders. They are educating the youth in the common branches of learning (though there is a growing tendency to introduce the higher branches) and are giving general satisfaction throughout the Union. No institution in the land is doing more to assimilate our heterogeneous population and to mould an American people than our system of common schools.

3. Without doubt the laws on the subject of moral and religious instruction in many of the States are vague, imperfect and entirely too negative. While both of these great subjects are taught in many, perhaps in most, of the public schools, still it is too often with a sort of an apology. They are kept too much in the background, and thrust too often into a corner. Our laws should give more prominence to these subjects, and be more positive in the position which they assume. In that case teachers would not hesitate about

doing their duty in this respect, as we find them doing so often.

4. While there are parochial schools in many of the States and Territories, generally they are confined to cities and to neighborhoods with a heavy foreign population. As competitors with the common schools when these are properly conducted they are not greatly to be feared. We venture the assertion that if the common schools continue to give moral and religious instruction, if the Christian teachers are left as free to open the schools with the reading of the Bible and with prayer and to inculcate moral and ethical principles as they have been during the past half century, there will be little danger of the common schools being displaced by parochial and church schools.

5. The American common schools have enemies who seek their destruction. If American citizens are determined to preserve the school system as it has been, as is to-day, and at the same time to perfect it and to keep it abreast of the times, then they must be vigilant, active, brave.

--Ex.

Attention.

The power of attention should be carefully trained in childhood. It is one of the most important of the mental powers, for upon its activity depends the efficiency of each one of the specific faculties. Mental power is, to a large extent, the power of attention, and genius has been defined as "nothing but continued attention."

The following suggestions will indicate to the teacher the methods by which the power of attention can be cultivated:

- 1 Have pupils to observe objects closely.
- 2 Require them always to study with close attention.
- 3 Read long sentences and have pupils write them.
- 4 Read quite long combinations in mental arithmetic, and have pupils repeat them.
- 5 Mathematical studies are especially valuable in cultivating the power of attention.

The following suggestions are made to aid a teacher in securing the attention of his pupils:

- 1 Manifest an interest in the subject you are teaching.

2 Be clear in your thought, and ready in your expression.

3 Speak in a natural tone, with variety and flexibility of voice.

4 Let your position before the class be usually a standing one.

5 Teach without a book, as far as possible.

6 Assign subjects promiscuously, when necessary.

7 Use the concrete method of instruction, when possible.

8 Vary your methods, as variety is attractive to children.

9 Determine to secure their attention at all hazards.

Educational Drawbacks.

After all that has been done to educate the masses, there is still more or less illiteracy in every section. It is said that the results of our public school system are not commensurate with the time, money, and labor expended. Let us inquire what are the drawbacks to the success of our common schools.

There is in many instances a lack of interest among parents with reference to the education of their children. This is evinced by their neglecting to visit the schools; by the irregularity with which they send them; by their reluctance to buy the necessary books and other appliances for their children; and by their unwillingness to make the expenditures necessary to the successful operation of a good school. And when such people do begin to manifest interest in the teacher's work, it is too often of that adverse kind which grumbles at his methods and interferes with his plans. How often pupils come to the teacher with criticisms and objections as offered by their parents. Thus he finds his most earnest efforts discouraged by those who ought to be his warmest supporters.

Another barrier to educational progress is incompetent teachers. We have too many teachers who "pour in" instead of "draw out"; teachers who rely on "what the book says" instead of what the experiment proves; teachers who are mechanical and imitative instead of original and creative; teachers who aim at mere book attainments instead of mental

growth and elopment. Such teachers usually do not read educational books and periodicals. They have no use for teacher's institutes and normal schools. They are quacks and charlatans in the teaching profession. They are often willing to teach for less than a good teacher ought to receive. In consequence of this, many school boards are unwise enough to employ them, rather than pay a first-class teacher a good salary.

Defective supervision is another hindrance to the efficiency of our public schools. We have many careless, incompetent, and dictatorial boards of trustees. They may be well-meaning persons, and yet totally unqualified to supervise a district school. I once taught under a board whose president could not read or write. How, I ask, can such a board of trustees advise the teacher, and supervise the school as the law directs? Then we lack county supervision, in instances. How few superintendents visit the schools, deliver many lectures, and hold teachers' institutes as the law requires? We need a faithful and efficient superintendent of public schools in each county. He should be, not a cheap lawyer, a quack doctor, or a broken-down politician, but an *educator* in the fullest sense of the word.

The constant changing of teachers in many districts is detrimental to the interests of our schools. It is common with many boards to employ a new teacher every year. Indeed I have known instances where as many as three different teachers were employed during the year. Each new teacher on taking charge of a school must necessarily make some changes in the order of things established by the preceding teacher. It requires some time for him to learn the character, disposition and attainments of his pupils, so as to classify and manage them to the best advantage. The retention of the former teacher would obviate the necessity for this loss of time and labor at the beginning of each session. It ought to be understood that when a teacher is employed to teach a school, he is to be retained year after year unless legal cause appears for his removal.

Common sense would say, let only competent and faithful teachers be employed. Let none but suitable persons be chosen as boards of trus-

tees. Let there be proper and adequate supervision of our schools. And let parents and guardians heartily sympathize and co-operate with the teacher in his efforts for the welfare of those near and dear to them. —Williams.

Object Lessons.

An object lesson, which lately delighted my class, was one upon sugar. Three kinds were given each child to be examined with eyes, hands and tongue. When it had been discovered that one kind was brown, moist, rather sticky, very sweet; another, white, not very sticky and in little grains; and the third like cubes made of these tiny grains, the manner of producing each kind was described. Very much of this description, volunteered by the children themselves, was doubtless a memory resume of a lesson in their last year's reading-book. When the subject had been thoroughly talked over, list of words were prepared and the written exercise accomplished. The copy below was one of the best.

"We had three kinds of sugar, moist brown, granulated, and lump sugar. Sugar tastes nice and sweet, and feels pretty sticky. The white sugar was not so sticky as the brown kind. All kinds were made from a plant called sugar-cane. The sugar-cane grows in some warm countries, and gets ripe in March. Then men cut it down. After it is cut down it must be crushed to make the juice come out. The juice is boiled a good long time, and then it turns into brown sugar. If you want to make white sugar, you must boil and boil the juice and use something to make it nice and pure. After a long time the white sugar comes. Sugar is vegetable. We use sugar for cooking and to make our drinks taste sweet."

Still another lesson was one upon a seemingly useless weed that had grown so large as to be harmful to the plant in the same jar. It was pulled up,

freed from dirt, and presented to the children, who, with delight, discovered the color and form of the roots; the number and comparative length of the runners, what they bore and the partial use of all the parts. As usual, an oral exercise preceded the written, and a list of words made, together with drawings, which were appended to the exercise. As all worked with me, each sentence was written as soon as formed, and all papers uniformly alike in consequence.

"There is a plant. It has a root and six runners. The roots are white, and look like very fine threads. Three of the runners are long, and three are short. The runners are covered with green, heart-shaped leaves, and tiny buds and white blossoms. The roots grow in the ground and the runners above the ground. All parts of the plant collect food from the ground and air. This food makes the plant live and grow."

Items of News From Recent Examination Papers.

Washington appointed Andrew Jackson as our first chief justice.

Christopher Columbus was born at Geneva, England.

"I have rode" is in the present perfect tense, and "I shall have rode" is in the future perfect tense.

The feminine of Marquis is Marquette; of abbott, abbyss or abbie; of benefactor, benefactorist; of witch, bewitcher.

The masculine of belle is beller, or bellman, or "nice young man."

Egs and cheace are good to eat.

If a pupil has a contagious disease what is the teachers' duty? Answer: Show him the damage done by alcoholic drinks.

A teacher can tell when a school room should be ventilated by the Thermomator.

Perspiration carries of waist matter.

An Erroneous Statement.

In an address delivered by Rev. Dr. McIntyre in Chicago, on the 30th of April last, at the celebration of the centennial of the inauguration of Washington, the following occurs:

"But it is literally true that on the solid continent we call ours, the blessed sun never sets. When the rosy fingers of sunset are touching the coasts of Alaska the sun is an hour high on the coast of Maine. There never is a day, or a single hour that our glorious land is in the shades of night."

In an article in the Chicago Times of May 20th, Gov. Swineford is reported as saying: "When I sat at my desk in Sitka I was further from Atton Island, the westernmost point of Alaska, than I was from Portland, Maine, and if the capital of the United States was located in the center of our country, that is to say at a point equidistant from Quaddyhead, Me., and Atton Island, it would be in the Pacific ocean, some 600 miles north by west of San Francisco; and that the sun never sets on the domain of the United States." They attempt to prove their statements, by arguments, showing they believe them true.

It appears to me the statements above quoted are an extravagant use of language, containing errors which such men as the Rev. Dr. McIntyre and Gov. Swineford should not use to give an idea of the extent of our domain.

The United States territory extends from the east coast of Maine to Cape Mendocino, the most western point of California—a distance of about 57 degrees—or 2850 miles, if estimated on parallel of 45 degrees of North Latitude, then from the most eastern part of Alaska, which is about 6 degrees west of Cape Mendocino, to Atton Island, a distance of about 60 degrees or 2100 miles, if estimated on parallel of 57 degrees of North Latitude.

From these figures it will be seen

that United States proper, is longer east and west than Alaska, by about 750 miles. If the six degrees between the cape referred to, and the east boundary of Alaska be estimated on parallel of 57 degrees, and the distance, 230 miles, be added to the length of Alaska, she will then lack 520 miles of being as long as Old United States.

This shows the center point of our territory, east and west, to be about 520 miles northeasterly of Cape Mendocino, instead of 600 miles northwest of San Francisco, in the Pacific Ocean, as Gov. Swineford states.

How is it about the sun never setting on our domain?

Our territory extends east and west about 123 degrees. When the days and nights are of equal length, the sun illuminates 180 degrees of the earth's surface along the equator and along every parallel of latitude of each of the poles.

Under this condition, when it is sun-set on Atton Island, it is sunrise 57 degrees east of Maine, leaving all our vast domain nearly four hours in darkness, when the sun passes south of the equator and till its southern limit is reached, this period of darkness increases; and when the sun passes north of the equator this period of darkness all over our land decreases until the conditions of sunshine, the gentlemen so positively state as being perpetual, commences, and continues for a small part of each year.

The truthful statement is: "There are days each year the sun does not set on our vast domain."

In measuring on a twelve-inch globe it will be found, Sitka is several hundred miles further from Portland, Maine, than it is from Atton Island—just the reverse of Gov. Swineford's statement.

Dr. Talmage, in his sermon, published in the Chicago Times, March 1st, 1886, said: "Those of us, who were brought up in the country, know that the old-fashioned hatching of

eggs, in the haymow, required four or five weeks of brooding, but there are now modes of hatching by machinery which takes less time and does the work by wholesale". Almost any boy or girl, brought up on a farm and old enough to hunt eggs, will readily discover two errors in regard to the laws of nature in the learned doctor's statement.

The period required to reproduce animal life has never been materially changed by any management or device of man; under his guidance the desired results may be more certain and satisfactory.

McIntyre and Swineford made their statements to show the vastness of our country, and Talmage used his to illustrate the wonderful growth of sin and iniquity, in the hot beds of vice so common in the cities.

Erroneous statements like that quoted, which the average mind is not able quickly to investigate, repeated a few times from the rostrum and pulpit by representative men, and sent to every home in the land through the press, become truths to a majority of hearers and readers; they are often handed down from generation to generation, without a thought of investigation till now they are met everywhere. Our homes and workshops are full of them, quoted from day to day as guides for human action—signs of coming events and to illustrate and enforce the speakers' ideas on various subjects, especially on faith and religious speculations not susceptible of positive proof.

Department of the Interior.

CENSUS OFFICE.

Eleventh Census of the United States.

EDUCATION.

WASHINGTON, D. C., Dec. 1, 1889.

To the Editor;

DEAR SIR:

This office desires to secure the best results possible regarding the schools of the country with a few salient inquiries.

JAMES H. BLODGETT, A. M., of Rock-

ford, a gentleman of considerable experience in educational work and in public affairs, has been appointed a special agent for the collection of statistics of education for the United States.

Public schools are so related to systems of public record that their statistics are obtainable through established method.

Incorporated private schools have a place in public records.

Parochial schools generally render stated reports to some controlling body.

Unincorporated private schools form a considerable element of usefulness hitherto unmeasured. It is desirable to gather reports of the number of teachers and pupils in such schools, without troubling them for the financial statements that schools supported by public funds owe to the tax-payers.

The enumerators of population will report each person that has attended school within the year, and whether at a public or at a private school; and for all persons ten years of age and over, those who can read and write. This will be more than has been done heretofore. Other educational statistics must be reached by different methods, in which every one interested may render some aid.

Any lists of private schools, no matter how brief, or names of single schools, no matter how humble, open in any part of the present year, with the address of the principal teacher of each, will be of assistance to this office.

Very respectfully,
ROBERT P. PORTER,
Superintendent of Census.

Education and Good Manners.

A keen observer of our young men can not but be struck with a tendency on the part of a great many of them, at least, to disregard the small courtesies of life—the intangible yet very perceptible little things that make the man a gentleman. Many persons contend that the outward manner is a secondary consideration if the head is well stocked with knowledge, and that if a young man has the faculty to get on in the world it is a matter of very small importance if his manners do not model themselves after a Chesterfield. That this idea is prevalent is proved by the great number of well-educated men—men of ability and

power—who, however, one would never accuse of being gentlemen—who, clever and with no lack of brains, are painfully deficient in good breeding. With no intentional lapses, they are awkward, bumptious, presuming, even vulgar. In most countries an educated man and a gentleman are almost synonymous terms. On this side of the Atlantic they by no means always belong to the same man. Educational advantages are within the reach of all classes of people—people who have the benefit of no home training for their manners, or any cultivated persons among their acquaintances. One fact is true all the world over, that where, by some freak of nature, a man shows himself superior to his own class in intelligence and talents, he is never content to remain on the lower stage of the ladder. Many persons assert that the self-made man is always the best. In point of ability he proves without doubt that he has that within him which has determined his fitness for the place he has earned for himself. But because a man by his brains, energy, and pluck carves out his own fortune, putting himself in a prominent position, is it not very desirable that he should also cultivate the courtesies of life, so that his talents be not hidden by roughness and an uncultured bearing? Because a man is a successful lawyer, it does not justify him to say that he can be his own tailor, or that ill-fitting clothes, if belonging to him and of his own make, are as suitable as those of a good cut. So it is with the intellectual giant who takes no heed of his manners. He may learn such from less talented people, who are nevertheless his superiors in many things. Desirable as it may be for young men to shun the extravagance of the aesthetic, and to despise the shames of society, they can not afford to neglect the courtesies of life; and they do well who, while devoting their energies to mathematics and the classics, pay attention to the cultivation in manners. It is while young that manners are made; the most strenuous efforts will not remedy or eradicate in after life the *gaieties* formed of youth.—*Toronto Week.*

Lessons in Common Things.

PAPER.—Paper is made from linen, cotton, worn-out India bagging, wood, bark, straw, hay and thistle, according to the kind required. The Chinese were probably the first makers of linen paper; but it was not until the thirteenth or fourteenth century that the art was known among European nations. The linen rags are first carefully picked over and sorted according to their quality; they are then put in a machine which, with very sharp plates, grinds it in a trough with running water, until, in the course of a few hours, it is reduced to a pulp. It next passes into a vat connected with boilers, which produce heat enough to give the pulp some consistency; next it goes into smaller vessels where, by a wheel, the pulp is prevented from sinking to the bottom. Now the workman dips out the pulp into a sieve-like mould the size of the paper to be made and about an inch deep. Through the meshes of the fine brass wires of the bottom the excess of water passes, leaving a layer of pulp. The workman knows just how much pulp is necessary to form the paper of the proper thickness. A second workman takes the mould and turns the pulp (now a sheet of paper), upon a felt or woolen cloth; upon this another woolen cloth is placed to receive another sheet and so on, about seventy-two sheets being stacked. Then it is put in a press and great force applied to squeeze the water out. The paper is then taken from the felt, and, one sheet being laid upon another, it undergoes a second pressure. This is repeated five or six times, the sheets being separated between each operation of the press. They are then hung up to dry in rooms where there is a current of fresh air. In this state the paper is absorbent like blotting paper; size must be applied before it is fit for writing. For size starch is largely used. The paper is dipped in hot size, is again pressed four or five times and hung up to dry as before. The glaze is given by passing over hot, smooth rollers. It is then packed up into quires, ruled if that is called for, cut into the usual shapes and sent to the stationers.—*Selected.*

Such a lesson as the above makes a good exercise for reproduction. The producing not only fixes the facts, but also serves as an excellent language lesson. However, no lesson of this kind will compare with one based upon an actual visit to a paper mill, supplemented by such an account as the above.

Clionian Review.

MOTTO—PEDETENTIM ET GRADATIM ORIAMUR.

J. M. LAYHUE, Editor.

Clionians, one and all, extend a welcome hand to Dr. and Mrs. Noss.

With malice toward none, but charity to all, Clio sends greetings to her many members who have left her ranks and gone to wrestle with the great problems of pedagogy.

John Bowman, one of Fayette's promising young teachers, and a faithful Clio, paid us a visit a few weeks ago.

Charles J. Stewart, a good Clio of '88, gave us a pleasant call a few days since. He is teaching his home school in Luzerne township, Fayette county, where his efforts are being crowned with success.

Misses Sibbit and Yarnell entered the Senior class at the opening of this term. The class is now composed of fifty strong energetic workers.

Clio was favored by a pleasant call from Dr. Noss at our first meeting this term. The Doctor gave us a long talk with which we were well pleased.

We have been informed that Misses Gertie and Bertha Carroll will enter school again at the opening of next term. Clio welcomes them back.

W. D. Brightwell, of Fayette City, has entered the Junior class. Mr. Brightwell has been a Clio for many years and we are glad to welcome him back to our ranks.

A grand musical entertainment will be given in Chapel Hall January 31, by the Boston Ideals. This will be a rare treat for those who are lovers of good music.

One evidence that the Normal is abreast with the times, is shown in the Manual Training Department. Very few schools in Western Pennsylvania have added this modern and valuable department. We are determined to keep pace with the times.

Lee Smith, one of Clio's best

members of '89, will teach a normal at Ohiopyle next summer. Mr. Smith is one of Fayette's strongest teachers and he will make a good normal instructor.

While the Seniors are delighted to see the pleasant face of Mrs. Noss directing affairs in the Model room, they are equally as well pleased to have Miss Downer retained as assistant principal.

The salutatory, delivered by J. O. Arnold at the opening of the term, was decidedly a masterpiece. He briefly related our achievements of the past and beautifully portrayed our anticipations of the future. Mr. Arnold is one of our best writers and speakers.

Miss Lucy Hertzog, of '86, visited her parents at this place a few weeks ago. Miss Hertzog is now a medical student in Cleveland, Ohio.

We are glad to note that C. Luther Smith will be with us at the opening of next term. Mr. Smith is a good teacher, an excellent student and a fine orator. Clio will feel much strengthened when he enters our ranks.

The familiar face of Ross A. Scott was among us a short time last week. Mr. Scott was on his way home from Delaware, Ohio, where he has been taking a business course.

C. P. Cottom, the poetic genius, transcends by far all others of Normal renown in his creative imagination. He is sufficient proof that poetry is not on the decline.

Rev. Steffey, of Coal Center, gave the Normal a pleasant call last week. In an excellent speech from the chapel platform he gave us some grand and noble words of advice.

J. B. McLaughlin, an old time Clio and one of Fayette's most experienced teachers, will hold a teachers' institute at the Byer's school house, Franklin township, on Jan 25.

The Seniors are now taking instruction in elocution and oratory under the efficient instruction of Miss MacPherson.

The English class is quite a prominent feature in the normal course. The Seniors have written their chapel orations, one classic, and are now hard at work on their second classic. Miss Ruff is a great English teacher, and she is getting plenty of good work out of her classes.

Clio has just passed through another prosperous period with F. P. Cottom as president. During the time that Mr. Cottom has presided, the affairs of the society have been well managed. Good, honest, efficient work has been done by all and the society is now beyond a doubt in excellent standing. The presidential chair now passes to Mr. Countryman, who will fill it with honor, and we feel safe in saying that our next administration will be as prosperous as our last.

The Seniors are now hard at work on their Latin. They are studying Prof. Smith's third book and will soon take up Caesar. The Professor has arranged a table of noun, adjective, and verb endings, which is the most concise and well arranged affair that we have ever seen, of the kind. Prof. Smith spares neither time nor labor for the success of his class.

The chilling breeze of winter deprives many of the students of much needed exercise. But while they are groveling in the depths of scientific subjects, they are consoled by the thought that the base ball season will soon be around again. A league has been formed consisting of Messrs. Bell, Smith, Ross, Johnson, McCullough, Arnold, Smail, Meradith, and Countryman. Umpire, C. W. Parker.

We are glad to announce that Prof. Hall is being put forward by his friends as leading candidate for county superintendent.

Philomathean Galaxy.

MOTTO—NON PALMA SINE PULVERE.

B. F. MEREDITH, Editor.

Philo, being invigorated by her brief vacation, and having her ranks reinforced by many new recruits and also several veterans that have returned, marched through the gates of another decade, and is now crushing those once dread adversaries—timidity and ignorance—and winning numerous laurels in the field of literary culture.

Mr. Robert Hansel delivered a very pleasing salutatory to Philo on the evening of January 3, which was the first meeting of Philo in the new year. Mr. Hansel's address was excellent both in logic and eloquence. It pictured in a very commendable way the past and present, and gave much encouragement for the future.

It has been well said that he who has not more to do than he can do, has less to do than he ought to do. The duties of our society, to make it what it should be, are more than all our members can perform; and unless each one feels that he has more to do than he can do, he will fail to do that which must be done.

We are glad to see Philo's members take such an interest in the work, and the society moving forward like a strong army fighting for a just cause and determined to gain the victory.

The science teachers of the Model School have been patiently awaiting the winter in order to teach objectively of snow, ice, etc. The winter has now made its appearance in a mild form, and the little urchins are almost overjoyed at their learning the great wonders of nature.

Mr. Layhue recently took his class down to the river and taught from nature itself. This, certainly, is the way to enlighten the child.

Miss Anna Andrew, who attended the Normal in the spring of '89, is now attending school at Waynesburgh.

No one can do much good in any cause unless he has his heart in that cause, with no interest in an opposing one. We who have the welfare of Philo at heart, are working with a determination to bring her out ahead. "United we stand, divided we fall."

The Seniors have almost completed their chapel recitations and will soon begin their original orations.

Miss Laverna Forsythe, a staunch Philo during the fall term, is now at her home in Burgettstown. Miss Forsythe is a splendid singer, and the society misses her reanimating solos as well as her praiseworthy performances from the stage. We hope she may return for the spring term.

Mr. W. R. Scott was recently favored with a visit from his brother, Ross Scott, who attended the Normal in '87, but on this occasion was on his way home from graduation at a business college in Delaware, Ohio.

The ambition and dexterity displayed by Philo's members are significant of a great progress. In case any members have cause to be absent from performance, our faithful members show their loyalty to society by volunteering and making every class full and interesting.

Among the former students that have returned for the winter and spring terms, Philo gladly recognizes the faces of Messrs. Carter, Hester, and Fazenbaker.

The worthy efforts of Dr. and Mrs. Noss, and Miss Eve C. Downer, to more thoroughly arouse the Juniors and Seniors to the great importance of how the child shall be taught, has not been without success; for each one seems to feel the importance and necessity of the teacher. Model lessons are now being given by different members of the school, in presence of their respective classes. With such leaders we can confidently expect much

improvement, both in matter and method.

Clio's previous editor seemed to be somewhat misinformed in regard to the Chinese question. We wish to say it was not the Chinese question that received its verdict from the logical reasonings of the two Seniors. But if Clio is seriously anxious for a final settlement of this much disputed topic, Philo offers to furnish the material to forever settle the Chinese question against the Chinaman.

Miss Hattie Westbay has returned to the Normal for the winter and spring terms. She is a first class chorist, and is heartily welcomed back by the Philo members.

Prof. F. R. Hall has been favoring Philo by his assistance in singing duettes and quartettes.

A Philo base ball club has been formed, consisting of Mr. Johnson, who is undoubtedly a veritable left-hand ball twirler; Mr. McCullough, the phenomenal young catcher and batter; and Messrs. Meredith, McVay, Hansel, Parsons, Carter, Day, Ruff, and Fazenbaker. Umpire, C. N. Daugue.

Our president, Mr. Parsons, spares no pains in making every meeting a success. He has a pleasant smile and word of cheer for all his subjects, but when circumstances demand, he is cautious, decided, and forcible, and possesses the qualities of a good president.

Mr. Pierce is getting to be a disciplined debator. He is fair in his statements, wise in his methods and logical in his conclusions.

Under the instruction of Miss Esselius, of the famous Sjojed schools in Sweden, the Seniors are making rapid advancement in manual training; the work turned by them is sufficiently fine to adorn the walls and mantels of our grandest parlors.

Miscellaneous debate has again revived. We are glad to announce that the most timid members are now taking active part.

The Utility of Music.

Utility is the ultimate test of all worth. No institution is precious, no law beneficent, no sentiment sacred, no religion holy, but is so by virtue of its utility. The power to promote the well-being of man, here or hereafter, is the only logical reason that can be urged in support of any virtue or good. We measure by the same utilitarian standard our most cherished sentiments and our grosser material possessions—all in a degree commensurate with their usefulness, their utility. We love the principle of self-government, for example, not as an abstract ideality, but because by its application the lives of men and women are made happier. For the same reason we love liberty, not after the fashion of the insane rhapsodists of the French Revolution, who made it a Deity to be adored, but as a principle that we can utilize to make life more worth living. If it were possible that these principles could lose their utility and become a hindrance instead of a help to man, we would cast them off with as little compunction as our forefathers did their anti-types—monarchy and tyranny.

Nothing is of value to man except as he can use it to diminish the evils of life or to enhance the good. The supreme question for all applicants for a place in the category of human virtues is: "Can you be used to make life more desirable?" This is a criterion, wide as the universe, to which all standards, ethical, social or religious, must ultimately conform. In the last analysis, and from a purely human point of view, there can be no other.

Nothing is valuable unless it is valuable to man. So simple is this self-evident proposition that to state it is to utter a truism, yet perhaps no truth so universally admitted is so generally ignored. We persist in acting as if we believed things were valuable in themselves and not in their uses, as if the means had acquired greater importance with us than the end. Do we not constantly see politicians who think more of the success of their party than of their country? Philosophers who care more for the maintenance of their ism than the discovery of truth? Sectarians who prefer their dogma to the good of souls? Economists who think more of the "dismal science"

than of equitably distributing the products of toil? May it not be even possible that there are teachers who think more of some theory of pedagogy than of training children so as to develop their highest capacities and make the best possible men and women out of them?

In this presence, however, perhaps it were wiser not to too rashly speculate on this point.

But of all the perversions of the relations of end and means, the crowning delusion of this era is that which makes the possession of wealth the chief end of human existence. It will not be denied that the consuming passion of our time is to get rich. To this passion the higher possibilities and the nobler activities of life are sacrificed. It is the goal of youthful endeavor and the chief ambition of age. Almost universally, it is regarded as the most desirable of human attainments. And yet, when attained, what does it bring to its possessor? Usually nothing but the hunger for more—an insatiable hunger, that grows by that on which it feeds, clamoring for more, forever more, until death ends the pursuit.

Now, wealth is unquestionably a great good, but it is only good so far as it can be used to promote the well-being of man. Like everything else its value is proportionate to its utility, to its ability to further the real end of human existence. When it is made the end instead of the means it becomes an evil instead of a good, a master instead of a servant.

The special utility which it is the province of this paper to discuss is the utility of music. I have endeavored to make plain my understanding of the high import and comprehensive scope of this term, and, according to my definition, if music have not utility, it has no proper place in human life. The vogue of the day is to consider music as something outside the serious business of life, an ornament, an accessory to be easily dispensed with, perchance a polite accomplishment to be cultivated by long-haired enthusiasts or people of elegant leisure. In fact, those superlatively practical people, who pride themselves on possessing a monopoly of the good horse sense of the world, generally have a complacent contempt for art, and are prone to regard its votaries as visionary, weak or effeminate. So it has come to pass that we have such phrases as the "Useful and the Beautiful," as if one

were the antithesis of the other; as if, in fact, the beautiful did not possess the quality of usefulness.

This current conception of the function of art imposes on us the necessity of staying the progress of our main discussion long enough to clear away its fallacies and to get a firm grasp of those fundamental verities of existence which alone can sustain us in our aspiring flight toward the higher realms of Truth. For it is obvious that the correctness of this view depends on our conception of the purpose of being, and necessarily involves a consideration of the questions: "What are we here for?" "What is our highest good?" "What can a rational being propose to himself as the principal end and aim of this life?"

If our eminently respectable friends, the Phillistines, are correct, then the chase of the Almighty Dollar is the only pursuit worthy the ambition of men of good, hard sense. But if, as I believe, their scheme of life is ridiculously inadequate, if it is a senseless delusion worthy only of one-ideaed, impractical visionaries—men too narrow to grasp the broad realities of life—then we must search further until we find a synthesis wide enough to square with all the verities.

Without being dogmatic, I venture to offer a proposition, specific enough to answer the purposes of this inquiry, general enough to be accepted without serious objection;

"Man's highest good is to be attained by the harmonious development of all the faculties and the cultivation of all the activities that tend to make life desirable."

All that we can become conscious of is Sensation, subjective and objective. Life is but a succession of Sensations. He lives most who experiences the greatest number and variety of Sensations, and, not necessarily he who exists the greatest number of years. In proportion as sensations are agreeable is life desirable. That life is most worth living which contains the greatest number and variety of the most desirable Sensations. If life is good, the more we live the better. To deny this is to argue that death is preferable to life. Following this proposition is the corollary that the cultivation and exercise of those activities which conduce to the most desirable sensations is the highest utility. It is the purpose of this paper to demonstrate

that music has a high place among the utilities that make for this end, but first the ground must be cleared of the false theories of life which encumber it, so that its proper relation to man and society may be the more distinctly perceived.

My contention is that human life to-day is one-sided, and that the tendency of our present social and economic system is to make it more so. The strongest energies of our being are engaged in the struggle for wealth. He who succeeds begins by crushing his competitor in business and ends by starving his own soul. For, be it remembered, the law of the conservation of energy operates as relentlessly here as in the other departments of nature. The abnormal development of one faculty is attained at the expense of the others. The function that is permitted to lapse into disuse soon becomes incapable of exertion. The man whose activities are absorbed in the pursuit of wealth cannot enjoy the pleasures which lie outside the narrow circle of his interests. Of the myriad delightful sensations of being, he has confined himself to the few vulgar joys that attend his favorite pursuit. And this is the least of its evils, for the system that gives wealth such inordinate importance among the utilities of life is mainly responsible for the economic condition which is its legitimate outgrowth. For it is not only the love of wealth that monopolizes our energies, but even in greater degree, its inevitable consequence—the fear of poverty. The man at whose door the wolf of hunger continually barks, whose daily life is consumed to supply his daily wants, has little time, energy or opportunity to cultivate the nobler activities.

And to what end is this sacrifice? What is the real utility of wealth?

Simply to provide food, shelter and raiment. Its utility ends with the gratification of a few of the material wants of the body. True, it is essential to supply the stomach with food; but not more so than to supply the lungs with air. And yet a condition of life that required nine-tenths of our exertions to supply us with air would be deemed monstrous.

Wealth cannot contribute to the pleasures of the affections, for it is anti-social to a degree. It cannot stimulate the intellect to exertion except on the inferior plane of its own service. It cannot excite the imagination to noble flights, for it is

sordid and prosaic. It cannot stir the heroic fiber in the human soul nor rouse the moral grandeur of his nature. For the beautiful it has neither eyes nor ears; it cannot create one thrill of delight in the presence of all the glory and sublimity of the universe. With the divine mystery of being, it has no sympathy; with the awful problems of human origin, duty and destiny it has no concern. Its utility has ended when it has suitably fed, clothed and sheltered man, and supplied the means for the exercise of his higher activities.

But, stop! you say. Cannot wealth secure social position, buy libraries to satisfy the intellect, pianos and grand opera to regale the ear, paintings and statuary to delight the eye, and are not the pleasures of distant travel, to view the splendors of nature open to its touch?

Yes,—Wealth may enable a man to surround himself with good society; but not to enjoy its pleasures, for the same activities that have accumulated his wealth have tended to destroy those generous impulses, and that tender consideration for the rights and feelings of others, which are the chief charm of social intercourse. He may buy books; but not the power to understand and enjoy them. He may buy a grand piano; but not the ability to play it; and he may buy tickets to the opera or concert; but he cannot buy the cultivated taste which alone can fully appreciate them. So he may buy works of art and visit the beauties of nature, but without the eye to see, and the soul to feel, they will bring to him no inspiration, no joy. The rarer sweets of life are not purchasable. They spring spontaneous, if at all, along those lines of endeavor which the soul pursues in its progress towards the full and harmonious development of all its powers.

In taking leave of this branch of the subject, I desire to add one final note of emphasis from the pen of that most eloquent Apostle of the True and the Beautiful—the great John Ruskin. Says he:

“And yet people speak in this working age, when they speak from their hearts, as if houses, and lands, and food, and raiment were alone useful, and as if sight, thought and admiration were all profitless, so that men insolently call themselves Utilitarians, who would turn, if they had their way, themselves and their

race into vegetables; men who think, as far as such can be said to think, that the meat is more than the life, and the raiment than the body, who look to the earth as a stable, and to its fruit as fodder; vinedressers and husbandmen, who love the corn they grind, and the grapes they crush, better than the gardens of the angels upon the slopes of Eden; hewers of wood and drawers of water, who think the wood they hew and the water they draw, are better than the pine forests that cover the mountains like the shadow of God, and than the great rivers that move like eternity.”

If the desideratum of life is the utmost completeness and variety of desirable sensations, it is now in order to inquire—What is the function of music in the creation or promotion of these sensations? In other words what is its utility?

Primarily, the pleasure afforded by music is sensual, that is, it delights the natural ear unaided by intellect or previous association. Why the concord of sweet sounds is delightful is one of those inexplicable mysteries that transcend reason. Like the fragrance of the rose or the sweetness of Love we know it is good and know not why. These simple sensations are the primary elements of consciousness and defy further analysis. We love sweet sounds as we do sweet tastes, or sweet odors, because they give us pleasure. We are born that way. See the eagerness with which the child follows the band through the streets. How he delights in the strolling harper and fiddler. Even the much-derided organ grinder is an unending source of joy to him. The love of melody is inherent in his soul and his heart leaps with gladness, spontaneous and unbidden, when touched by the magic power of music. As the child grows older, unless stunted by inactivity, his musical sense grows stronger and capable of affording him greater pleasure. He begins to perceive the form and rhythmic progression of sounds. His ear recognizes those distinguishing marks of melodic structure that characterize a tune. From the simple to the complex is the law of development in music as in life: First, the simplest art form, the reel, the jig, the ballad, the song, with their uniform rhythm and cadence; then through the realm of counterpoint to the higher attitudes

of fugue, rondo, sonata and grand symphony.

But in this progression the youth has ceased to derive his chief pleasure from mere ear tickling. As soon as he begins to recognize tunes, they begin to have their associations. Strains of music begin to assume relation with the other facts of life. Some are joyful, some sad, some whisper the soft accents of love, others so and the trumpet call of duty and heroic endeavor. Poetic words are wedded to melody and music sweeps the whole gamut of human emotions. Not a joy, not a sorrow that the heart can feel, but finds expression here. Is it love of the family altar, the sweetness of domestic affection, what more tenderly sympathetic than "Home, Sweet Home?" Is it the arousing of patriotic fervor, what more inspiring than our own "Tramp, Tramp, Tramp," or "Marching Through Georgia?" Would you sound the depths of grief, what more pathetic than "He was despised" in the Messiah? Or if you would mount the apex of solemn joy, what more glorious than the immortal "Hallelujah" of Handel? Would you invoke the "pert and nimble spirit of mirth," where will you find its embodiment so perfect as in the rollicking choruses of our Pinafores, Mikados and Erminies? Or if the fanciful sprites of fairyland must be enchained and cast into objective form, listen to the Thomas orchestra play Mendelssohn's "Midsummer's Nights Dream" or Wagner's "Ride of the Walkyres." But if you would have the heights and depths of human emotions sounded, if you would feel the universal brotherhood of man, the Infinite love that pervades the universe, the divine ecstasy of being, the highest aspirations, the inarticulate longings of the soul, hear the sublime symphonic works of the great masters. Once hear and understand the glories of the divine Ninth Symphony of Beethoven and the utility of music will not need to be further explained.

Music is the universal language of the soul. It is a language more subtle, more expressive than speech. Not only does it express sentiments, but it intensifies them—emphasizes them to such a degree that words seem feeble by comparison. It has the power to call up mental images and sensations with equal, and even greater vividness than the original impression. Nor does it need to plod

laboriously along with words enumerating and describing the properties of the image to be recalled, but with a few thrilling chords and a burst of melodious sounds the vision is instantaneously mirrored on the soul. Neither is the best music purely imitative. It seeks not to duplicate the exact sound of the moan of the wind or the roar of the wave, but to arouse into activity the same emotions that are excited by these. Its methods are direct. It needs not the aid of the other senses to create emotion. With one unerring stroke it sets the sensibilities vibrating, and joy or sorrow, laughter or tears, are created from the direct impact of the sound. More than this, it is pre-eminently suggestive, and is not content with recalling past sensations; but detaching them from previous associations it passes them through its alchemy and they reappear re-combined in new forms, prophetic of the infinite possibilities of man and the greatness of his destiny.

Important as may be the uses of music as an interpreter of beauty, it possesses a still greater function. Its supreme utility is as a creator of life—a power it attains through its ability to arouse and control the emotions. In proportion as it increases or intensifies sensation it creates new life. Among the influences that promote emotional culture and discipline music is entitled to rank highest in our esteem. The weary soldier, whose toilsome march is made easier by its enlivening strains, is a sufficient witness of its potency as a nerve stimulant. Its value has been attested by all the ages. In Ancient Greece no public ceremonial, no social gathering, not even an oration, was deemed complete without it. The great Olympic games, to which the Greeks owed the development of that ideal physical perfection which is the admiration and despair of the moderns, were conducted in conformity to strict musical laws. Not merely a jumble of ear-tickling sounds, but every posture, every gesture, every evolution was made in accordance with a well-defined rhythmic movement and cadence. And yet in the full blaze of modern music we do seem to have profited by this hint of the ancients.

In the present highly developed condition of art structure, music can be more than the disciplinarian of bodily movements that it was with the Greeks. Through the emotions it can regulate the movements of the soul. It can rouse its dormant latent powers into quicker life. It can give a

new direction to its activities, a nobler impulse to its movement. It can demonstrate there is a keener, more unalloyed pleasure, in the healthful exercise of the emotional powers than in the gross satisfaction of the material senses.

If there were nothing more than the pleasure of sense in music, it would be infinitely preferable to some common modes of enjoyment. There is no bitterness of reaction following it, no Nemesis in its hereafter. Its pursuit leaves no bad taste in the mouth, no bad effects in the system. In its morning there are no headaches as there may be after an evening of wine. And its pleasures wax greater, the more there are to enjoy them. To enjoy its good it is not necessary to deprive any one of his share; as is inevitable in many of our usual pursuits.

But when, in addition to gratifying our sense, it becomes the inspirer and guide of our passions, being, it rises to a towering prominence among the influences that shape human destiny. As mathematics is to the intellect, so is music to the emotions. As the one cultivates and disciplines the mind, so does the other the soul. And as the springs of human action, the motives of human conduct proceed from the emotions, the intimate connection between music and morals is obvious. When we contemplate the promise contained in the development of music along these lines, speculation is tempted to become intemperate, and we hardly dare to follow our chain of reasoning to its logical conclusion, lest we incur the reproach of being visionary. It cannot, however, be gainsaid that music, as power to create definite emotions. Two bodies cannot occupy one space, nor can two antagonistic emotions co-exist in consciousness. One must be destructive of the other. Then why may not psychical therapeutics progress so far along musical lines as to be able to supplant undesirable emotional states with the more desirable? And why may not the emotional culture acquired through the agency of music be transferred to our daily life and work?

Leaving these suggestions for future reflection, if they are deemed worthy, I now pass on.

It may be urged that the music referred to herein is classical music, and that it is, to ordinary ears, generally a bore. Candor compels the admission that there is some justification for this complaint, for classical music as sometimes performed by amateurs is more painful than agreeable. And the difficulty is twofold, sometimes due to the performer, sometimes the auditor. Frequently it is the fault of ambitious amateurs who seek to acquire a cheap reputation for culture by attempting selections they can neither comprehend nor perform. Sometimes the music incurs our displeasure because of the offensive egotism of the performer, who may be more anxious to dazzle with pyrotechnic feats than to interpret the meaning of the composer. This class of musicians

ignore the fact that the primary function of music is to please, and not to furnish a vehicle for the display of their vanity. They usually regard it as a fashionable accomplishment, a polite appendage, whose chief utility is to give them a chance to shine and secure a personal triumph.

They delight in paralyzing the natives with their astounding technique and have a complacent contempt for the common herd who like to hear tunes. Now, I object to having music bear the onus of displeasure incurred in this manner, and have no doubt that many who have conceived a dislike for the classical can trace their repugnance back to the offensive characteristics of performers.

For as a matter of fact, the classical standard in music is the same as in literature. The classical is distinguished from the common by its permanency, its power to endure. It must be fit to survive, else it dies the death of the transient and ephemeral. Moreover, it requires an educated taste to extract all of its beauties. The uncultivated mind does not perceive the beauties of Hamlet—but that is not the fault of Shakespeare. Wagner is not farther from the comprehension of the average mind than is Carlyle, nor Beethoven than Browning. The greatest musical works like the masterpieces of literature, while they deal with the simple truths of universal experience, only yield up their deeper meanings to those who have fitted themselves to receive them. If, therefore, you have heard a conscientious performer rendering a worthy work of art and fail to find gratification therein, it may be proper for you to consider whether the deficiency may not be in yourself. Not that it is any discredit to you, but only a loss—a loss, however, to be sincerely regretted as involving an inability to enjoy one of the purest pleasures of life. But it is infinitely preferable that you honestly admit your loss than to gush and profess to be delighted in order to be thought accomplished. Under no consideration, however, should you join the ranks of the Philistines, and like the fox in the fable, brag how much smarter and more practical you are than those who are able to derive pleasure from a source out of your reach. Obviously, the reasonable course for you to pursue, under these circumstances, is to qualify yourself, so far as circumstances will permit, to extract from life this additional joy. But it may be objected that the ordinary run of humanity is not capable of the culture demanded by the higher art. This, I respectfully deny.

Of all arts music is the most democratic. No art appeals so directly to the sympathy of the masses, or is so easily understood and enjoyed. It requires no special gifts or special fortune to appreciate it. Some of its greatest prophets have risen from among the poor, I might almost say the illiterate. The land of my nativity—Wales—furnishes a striking ex-

ample of the capacity of the masses for musical culture. There, music is not the luxury of the rich, but the daily solace and delight of the poor. There you will find choirs, often numbering hundreds of members, in every village and hamlet in the land. You will find them constantly at work, not on the simple songs and glees of the singing school, but upon the grandest works of the greatest masters. I might venture to say that there scarcely exists a great choral work, oratorio or cantata, from Bach to Wagner, that has not been practiced and rendered there. And whom, think you, compose the membership of these choirs? Not the merchants, professional people, or aristocracy of the land, but the coal miners, puddlers, iron-workers and laborers, with their wives and daughters. But it may be said their efforts must be rough, uncouth and barbarous, that they cannot possess true culture.

Listen! When a few years ago an international musical competition was held at Crystal Palace, London, under the direction of the most eminent musicians of the day, who carried off the honors against the trained singers of London and the world? Who, but these same miners and puddlers, with their wives and children, and under the leadership of a blacksmith.

And do you not think the study and practice of such creations as the "Creation," "The Messiah," or the "Elijah" reacts on the daily lives of these men? Think you they frequent the haunts of dissipation as much as they otherwise would? Think you their life of arduous toil is not lightened thereby? Do they not feel a joy greater than would be found in being merely hewers of wood and drawers of water?

Most assuredly, yes. And what is true of them would be equally true of other people under similar conditions. Their achievements prove that the rich domain of art is not the exclusive heritage of any class, but is the common privilege of all, and open to whoever will traverse the royal road that leads to it.

In the treatment of this subject it has been found necessary to cover a wider range than the title would seem to indicate, but a discussion of the utility of music inevitably involves a consideration of the philosophy of life. For if music is good, it must be good for something, and that something must be understood and defined. This has necessitated a definition of life to which all activities must be subordinated. Conformable to this requirement, the correctness of the current view has been challenged, and the value of life has been held to be commensurate with the number and variety of its desirable sensations. Music has been shown to be a creator as well as a prime contributor to the activity of these sensations—moral, intellectual and aesthetic. Its supremacy in the domain of the emotions has been maintained, and its resultant power to enlarge the possibilities and intensify the activities of being has, I trust, been thoroughly demonstrated.

And what is its future? What is its true relation to man and society? In the coming social state, whose dawn even now glorifies the horizon, music will not be the exclusive privilege of the few, but the daily pabulum of the multitude. In a society where all the activities of life are intelligently and harmoniously co-ordinated, music will leap forward to a fuller, freer and more beneficent existence; for then the one-sided development of human powers will be abandoned, and the demands of the physical nature be recognized and supplied. Perhaps in that day the tale of human love, suffering, sacrifice, heroism and triumph may be told to the masses in music as it now is in fiction. Perhaps the story of Lohengrin may be as intelligible and accessible as the story of Ivanhoe; and perchance, even the Divine message may reach the ears of the people with as much potency from the "Messiah" of Handel's genius as from the eloquence of the pulpits. In such a state the glories of Wordsworth's immortal vision would never "fade into the light of common day" for the "shades of the prison-house" would be illumined by the celestial beams of the radiant inner life, and the sordid cares of today would be transformed and idealized with a beauty transcending the glamour of romance. Then would the paths of Duty and Pleasure converge.

In the progress of the race towards the fulfillment of its noble destiny music will continue to render its faithful service. It will cultivate and enlarge the physical life and emphasize its claims. It will remain the interpreter of beauty and the restorer of the balance of emotional equilibrium. It will cheer the unfortunate, rouse the apathetic, exalt the humble and inspire the heroic. It will keep alive the faith in an ideal perfection and by its works demonstrate its possibility. It will be to man the inarticulate murmur of the Divine Spirit, forever urging him onward to higher peaks of endeavor—the Eternal Voice proclaiming him part of the imperishable, indissoluble perfection of the Universe. It will be to him the channel through which his aspirations will flow toward that Infinite Presence which pervades all space, and the subtle messenger from the realms of the Unknowable, winging its flight through the environment of Death and Unbelief, whispering in his enraptured ear, amid the blending of heavenly harmonies, the hope of the Immortality, the Perfection of the Soul.

And this is the Utility of Music!

If any young person expects without faith, without thought, without study, and without patient, persevering labor, in the midst of and in spite of the discouragement, to attain anything in this world that is worth attaining, he will simply wake up by-and-by, and find that he has been playing the part of a fool.

Methods of Composition.

"To be able to write one's own language correctly and elegantly, is surely of more value than to be able to write or speak a foreign language," says a recent writer. Some one else has said that "the noblest literary study of an Englishman is the study of the English language. The noblest literary gain of the educated man is the power of wielding that language well." But nothing permanent or valuable can be attained without assiduous practice: for, as Pope has said:

"True ease of writing comes from art not chance, as those move easiest who have learned to dance." Writing forces us to digest our knowledge and give our thoughts systematic form. It gives us clearer conceptions, and reveals to us our deficiencies. It broadens knowledge, gives a refining culture and at the same time makes "an exact man," as Bacon has said. Knowledge without the ability to use is of little practical benefit.

In a few schools this subject receives careful attention; in many little or no effort whatever is made in the direction of a thorough study and careful practice of composition; while still others labor under the misconception that "grammar is the science which teaches us how to express our thoughts."

Among those who are striving towards good results, many failures come from the arbitrary and mechanical way in which the work is done. Abstract subjects are often assigned, and the pupils are left to struggle alone without aid or instruction. Much may be done for the pupil by giving suggestions as to the collection and use of material, the arrangement of sentences, choice of words, purity and elegance of language and other equally important matters.

Such themes should be taken up as will enlist the greatest amount of effort. Those most closely connected with the every day life of the pupils

are usually best to begin with, since they awaken greater interest and are more easily studied. Children should learn to write with ease and to approximate this ideal, topics should be used with which they are already somewhat familiar. Ability to write may thus be made to approach their skill in conversation. Interest will increase as progress is made. No child is devoid of touches of pride which may be kindled into powerful motives to effort. The achievement of a purpose and the recognition of well-earned results may stimulate the mental powers to a healthy growing activity.

After the assignment of the subject by the teacher, the following points of instruction as to methods of study and work and investigation may be followed with profit by the pupils:

1 Spend some time in close, earnest thought upon the subject.

2 Make a general plan or outline of what you know of it.

3 Read carefully and study earnestly what others have said upon it.

4 Reconstruct your outline so as to include the additional knowledge you have gained by reading and investigation. Be sure that you adopt a natural order of arrangement.

5 Under each topic of the outline make notes of appropriate illustrations which may be used.

6 Re-study the entire subject and get it thoroughly at command.

7 Write, re-write, correct, reconstruct, correct again, and re-write until you can make no further improvement.

8 In your criticism give attention to logical arrangement, use of words, and force of expression, taking care that the thought has been correctly and fully expressed.

The first lesson after the assignment of the subject should be devoted to a discussion of the outlines presented by the pupils. Such changes should be made in these as will aid each in presenting his ideas. For

the second lesson, they may present a tolerably complete draft of the essay. The time of the recitation should be occupied with reading and correcting these. The time of the third lesson should be taken up in reading the essays in their perfected form, and in receiving the criticisms of the teacher. By thus giving a large amount of time and careful work to each essay, the pupils will soon attain proficiency and come to appreciate the importance of this drill.

Nothing can take the place of genuine interest in the work on the part of the teacher. I fear there are some teachers who look upon it as mere drudging devoid of attractions. All such must fail of true success. Sincere and unalloyed interest in the progress and development of our pupils will add many a charm to our work and transform what would otherwise be burdens into pleasant and profitable exercises.—*Selected.*

Blackboard Work.

The solution of problems, unless they be occasional test-problems, first-hand at the black-board, during recitation time, is a wastrous mode of employing recitation time. One or two things will generally happen, either one or two will drag along after the others are done and keep them waiting, or part of the class will go on reciting while some are still working at the board. Either condition is a wastrous expenditure of teaching force. Waiting always demoralizes a class. A part of a class go on reading, and part work at the board; that part at the board gets no good from the recitation. Practically, those pupils who spend the hour at the board, might, unless there be some disciplinary reason, better be at their seats. Figuring at the board is a bungling mode of administering discipline.

The only conditions under which pupils are properly sent to the black-board are to put on it problems, or other work, solved or determined, and to do test-work of such a nature as will permit the use of the black-board. There are not many kinds of work that will do this. After all, the main use of the blackboard is to furnish the teacher means of illustration and other forms of aid.—*S. S. Parr.*

How Can School Programs be Shortened and Enriched?

Much time can be saved in primary and secondary schools by diminishing the number of reviews, and by never aiming at that kind of accuracy of attainment which reviews, followed by examinations, are intended to enforce. Why should an accuracy of knowledge and of statement be habitually demanded of children which adults seldom possess? How many well-educated adults can add long columns of figures correctly, or find the least common multiple or the greatest common divisor of six or eight numbers? Nothing but practice can keep one skillful in these exercises; and we may reasonably be grateful that few people are compelled to keep in the necessary practice. Few adult minds retain accurately considerable masses of isolated facts, and it is commonly observed that minds which are good at but are seldom the best minds. Why do we try to make children do what we do not try to do ourselves? Instead of mastering one subject before going to another, it is almost invariably wise to go on to a superior subject before the inferior has been mastered—mastery being a very rare thing. On the mastery theory, how much new reading or thinking should adults do? Instead of reviewing arithmetic, study algebra; for algebra will illustrate arithmetic, and supply many examples of arithmetical processes. Instead of re-reading a familiar story, read a new one; it will be vastly more interesting, and the common words will all recur—the common words being by far the most valuable ones. Instead of reviewing the physical geography of North America, study South America. There, too, the pupils will find mountain-chains, water-sheds, high plateaux, broad plains, great streams and isothermal lines. The really profitable time to review a subject is not when we have just finished it, but when we have used it in studying other subjects, and have seen its relations to other subjects, and what it is good for. For example, the French program puts a review of arithmetic, algebra, and geometry into the last year. With all his mathematical powers strengthened by the study of algebra and geometry, and with all the practice of arithmetic which his study of measurement and algebra

has involved, the boy returns at seventeen to arithmetic, and finds it infinitely easier than he did at fourteen. Further, the French boy has escaped those most vexatious of arithmetical puzzles which a little easy algebra enables one to solve with facility. Many an educated New Englander remembers to this day the exasperation he felt when he discovered that problems in Colburn's Sequel, over which he had struggled for hours, could be solved in as many minutes after he had got half-way through Sherwin's Algebra. Is it not an abominable waste of the time and strength of children to put them to doing in a difficult way, never used in real life, something they will be able to do in an easy way a year or two later? To introduce artificial hardness into the course of training that any human being has to follow is an unpardonable educational sin. There is hardness enough in the world without manufacturing any, particularly for children. On careful search through all the years of the public school programs now in use, many places will be found where time might be saved and strain lessened by abandoning the effort to obtain an exaggerated and unnatural accuracy of work. It is one of the worst defects of examinations that they set an artificial value upon accuracy of attainment. Good examination results do not always prove that the training of children examined has been of the best kind.—*Er.*

A Blunder.

"What a fool I was," said a prominent Iowa educator. "Thirty-two years ago I made a blunder which I shall never forget. It was my first school. It was an experience which taught me never to accompany a command with a declaration of punishment in case of disobedience. It happened in this way. The school house was in the country. Back of the school house was a long hill. At the foot of the long hill was a little lake. It was winter time; the hill was covered with snow and the lake was frozen over; a grand place for coasting. It was great fun for the boys to glide down the long hill on their sleds and away across the lake on the smooth ice. O! what fun for the boys! But they got into the habit of taking just one more slide down the hill after the bell rang. It went on for some time, until finally, one morning,

I announced in stentorian tones: "If any boy rides down the hill after the bell rings, I'll whip him." What was the result? Sixteen boys were whipped that very afternoon. That was a hard afternoon for me, and all because I made a blunder in the morning. I had to whip the boys because I said I would. But I learned a lesson I shall never forget. It is better to make a mild request than a command, and if a command is necessary, never accompany it with a declaration of a specific punishment."—*Er.*

School-Room Hints.

At a history class, last winter, I found a hint on school-discipline. The passage that gave me the suggestion was this: "The people are best governed, where there is the least outward show of government." It seems to me if we change the word people to pupils, we have an excellent thought for the school-room. A little pleasant attention shown to a rough boy, who has had little experience of kindness, and who, we might think from his outward appearance, would be incapable of regard for his teacher, has sometimes a happy effect. I had an amusing illustration of this, a short time ago, at the State primary school, where I was teaching. Many of the boys there, are boys whose early associations have not only been almost entirely without refining influences, but have been an education in evil. A large, rough boy came into school one afternoon, evidently the embodiment of ill-nature. The exercises that day was letter-writing. He did not seem inclined to begin his work. I did not appear to notice his idleness or crossness, and called to him by name and said: "Wouldn't you like to sit at my desk by me to-day to write your letter?" Strange as it may seem, this simple device banished for the time, his ill-nature and secured a good afternoon's work. He even wished to write at recess, which at this school is an intermission of half an hour. Children, in public schools, too often come from homes, where they suffer from too much, rather than too little attention, but possibly, there may occasionally be a child, like my poor State primary boy, who can be allured into doing his best, by the privilege of sitting beside his teacher for a few hours and sharing her desk.—*Evelyn S. Foster.*

John Tyndall, in an address to the students of University College, London, says: "A pupil comes to us as a bundle of inherited capacities and tendencies, labelled 'from the indefinite past to the indefinite future;' and he makes his transit from the one to the other through the education of the present time. The object of that education is, or ought to be, to provide wise exercise for his capacities, wise direction for his tendencies, and through this exercise and this direction to furnish his mind with such knowledge as may contribute to the usefulness, the beauty and the nobleness of his life."

A joint teachers institute was held at Mount Pleasant, January 17 and 18. About fifty teachers were present from various parts of Westmoreland county. Principal Noss lectured on Saturday evening the 18th, on "The Coming Teacher." Many graduates and former students of the Normal were present and took part in the work of the institute; among others Principal W. D. Cunningham, of West Newton, who made an effective speech Saturday forenoon.

Since Dr. Noss' return from Europe, he has been almost daily in receipt of invitations to lecture. He can of course only accept a limited number of such offers, but we see him advertised for Mt. Pleasant on the 18th, subject, "The Coming Teacher." He speaks at McKeesport later in the month.

Among our new exchanges we notice the *Normal Enterprise*, of the West Liberty, W. Va., State Normal. It is a credit to the school and a testimonial of its "enterprise."

Dr. A. B. Miller, president of Waynesburg College, began his career as a pedagogue at the Union School, East Pike Run township, almost within sight of the Normal. I. C. Ailes, Esq., one of the Normal trustees, was one of the scholars. The teacher was then about 17 years of age.

Mr. D. T. Scott, a former Normal student, has charge of the public school at Bruceton, West Va., and is meeting with deserved suc-

cess. He now holds a four-year's certificate. We hope Mr. Scott will some day hold a diploma from the California Normal.

From the Elk County *Democrat* we clip the following: "Prof. D. C. Murphy, a Pennsylvanian by birth, is the principal of the Ridgeway public schools. He is a professional teacher, having been trained for the school room by special education and by years of experience. He is a graduate of the California, Pa., Normal School where the degrees of B. E. and M. E. D. were conferred upon him. He was chosen at once by the trustees of his alma mater to take a position in the faculty. Afterwards he became a member of the faculty of the State Normal School at Lock Haven and left that place to come to Ridgeway. Prof. Murphy is known and recognized throughout the State as a good teacher's institute lecturer and instructor and were he able to devote his time to it he could fill engagements in the work nearly the year round. He is the author of a work entitled "Recreations in Geography and History" and is also a valued contributor to educational magazines. Ridgeway was lucky enough to get him and is plucky enough to hold him."

Misses Ollie Hawkins, Laura Register, Annie Morton, and Messrs. Olean Scott, Enoch Arison and Will Martin are a few of the many students who will enter school next term. We hope they may all be fortunate enough to cast their lots with Ohio.

In spite of the severe winter weather, the students of the Normal played a very interesting game of base ball on New Year's day, and on the Saturday following played one of the best games of the season, ending in a ratio of 1-3.

Philo has been extremely lucky in getting nearly all the new students that came in, and if the percentage is kept up we anticipate a lack of capacity in Philo Hall to accommodate them.

There should be a reformation in debating in both societies. Instead of long prepared speeches, the debator should be more governed by the occasion. Instead of long and unbroken strains of monotonous tones, it should be pointed and ribbed with principle. We are glad to announce that some of our members are making strides toward the attainment of those elements that link together and make a fluent and entertaining speaker.

Hard at Work.

Nearly one hundred Eminent Persons are now engaged in preparing valuable and important contributions to *The Youth's Companion* for 1890.

Mr. Gladstone is getting together his reminiscences of Motley the Historian; Justin McCarthy is writing all his personal recollections of great Prime Ministers; Sir Morrell Mackenzie is thinking of what he shall say to *The Companion* readers on the training of their voices in youth; Captain Kennedy is recalling the exciting episodes of his five hundred different trips across the Atlantic, and making notes for his articles; P. T. Barnum is preparing the account of how he secured his White Elephant; General Wolseley is arranging to tell the boys how they can endure hardships; Carroll D. Wright is securing statistics about the boy and girl laborers of America, what they do and what they earn; Hon. James G. Blaine is writing a paper for our young politicians; popular authors are at work on serial stories; the Presidents of three leading American colleges will give advice to boys on their future; Tyndall and Shaler are to talk about the wonders of nature; Marion Harland promises to entertain the girls, while Lieutenant Schwatka will take the boys in imagination to the loneliest place in the United States.

There are hundreds of pleasures in store for *The Companion* readers of 1890. Every one is hard at work, as you see. \$1.75 will admit you to 52 weeks of these entertainments. Send for Full Prospectus for 1890 to THE YOUTH'S COMPANION, Boston, Mass.