

The Normal Review.

VOL. V. No. 7.

CALIFORNIA, Pa., March, 1890.

50c a Year.

Entered as second class matter.

We think no apology is due our readers for excluding much of the ordinary matter and devoting a large share of our space this month to an article giving the history and present circumstances of the graduates and former students of the Normal now located in Uniontown and vicinity. It shows in a very striking manner the influence which the Normal exerts in preparing not only the teachers but also the professional and business men of southwestern Pennsylvania. The writer of the article, Mr. A. M. Claybaugh, is a graduate of this school, in the class of '81. From '81 to '83 he was vice principal of the Uniontown schools; was elected to the principalship in '83 and held that position two years. From '85 to '86 he was one of the editors and proprietors of the Connellsville *Courier*, and in '87 and '88 was on the editorial force of the Pittsburgh *Post*. Since that time he has been the editor and one of the proprietors of the Uniontown *News*, a journal always welcome in the reading room of the Normal, not only for its inherent value, but from its being edited by one who once trod the halls of the Normal as a student and has ever been one of its loyal friends.

UNIONTOWN, Jan. 21, 1890.

Editor Normal Review:

You have asked me to write an article in which I shall give a brief sketch of each graduate and former student of the California Normal school in Uniontown and vicinity.

I can comply with your request only in part and in the most hasty and imperfect manner. I herewith present a brief account of the graduates and undergraduates who are engaged here in the law, in medicine and in other callings.

The lady representatives of the school, God bless them! are worthy of a better notice than they could get at this time from my hasty pen. They are filling positions in the the Uniontown public schools and other schools throughout this section.

teachers in the Uniontown schools, three, Misses Retta Bierer, Carrie Langanecker, and Anna Wood are graduates of the Normal; and three, Misses Florence Metner, Lou Baker, and Mollie McKean, were students there.

The following gentlemen are engaged in their chosen callings in Uniontown and have acquired so fair a standing therein as to reflect credit upon themselves and their alma mater.

There may be some unintentionally omitted from the list. If this is the case my only excuse is that the two or three hours I had at my disposal for this work were not sufficient for a careful survey of the field.

Editor William Henry Cooke, of the *Genius*, was one of the early students at California. He was one of Prof. Gilchrist's students in 1867 or thereabouts, and was there during Principal C. E. Ehrenfeld's administration. He came to Uniontown to accept the principalship of the Uniontown public schools in 1873. Two years later he was elected county superintendent and re-elected in 1878. In 1882 he became one of the editors and proprietors of the *Genius of Liberty*, and still occupies the editorial chair in the office of that paper. He suits the editorial tripod of a country weekly to perfection. He has established a reputation as a humorist, and may be likened unto the village schoolmaster, "for many a joke has he;" but unlike that personage's admirers Cooke's readers laugh, not "with counterfeited glee," but with all their hearts.

Thomas Randolph Wakefield, the only and original "Tom," (class of '78) was until lately a member of the law firm of Hutchinson and Wakefield. The firm has dissolved and "Tom" is now practicing alone. He will get along. He lately conducted a big real estate transaction which speaks well for his business judgment and indicates the confidence reposed in him by the corporation which he represented. Wakefield was a law student of the

ted to the bar in 1884.

George B. Jeffries and Daniel W. McDonald are two young Normalites who have joined their fortunes in the law under the firm name of Jeffries & McDonald. Jeffries graduated in the class of '82, read law in Boyle & Mestrezat's office and was admitted to the bar in 1885. McDonald left California in 1879 without taking his degree, but leaving behind him an excellent record as a student. He won the honors in debate that year in the contest between the literary societies. He attended Washington and Jefferson College in 1882, and then went to Baltimore to take a clerkship in the Baltimore & Ohio railroad shops at Mt. Clare. In 1884 he entered Boyle & Mestrezat's office and read law, being admitted to the bar in September, 1886. Both Jeffries and McDonald are promising young lawyers and both enjoy considerable prominence in politics. Jeffries was third in the contest for the district attorneyship nomination at the democratic primaries last year, and McDonald is secretary of the democratic county committee.

H. Brown Scott, who was at the Normal in 1880-'81 is the local editor of the Uniontown *News*. "Brown" has dropped the writing of poetry to which he was somewhat addicted at school, and has turned his facile pen to more practical things. He was on the reportorial force of the Pittsburgh *Times* in 1888, but an attack of fever forced him to abandon his position. I speak with positive knowledge in saying that he is a good newspaper man and I am confident will never do either the *News* or the California Normal School discredit.

Allen Foster Cooper (class of '82) graduated at the Ann Arbor Law School in 1888, and was admitted to the supreme court of Michigan the same year. After a period of study in A. D. Boyd's law office, he was admitted to the Uniontown bar in December, '88. The following January he formed a copartnership with John Q. Van Swearingen, a

Plate 7.

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LESSON VII.

KEY TO PLATE 7.

- 1 Big beg bag bock buck book wife youth.
 - 2 Itch edge egg ash ill Al at pack.
 - 3 Mill inch niche knell fetch match snatch badge.
 - 4 Cob knock lock rub tub rum took shook.
 - 5 Wide wives twice few due new musty rusty.
 - 6 Message judge waxen injure muscle deposit nothing earth.
 - 7 Vessel citizen Mark agency hotel hasten maxim.
- Word-signs. 8—Help notwithstanding New York City spoke special knowledge acknowledge several I (or eye).
Translate Ls 9 to 15.

EXPLANATION.

The short vowel signs are made very small and light.

Mnemonic rhymes: { Bill gets bat; Lot cuts wood.
Kills red rat. Dot does good.

When a second place short vowel occurs between two stems, it is placed by the second. The rule briefly stated is: 2nd place long and all first place vowels, are put by the first stem, and all others by the second. *Wi* is expressed by a small right-angle, and long *u* by a semi-circle. L 5. Proper names are indicated by a double underscore; as *Mark*, L 7. Common words are not usually vocalized. If a word contains two or more stems, it can usually be deciphered even if the vowels are omitted. See Ls 6 and 7.

Exercise—Write with vowels: Dick Jack pig Ditch dim Jim gem beck bell catch latch patch jam dam rob dock shock shop duck dumb chum gum thumb nook cook dusty valley. Without vowels: Desk cabbage picnic spell curly bill many among live heavy damage enough Alabama Tuesday Sunday Saturday discuss this.

Sentences. 1. Amos has his bow in readiness. 2. He is waiting for the ducks to come up to the decoy. 3. Ed is too weak to make his way along the stony path up the slope.

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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.

VI.

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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HAVE FAITH IN SHORTHAND.

(From "One Hundred Valuable Suggestions to Short-hand Students.")

"There is probably no other one thing that has caused so many people to fail in their endeavors to become reporters as a lack of confidence in

short-hand. Too often we hear beginners say: "I will try it and see whether I can succeed or not." The young man or woman who, after seeing that thousands of others have made a success of short-hand, cannot say "I will succeed," had better not spend time or money upon it, or, in fact, upon anything else that requires a little study and application.

To become a fair reporter is no Herculean task demanding the work and then to be acquired by only a "born few."

Short-hand has become greatly improved of late years and is based upon real scientific principles. Anyone with ordinary ability can master it and become able to write from four to six times faster than in long-hand.

Do not doubt the merits of short-hand but rather say "I will succeed,"

You can, if you will, make it an acquirement that will be of much value to you all the days of your life. If you will only throw your whole soul into the work and believe that you can do what others no smarter than yourself have done, you need have no fears of making a failure.

Always Appreciate.

Teachers should take notice of the small efforts children make toward being better. In little ways they often strive very hard to show their love for a teacher or for each other. Oftener than not a hero in a book has awakened the little mind to a desire to lay some foundation for noble character, upon which it scarcely knows where to begin. In its own small way it thinks that bringing a bunch of flowers may do something to

ward its being more of a man or woman, or it may be opening a door or hounding a fan. If the action be accepted as a matter of course, the little actor thinks it can not have been anything after all, and perhaps it lets the impulse go by the next time. As the school life is only the great preparatory department for real life, it is a teacher's place not only to encourage these little acts of thoughtfulness among the children, but to stimulate them to it. It should be part of her thought to speak to the little ones about these things. Tell them about having pleasant, cheerful ways at home, and encourage every attempt made in that direction, whether in school or not. There is no joy equal to that felt by a child when told that its efforts are seen and appreciated, so that it has a place that could not easily be filled.—*Selected.*

Knowledge in a Nutshell.

A cubit is two feet.
 A pace is three feet.
 A fathom is six feet.
 A span is 10 7-8 inches.
 A great cubit is 11 feet.
 A league is three miles.
 There are 2,750 languages.
 Oats, 35 pounds per bushel.
 Bran, 35 pounds per bushel.
 A day's journey is 33 1-8 miles.
 Two persons die every second.
 Sound moves 743 miles an hour.
 A square mile contains 640 acres.
 A storm blows 36 miles per hour.
 Coarse salt, 85 pounds per bushel.
 A tub of butter weighs 84 pounds.

The positions of the soldiers and the calisthenic movements, technically called "exercises," should be taught to every scholar, if but six years old; this should be done for five or ten minutes before opening and dismissing the school, and after each recess; or should this part of the instruction be hurried; it should be carefully explained and carried out, and, when fully understood and acquired, it should still be constantly, daily prac-

ticed, as it is the foundation for an erect and elastic carriage, and graceful movement of the body. With it, later, should be combined the principles of the step and marching. Notice how often you see children whose appearance indicates aldermanic proportions, while, if they stood or carried themselves erect, they would probably show a well formed and proportioned body; and this is but one of the least defects which will be corrected by the military system. This part of the instruction can be given in any school without an appreciable loss of time, while the result would be of incalculable benefit; nor need this instruction be confined to boys only; it can with perfect propriety, and with as great results and benefits, be introduced in classes formed of girls only; they certainly need it. It will be a pleasure to the children besides, and they will turn to their studies with more vim and zest.—*Sunshine.*

There is a kind of school government that cannot be too greatly censured, a kind of a government that secures order at the expenses of the nobler qualities of human nature, a kind of tyrannical, unreasoning management which teaches the children that about the only thing wrong about doing wrong is to be caught at it. It cultivates dishonesty and deception, and makes the children cowardly and treacherous, and as soon as the power that holds these traits in check is removed, or from any cause becomes a little weakened, they bloom and blossom and bring forth a full crop of all kinds of meanness.

If you are to make the most of yourselves as teachers, and do the most for your schools, present and future, you must study; study your daily lessons; study collateral subjects; study methods of instruction and illustration. In this way alone can you be fitted to appear before your classes. Study school management, that you may prevent evil; study methods of discipline, and the peculiarities of in-

dividual pupils, that you may judiciously punish wrong. Unless you so work and so act you cannot sustain yourself long.

We have now entered upon a new school year, and it should be the aim of every teacher to make a decided advance beyond the work of any previous year. In this work as elsewhere, there is no such thing as standing still. You must advance or you should leave the business. If you do not do better work this year than you did last you are not doing your duty, and are not worthy of a place in the ranks of the profession.

To Cure Imperfect Enunciation.

Pupils who have a tendency to slur should be made to read many times sentences similar to the following:

She has lost her ear-ring.—She has lost her hearing.

He lives in a nice house.—He lives in an ice house.

Let all men bend low.—Let tall men bend low.

He saw two beggars steal.—He sought to beg or steal.

This hand is clean.—This sand is clean.

He would pay nobody.—He would pain nobody.

That lasts till night.—That last still night.

Gaze on the gay brigade.

The sea ceaseth, and it sufficeth us.

Say, should such a shapely sash shabby stitches show?

Strange stragetie statistics.

Cassell's solicitor slyly slashes a sloe.

A thistle sifter full of sifted thistle.

Give Grimes Jim's great gilt gig whip.

Sarah in a shawl shoveled soft snow slowly.

She sells sea shells.

A cup of coffee in a copper coffee cup.

Smith's spirit flask split Philip's sixth sister's fifth squirrel's skull.

The Leith police dismisseth us.

Mr. Fisk wished to whisk whiskey.

—(The North Carolina Teacher.)

Music.

Bulwer says—"Music once admitted to the soul becomes a sort of spirit and never dies; it wanders perturbedly through the halls and galleries of memory, and is often heard again distinct and living as when it first displaced the wavelets of the air.

Schumann says—"Of all the arts music has been developed last." We are well aware that music is the most inspiring and ennobling of all the fine arts—it is the only one that does not corrupt. Why is it the people are loth to look upon it as any more than a mere accomplishment for the purpose of entertainment. Music which does not instruct is not worthy of a good name any more than is literature. Parents are very careful to place good reading matter in reach of their children which is the proper thing to do, but ought not this carefulness to extend still farther with the music lesson. How many fathers in small towns (and cities for that matter) ever consider it their duty to ascertain the character of the music their children are studying, and last and foremost—the character of the teacher under whose guiding hand the pliable young mind is grasping for knowledge. The child who never read a "blood and thunder" novel will never want to; the music student who never studies, (or rather plays, for it affords no material for study) what is commonly termed "trash" will never want to. But if that is all he is given to practice how long will it take to cultivate a desire for it, as in the case of light literature? If on the other hand the pupil is given good, wholesome food, he will cultivate a desire for it and a hatred for all trash. Parents cannot be too cautious in selecting a teacher for their children.

Primary Methods No. 1.

The "New Education" is simply the application of natural methods; the learning to think by thinking, to do

by doing. And the primary worker perhaps above all others, should return the heartiest thanks to its influence. How great the change in methods and work, even in the few years since we were primary pupils. How we look back and pity ourselves; helpless little victims, stationary mutes, sitting hour after hour with nothing to do but—"sit up and be good." No picture books; ruled slates were things unknown; the blackboard kept sacred to the use of the teacher. Brave indeed would have been the child who marred its unsullied sables. But *now* the moment the little one enters the school-room there is some employment given to the mischievous fingers and restless eyes. This pastime, whatever it may be, serves a double purpose—keeping the timid stranger from thinking of his frightened self, and instilling that vital principle, application. The "Old Education" taught that the more mysterious and awe-inspiring the atmosphere of the school room, the better for the development of the child. The "New Education" says, away with such nonsense; give us sunshine, freedom, and plenty of gladsome work, with teachers who understand child nature and work to encourage rather than crush individuality. In such an atmosphere the pupil soon catches the teacher's enthusiasm. He sees beauty in the simple tasks given him to do, he takes pride in making his writing lesson straight between the ruled lines on his slate, his perceptive faculties grow keen with noticing the new objects he sees when coming to school every day, and his small vocabulary rapidly increases as he talks with his teacher about these things.

The process of adding three and three becomes fascinating when applied to the bones of his own chubby fingers, the names of the colors in the rainbow he thinks so wonderful, become quite easy to copy and spell when written in their own bright hues; his eye and hand are trained to

execute without feeling fatigue when he knows, if neatly done, the leaf or house that he is drawing will be hung by a bright ribbon on the "public peg." Not by harsh "you must," but by quiet example, he is taught the beauty of truth and the power of sympathy. Thus, naturally, unconsciously as it were, he grows into a thinking, active, earnest, responsible being. This is what the "New Education" is doing for the primaries. Are we lending the best efforts of our hearts and minds to the cause?

Good Words — A minister says: "You are doing a good work for the teachers and schools, with your paper." A teacher writing from the West says: "Your paper has already been of great assistance to me in my work." Another says: "It is just the kind of a paper I want, I think no teacher should be without it. I will do all I can for its success."

The Reading Circle.

"Can you not read it?"

When our teachers organize one of these circles, and it begins its refining, elevating, instructive work, and two or three good books have been determined upon, you not only place yourself, but your friends as well, in contact with the best society in every period of history; with the wisest, the wittiest; with the tenderest, the bravest, and the purest characters that have adorned humanity. You make him a denizen of all nations, a contemporary of all ages. The world has been created for him. It is hardly possible but the character should take a higher and better tone from the constant habit of associating in thought with a class of thinkers, to say the least of it, above the average of humanity. It is morally impossible but that the manners should take a tinge of good breeding and civilization from having constantly before one's eyes the way in which the best bred and best informed men have

talked and conducted themselves in their intercourse with each other. There is a gentle but perfectly irresistible coercion in a habit of reading well directed, over the whole tenor of man's character and conduct, which is not the less effectual because it works insensibly, and because it is really the last thing he dreams of. It cannot in short be better summed up than in the words of the Latin poet; It civilizes the conduct of men, and suffers them not to remain barbarous.

Great Thinkers.

"The heavens have thought well on thee,
To bring forth this discovery."

Matthew Arnold says that he learned some of Shakespeare's and Dante's best lines and used them as "touch stones," to test the merits of other claimants for honors; and after reciting those lines to himself for years, they seemed greater than ever.

Emerson says that he felt less able to explain the greatness in poetry and oratory after years of turning over the lines in his memory. It is really the plan of all thinkers to keep the thoughts of *great thinkers* before them, and no one can estimate the power that has been derived from these great thinkers, and from some passages in the Bible. George Eliot says she said to herself at night, "He giveth his beloved sleep"

Educate Your Eyes.

Visual grasp, varies, of course, with the individual; but much may be done in educating the eye and perceptive faculties. Houdin, the celebrated prestidigitator, attributed his success in his profession mainly to his quickness of perception, which, he tells us in his entertaining autobiography, he acquired by educating his eyes to detect a large number of objects at a single glance. His plan was to select a shop window full of miscellaneous assortment of articles and walk rapidly past it a number of times every day,

writing down each object which impressed itself on his mind. In this way he was able, after a time, to detect instantaneously all of the articles in the window, even though they might be numbered by scores. Agassiz understood the value of his quickness and accuracy of perception. On one occasion he desired to select an assistant for one of his classes. There were a number of candidates for the post of honor, and, finding himself in a quandary as to which one he should choose, the happy thought occurred to him of subjecting three of the more promising students to the simple test of describing what they saw at a single glance from the laboratory window, which overlooked the side yard of the college. One said he saw merely a board fence and a brick pavement; another added a stream of soapy water; the third detected the color of the paint on the fence, noted a green mold or fungus on the bricks and evidences of "bluing" in the water, besides other details. It is needless to tell which candidate was awarded the coveted position.

Chips.

THE piercing through the involved and inverted sentences of Paradise Lost, the linking of the verb to its often distant nominative, of the relative to its distant antecedent, of the agent to the object of the transitive verb, of the preposition to the noun or pronoun which it governed, the study of variations in mood and tense, the transformation often necessary to bring out the true grammatical structure of a sentence—all this was to my young mind a discipline of the highest value, and, indeed, a source of unflagging delight.—*Tyndall*.

THE function of books is supplementary; they form an indirect means to knowledge when the direct means fail—a means of seeing, through other men, what you cannot see for yourself.—*Herbert Spencer*.

DISCIPLINE finds its sphere in the nature of the child, in its instincts and propensities, its emotions and the principles that grow out thereof, and in the law of habit. It has to utilize certain instincts and to bring them under control for the benefit of the child; it has to regulate the propensities so as to strengthen or weaken their influence over his conduct; and it has to cultivate certain emotions or sentiments until they become principles of action, and habitual in their operation.—*Ibid*.

TOO OFTEN teachers neglect to do little acts of kindness for their pupils because they do not *think*. A child more thoroughly appreciates a kindness than older people. Let children see that you think of their comfort at all times and you will be richly repaid.

NO SCHEME of education, however comprehensive and elaborate, can be of value unless animated by the warm human sympathy of the teacher. It is the teacher who takes the bare outlines and, with tenderness and earnestness, makes them effective. Children must first be appealed to through the heart. When their regard is won the battle is fought. When this regard—the love of his pupils—belongs to the teacher, the vexed problem of discipline is solved. It takes a wonderful feeling of humanity, a deep sympathy and patience in a man to effect this condition. Some have these conditions in unusual degree, while in others they are totally lacking. Such should never teach.

NO THOUGHTFUL teacher ever teaches by chance. His work is clearly outlined, and he knows just what he intends to do. Chance and haphazard have no place in a school-room. The teacher who depends upon the inspiration of the moment will do much work that is of slight value. Few things succeed without a plan—school-work, never.

It Pays.

It pays for a teacher to be strong in self control. The teacher who goes "off on a tangent" whenever his commands are not executed, or his purposes are thwarted, is a spectacle to cause the gods to weep over.

It pays for a teacher to have a well-modulated voice pitched on a musical key. There should be much music in a teacher's voice. A harsh, rasping voice is indicative of an unsympathetic mind and blunted sensibilities.—*[American Teacher.]*

When to Sit and When to Set.

A man, or woman either, can set a hen although they cannot sit her; neither can they sit her, although the old hen might sit on them by the hour if they would allow. A man cannot set on the wash bench, but he could set the basin on it, and neither the basin nor the grammarians would object. He could sit on the dog's tail if the dog were willing, or he might set his foot on it. But if he should set on the aforesaid tail, or sit his foot there, the grammarians as well as the dog would howl. And yet, strange as it may seem, the man might set the tail aside and then sit down, and neither be assailed by the dog nor the grammarians.—*(Christian Union.)*

Hints to Teachers.

A teacher should be at the school-house early every day for the following among many reasons which may be adduced:—

1. To set an example.—As is the teacher, so will the pupils learn to be.
2. To prevent damage.—Children arriving at the school-house early get to playing in and about the room, and very frequently do unintentional damage.
3. To see that all is right.—There are many little things to be "put to rights" or arranged before school opens.

4. To secure ventilation.—The house, shut up from the time the school closed the day before is unhealthy, and should be opened and fully aired in season to be closed and warmed at school time.

5. To greet the pupils.—Children kindly and cordially greeted on arriving at the school house are far less inclined to torment the teacher through the day.

6. To administer discipline.—A kind greeting and a word of discipline spoken to one who has been careless or misbehaved the day before, when he can thus be approached alone, is far more effectual than detention at night or punishment in the presence of the school.

7. To help those needing assistance.—During the school hours but little personal assistance can be given. If an industrious pupil thinks he can be helped in some difficult point, if at the school house before time he will appreciate and avail himself of the opportunity.

8. To win the love of the pupils.—Kind greetings, kind words, kind assistance, will win the love of the pupils, whether they are themselves the recipients, or see it given to others.—*The School Bulletin.*

How Can we Influence the General Reading of our Pupils.

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

I have heard parents complain that their children had no taste for reading, and cared nothing about books, but I think these are exceptional cases. Most boys and girls are fond of books, in fact *will* read, and books, papers and magazines are so plenti-

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

Encourage the use of reference books in connection with their studies. Do not tell a pupil the things he can as well find out for himself, but direct his search. In speaking on a subject of which he is ignorant, casually mention where he may read about it. Go with him sometimes to the dictionary and encyclopedia. Scholars often think knowledge a quality inherent in their teacher, and while they have a most profound respect for such erudition, despair of ever reaching the heights. Try and undeceive them, and lead them to the fountain from which you drink. Say, "You will find a good article on the subject in the *Century*, or the *St. Nicholas*, or some book, as the case may be. They will read it. Not long since, while telling my history class something of the old English customs and houses, I referred them to the description of the house of "Cedric the Saxon" in *Ivanhoe*. Instantly a hand went up, with the inquiry: "Is *Ivanhoe* in the Library?" Several of the class have since read the book.

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

Elements of Success.

[Modern Argo.]

To every old person, and to every young person, who takes an interest in humanity, youth is full of interest not unalloyed with pain. The young man and woman is so full of hope for the future, so certain of success, that they, who know by experience or by observation, the pit-falls by the way, must regard them and their aspirations not only with interest but painful solicitude. Every youth expects to make his or her life a success. Whether they be vicious or virtuous, good or bad, it matters not; their life will be a successful life. They may not realize that a life of successful crime is not a successful life at all; they may not know that such a life is worse than a failure—that a black page is worse than a blank one. They will not realize this, perhaps, till it is too late to retrieve their fortunes, to buy back by years of toilsome virtue the lost time spent in idle vice. But the old, truly old, (they may be young in years) have a juster and a truer conception of life. It is not all of life to live; and that life only is a success that benefits mankind, and hence honors the God who gave it.

Need I ask you, youthful reader, if you wish to make your life a success? Hardly; history shows that your answer would be yes. The same authority—the records of the past—would show that very few of you realize what your answer really imports. It is a great thing to be successful. Very few ever attain success, and most of these are not known to history.

I know the the reader will thank me for refraining from painting the successful life in threadbare moralistic colors; I have already made plain enough what a truly successful life is. Rather let me point out a few elements of success. If I were to call them all by one name it would be character.

But to particularize. What are the

most important parts of character? First in importance and value is truthfulness. Not only the refraining from lying, but an active trait of character. A true tongue, a true hand, a true eye, a true heart, a true man or woman. True to themselves, their friends, their professions, their country and their God. Would you know a true man? He has a firm tread, an honest look, a fearless eye, a strong hand, an open heart. He is a square man; the trusted man; his word is as good as his bond.

Another element of success is Grit. It usually goes with truthfulness, for a knowledge that we are right makes us gritty. If we are sure that we are right we are meaner than the fiends in hell, lower than dogs, more cowardly than Judas, if we do not go ahead. For we are men and women. If a little lower than the angels, yet our opportunities are better, our capabilities grander, and in heaven our joy will be greater than theirs. Why? Because if we start lower down we can rise as high as they. And here is the merit; it is dishonor to go lower; no merit to stand still; but glorious to ascend. Better be poor than rich, for your chances for success are as good and your possibilities greater. Some one has said that in this country it is no disgrace to be poor, but a great misfortune. They were wrong. Poverty is no disgrace or misfortune. It is good luck to be born poor, and that is all the luck in our life, that we get at nativity. The past proves this to be true. Our greatest men were poor boys. Look for a moment at such men as these: Lincoln, Johnson, Grant, Hayes, Garfield,—all poor, but they had grit. Magic word. I mean sturdy strokes, honest endeavors, true efforts, almost success. The person of grit is full of solid day's work, and that brings us to another element of success—work.

Work is genius and luck both. It is the pleasantest thing on earth. It brings more pleasure than idleness. It makes rest sweet. It helps to make life a success. It develops us; makes strong bodies, strong brains,

and strong hearts. It is a moral impossibility to be successful without work. "Satan finds some mischief still for idle hands to do." When God told Adam to go to work He did not curse him in that as some have thought. In fact, God never cursed Adam or Eve, or any other human being. He cursed the ground; and that as he said for the sake of Adam; to give him work; a chance to rise again and approach unto his first condition.

I shall mention only one more element of success. That is kindness. It will make you friends. Help the weak, the fallen, the sorrowing. It is Christ-like—Godliness.

In conclusion, my young friend, build the highest and grandest air-castles that you can. Then go to work to make them real. Trust much in yourself; more in the good of the world, and lean on that invisible support that not only stays, but helps by giving strength. And in the end success will be written opposite your name in hearts on earth and in fadeless records of heaven.

Private Reproof.

A sensible private talk with an unruly pupil will often have a wonderful effect. If the reproof is public, he is apt to think that it was given to lower him in the estimation of the school rather than for his benefit, and will resolve to be even with the teacher in some way, but he can have no such feelings in regard to private admonition.

No general rule, however, can be given for the management of individual cases. An important factor is wanting, a knowledge of the disposition and temperament of the particular child under consideration. The management that will succeed with one child will fail with another. If then we were advising young teachers, we would say strive to understand the nature and individual characteristics of the children under your charge, remembering that one great object of all school government is to cultivate in your pupils the ability to govern themselves; exercise a little common sense, judgment and discretion and you will succeed.—[Ohio Teacher.

Clionian Review.

OTTO—PEDETENTIM ET GRADATIM ORIAMUR.

N. B. COUNTRYMAN, Editor.

(Continued from page 1.)
classmate at Ann Arbor. The new firm of Cooper & Van Swearingen is getting along nicely. Both are young men of ability and industry, and their success is certain. They have just received the business of the retiring sheriff, Joseph O. Miller, to settle up. Cooper is politically inclined and is at present the secretary of the republican county committee.

Dr. J. S. Hackney left the Normal in 1880 and entered upon the study of medicine. He graduated at the Jefferson Medical College in 1886. He was selected as one of the board of resident physicians at the West Penn. Hospital, Pittsburgh, the year of his graduation, and after a year there, located in Uniontown. He is well established in his profession and is growing.

John M. Core (class of '81) graduated at the Ann Arbor Law School in June, 1885. He was admitted to the Michigan circuit court in the previous December and to the Michigan supreme court shortly before graduation. He was admitted to the Fayette county bar in September, 1885. He is the making of an excellent business lawyer and has already established himself in a fair practice.

Charles F. Kefver (class of '84) is one of the youngest members of the Fayette bar. He was admitted last September. He enjoys the advantage of being associated with one of Uniontown's prominent attorneys, Samuel E. Ewing. "Charlie" is a good speaker, has an attractive presence, and there is no reason why he should not be a leading criminal lawyer some day.

David Morgan Hertzog, the retiring district attorney, was a student of the old *regime* at California. He was one of Prof. Gilchrist's pupils. He has filled the district attorney's office during the past three years with more than usual ability, and steps out of office into a share of the extensive private practice of Morrow & Hertzog.

William J. Johnson (class of '82) was admitted to the Uniontown bar

pupil of Judge Nathaniel Ewing. He went West after his admission here, with a view to locating, and settled in Kansas City. He became associated with Lathrop, Smith & Morrow, a leading law firm there, and his prospects were bright; but the climate disagreed with him and he returned to Uniontown last year. "Will" was a thorough student and will make a thorough lawyer. He is well located here with William G. Guiler, a long-established attorney, and is sure to "win his way."

William Cook McKean was a student at California in 1878, and again in 1886. He was a law student in Boyle & Mestrezat's office, and was admitted to practice law in 1888. He is the junior member of the firm of Boyle & McKean, the senior member being John Boyle, eldest son of the late chief justice of Washington Territory. Messrs. Boyle & McKean have the advantage of the prestige of an illustrious name in the law, and have every chance to succeed.

Robert Playford Kennedy might be ranked among the California students. He was one of Prof. C. L. Ehrenfeld's Latin and Greek students in 1870. He afterwards attended Washington and Jefferson College, and graduated at Lafayette College in 1877. Robert Playford Kennedy is now one of Uniontown's best lawyers. He was admitted to the bar in 1879, having read law with his uncle, Hon. William H. Playford, who is one of Fayette county's greatest lawyer's and most distinguished men. With the brightest intellectual qualities and the gift of oratory, and with the additional advantage of his uncle's patronage, young Kennedy quickly grew into a large law practice. He is one of the best known criminal lawyers in this section of the state.

Charles H. Smith, a student at California in '85 and a graduate of Lock Haven in the class of '86, has occupied, until lately, a position in Clark's pharmacy. He was an apt pupil in pharmacy and became a skillful compounder of medicines.

lege of Pharmacy to complete the course of study in that institution, but was forced by ill health to return home. He is now principal of the Leisinsing schools in Dunbar township. But he expects eventually to enter the medical profession, and will enter the medical department of the University of Pennsylvania next September. "Charlie's" social qualities secured for him a large circle of friends in Uniontown who unite in wishing him the highest success in his chosen profession.

James M. West was a Normal student in 1887. He has recently become a resident of Uniontown. He is a salesman in the extensive boot, shoe and hat store of John S. Harah, and bids fair to make a successful business man.

Frank M. Semans (class of '87) is the bright young teller in the First National Bank of Uniontown, the leading banking house of Fayette county. Frank began as assistant teller in June, 1888, and was recently advanced to his present responsible position. He is clever and popular and stands high in the estimation of the officers and patrons of the bank.

Dr. L. C. Beal (class of '76, the second graduating class at the Southwestern State Normal School) is a practicing physician here and one of the proprietors of a drug store. He graduated at the Medical Department of the Western Reserve College at Cleveland, O., in 1884 and located at Farmington, this county, where he remained until April, 1889, when he removed to Uniontown. He is succeeding in his business and profession.

John L. Gans (class of '82) is the efficient local editor of the *Connellsville Courier*, which ranks among the best local papers in Western Pennsylvania. Mr. Gans has been connected with the *Courier* since 1886, and is now one of its proprietors. He is a well equipped newspaper man.

Willis N. Smith was a student at California in 1884. He graduated at Lock Haven in 1885, and was chosen principal of the educational department of the Soldiers' Or-

Philomathean Galaxy.

W. R. SCOTT, Editor.

MOTTO—NON PALMA SINE PULVERE.

same year, which position he still holds. He is just now engaged in making an active canvass for the county superintendency of Fayette. As principal of the Jumonville school he has won golden opinions from the state authorities, and was complimented last October with a voluntary increase of \$100 in his yearly salary.

Wooda N. Carr, a pupil of '88, edited the Uniontown *News* during his father, John D. Carr's proprietorship, and did his editorial work remarkably well for an inexperienced hand. Wooda is considerable of an orator as well as a writer, and made some speeches in the campaign of 1888, for Cleveland and "Tariff Reform." He is now attending Prof. Houge's Redstone Academy and preparing for college. He is a popular and promising young man.

Brown Colley, a student of '87, lives near Uniontown. He has taught school several terms successfully, and has been lately engaged as a writer on the Fayette County Biographical Cyclopaedia.

Prof. S. E. West (class of '84) is doing excellent work as principal of the colored schools of this place. Prof. West has gained the confidence of the borough school authorities by his careful and intelligent management of the schools under his charge.

William Graham, a student at the Normal two years ago, is in Morrow & Hertzog's law office preparing for a legal career. He is a close student and a worthy young man who will eventually succeed, we hope, because he deserves to.

It has been said that "Ambition is a glorious cheat." We are compelled to say it is not so with the members of Philo. It is true her halls are crowded every Friday evening with students, but all are pushing themselves forward for the accomplishing of grand and illustrious deeds in the future.

Prof. Bell, of the faculty, was recently favored with a visit by his sister, Mrs. Glass. Mrs. Glass is an accomplished singer and favor-

of which were highly appreciated.

Of the large number of students that have attended the Normal during preceding terms, none are so anxious to return or learn of the school's success as the members of Philo. Already have a number engaged rooms for the coming term, and we hope to soon hear them discussing the perplexing problems which are ever occurring between her stately walls.

Within a stone's throw of the confluence of Gorby's and Pike Run is noticed what is familiarly known as one of our "deestric" schools. Within its walls has recently sprung up a Philo society. The teacher, Miss Sadie Lilley, of last year's Philo, and a graduate of the Normal, with a few of Philo's wandering flock living there, have been very industrious in getting this started and are now proud to say they have a good society on its forward march with the motto—*Semper optamus legere bonos libros.* Mr. L. S. Weaver who has tried his hand at ruling the "mother society," and succeeded grandly, is the president.

Philo members have been nobly acquitting themselves at chapel in the manner of their condensing and producing of choice selections given them by the principal.

The five letters composing the illustrious name of our society are symbolical representations of Patience, Hope, Industry, Love and Omnipotence; of which our late president, Mr. Parsons, delivered a fine inaugural address. With his concise and logical mode of speaking he can, no doubt become an important factor in the world's progress to which Philos can look and be proud.

Among the recent visitors to the Normal was noticed Messrs. Cunningham and Meredith, Misses Boyd, Taggart, Goe, Whiting, Courstin, Neemes and Paxton, all of whom are earnest workers in "teaching the young idea how to shoot" in various parts of the state.

Seldom, if ever has the Clio soci-

more favorable circumstances and with brighter prospects than at the present time. The thought that we now have a well lighted room and earnest members gives to all a renewed zeal to work.

At the beginning of next term we will notice many old members back, members who have been out of school for a number of years, members whom we will be glad to take by the hand and call "Fellow Clio" even though we do not know them personally.

Mr. J. M. Layhue paid his parents a visit in his Fayette county home. The report of the schools of "Old Fayette" which he brings with him, is accurate, complete, and interesting.

James B. Hallam, one of Westmoreland's enterprising teachers and a good Clio of '87 dropped in to see us a few weeks ago. We found him a very pleasant and companionable gentleman.

Jas. A. Wakefield, the Clioian whose masterly oration in '83 has probably never been surpassed at any of our contests, is studying law in Pittsburgh, and will be admitted as practitioner in the spring.

Mr. C. T. Smith will receive a hearty welcome from his Clio friends when he re enters school, at the beginning of the Spring term. "Cal" has considerable ability as a debater, and will be a strong addition to our society.

Miss Anna Jenkins, the Clio whose elegant essay on "House building," was admired so much in the contest of '85, is teaching near home this winter.

Messrs. Smail and Smith, two staunch Clios, are making every day count in the Normal. They will receive their reward next June.

Miss Mattie Cleaver, class of '83, has resigned the assistant principalship of the Third Ward school, Homestead, to accept a position in the Seventh Ward school, Allegheny City. She has been held in high esteem in Homestead, and her leaving is greatly regretted.

Miss Lizzie Leonard, 1882, is

Spelling.

How do you teach spelling? Do you have your pupils study long lists of words then spell either orally or in writing? Some teachers do. One teacher gave a list of forty words for a certain class to study. They had forty-five minutes in which to prepare the lesson. When time for recitation came by request the next lesson in advance, and equally as difficult, was pronounced for the class to write. As they had not studied it, some of the pupils at first protested but did their best. Several spelled all the words correctly, while the rest missed all the way from one to twenty words. Those who had not missed a word as well as the others would have devoted three quarters of an hour on the morrow in studying that spelling lesson. It required only a few minutes to learn the words missed.

Now fellow-teachers try this. Pronounce a list of words from any book your class may be using without their having previously studied them. Correct the papers. Direct your pupils as to where these words may be found and have them make and keep a list of such words as they missed and learn the correct spelling of them. From time to time test them upon their lists of once missed words. What has been gained by this? The good spellers have gained all or nearly all the time they usually "study spelling." All have gained some time, and besides had their attentions directed to the words which need study. They have a list of words, i. e., each pupil will have the particular class of words with which he has trouble. If you try this for six months and insist that pupils learn the words once missed and do not find an improvement in the spelling I shall be greatly disappointed. It is what one does not know which needs his study. Much time is wasted in all subjects by "studying" or "doing" what is already well known.

ZERO.

Order.

Order is not an end in itself. Discipline that has no meaning to the teacher or to the pupils further than to present to an observer a pleasing appearance, or to secure conformity to requirements, simply because the authorities require such forms,—order for the sake of order—is a very erroneous educational conception. "Its objective aim should be the production of an earnestness of purpose, a desire to excel, a determination to do right for the sake of right." Otherwise it does not produce a voluntary, moral activity; a building of character that will stand unmoved against the waves of adversity and temptation that may sweep over the individual in after years. "The natural and acquired perverseness of children seldom or never closes every avenue of appeal to their moral consciousness, and the highest professional acquisition the teacher can reach is this power to find the hidden avenues to the child's moral consciousness, and the ability to know after they are found, what impulses to start and what to check, what aspirations to incite and what propensities to thwart, how to invigorate the moral sensibilities and awaken the nobleness of its higher nature. Indeed, here is a study that has commanded the best thought and deepest philosophical insight of the world's best thinkers. And they have become great only as they have made more plain the characteristics of the human heart and the operations of the human intellect. Great teachers are they, and they only, who, with reverence toward God, have tried to interpret the language of the soul to other men. He is truly and in the highest sense successful who is able to read the children, to know them as one knows the contents of a book, and thus knowing, to inspire them with a more exalted ideal of life's intrinsic beauty and worth. There is far more in teaching than the mere solving of problems,

the spelling of words, the parsing of sentences, the manipulation of chemical experiments or the declension of nouns and the conjugation of verbs. These are all good so far as they go because they indicate mental activity and intellectual growth. But the teacher who is content to let these be the only exponents of her work has missed her calling. Character-building is the special aim in all educational endeavor. The agencies that may be used to promote this end are legion. Text-books have their place, example and precept have their place. But from whatever source these forces be drawn, their value will depend upon the skill with which they are used. The teacher must have inwrought in her own being the cardinal virtues whose promptings ever urge her to nobler thought and higher life. Thus only may she be instrumental in directing untrained impulses and unschooled aspirations. The form and quality of order therefore, must largely depend upon the ideal setting of this factor in the teacher's own mind, and her ability to utilize natural means in stimulating children to make genuine effort to approximate her ideal.—*Missouri School Journal*.

Our Primary Work.

A very small per cent. of our pupils ever enter the higher grammar grades. Their education is acquired in four or five years. What shall we teach them while here? It is evident that a course of study should be arranged for the best interests of the majority that are pursuing that course. One of the latest and best of hand-books for teachers (Alexander Frye's "Child in Nature,") gives expression to a prevalent, though it seems to me a false view of the object of primary education. He says, "teach nothing for its own value." His idea is that the end and aim in arranging primary studies and in primary teaching should be thorough preparation for advanced school work. This would be an ex-

cellent theory if all or even a majority of pupils even reach high school work.

The primary object of education is not to become learned in science, language, philosophy, and art, nor is it the aim of primary teaching to "feed" the high school, college and university. The aim of education is to make happy, useful men and women. And the aim of primary education should be to prepare the little boys and girls from six to ten years of age to enjoy life and make the most of it and of themselves without the aid of further studies in school.

Emerson says "hitch your wagon to a star." In education I prefer the rattle and jar of terra firma.

Our complete system of education covering a period of from twelve to sixteen years, certainly soars high enough in theory, but few there be to ride therein.

We should make the most of the world as it is, and not expect it to conform to our theories. So long as the great majority of pupils are in school only four or five years, the work for that time should have special reference to their needs of life.

I believe that instead of one continuous course of twelve years we should have two independent courses of six years each. Where a compulsory course can be had and covers a period of seven or eight years in school, the first course should embrace just so many years work as the law requires children to pursue. In Germany they have the two independent courses, the first of eight years and the second of nine years, and the two overlapping between the ages of ten to fourteen. That is, a boy that don't expect to take the higher course, follows a complete course from six to fourteen, while the boy who expects to take the higher course quits the first course at nine or ten years of age and commences the second. The overlapping system would certainly not be practical for our towns and smaller cities. But I believe a common school course of

six or seven years work, having special reference of fitting boys and girls for future responsibilities, could and should be adopted in every public school. — *Missouri School Journal*.

Picked Up.

The school that does not furnish a keen appetite for good reading largely fails of its mission. — *Boston Journal*.

A teacher who sneers at religion and the Bible will do more injury to a child than parent, Sunday school teacher or preacher can ever repair. — *National Educator*.

Have a great deal of sight reading. In this work each pupil may have a book, or there may be only one copy. In either case, require pupils to give the substance of what has been read. Occasionally have them write the story in their own words. Children learn to read by reading, and I believe in giving them plenty of it—bright, interesting, instructive reading. — *Educational News*.

COMPETITIVE EXAMINATIONS.—To be beaten, but not broken; to be victorious, but not vain-glorious; to strive and contend for the prize, and to win it honestly or lose it cheerfully; to use every power in the race, and yet never to wrest an undue advantage or win an unlawful mastery; verily, in all this there is training and testing of character which searches it to the very roots, and this is a result which is worth all that it costs us. — *Bishop Potter*.

It is manifest to the most superficial observer that our English tongue is still undergoing changes, not only in its orthography and syntax, but in other directions also. Phonetic spelling has many advocates, and in several of our exchanges there are pages devoted exclusively to articles written in that style. Then, too, everybody knows how our grammars differ as to construction, etc.

At a recent convention of American

scholars, a paper was read favoring the elimination from the language of "shall" as an auxiliary of the future tense, and no less distinguished a scholar than Professor Marsh endorsed the paper, advising all scholars to accept the change as inevitable and as a real improvement to the language. — *Educational Journal of Va.*

In some of the best German elementary schools men of literary distinction, Doctors in Philosophy, are employed in teaching children how to read, and in the highly organized Jesuit Schools, it was a regulation that only those teachers who had been especially successful in the higher classes should be entrusted with the care of the lowest. — *Joseph Payne*.

No department needs an experienced and trained teacher more than our primary schools. Children should be taught and trained aright at first, as it is far more difficult to break up wrong habits acquired in the school-room than to teach correct ones. Our best teachers should be in the elementary branches of study. The idea that anyone will do to teach small children is erroneous. — *The School Journal*.

But it may be said, do you demand all this preparation for a mere elementary teacher. My reply is I require it because he is an elementary teacher. Whatever may be done in the case of those children who are somewhat advanced in their career, and who have, to some extent at least, learnt how to learn, it is most of all important that in the beginning of instruction, and with a view to gain the most fruitful results from that instruction, the earliest teacher—should be an adept in the Science and Art of Education. "Growth is God's work." The teacher may—should look to the conditions of growth, but where growth itself is the teacher who goes, intrudes and violates.

Teach Them to Work.

There is just one road to success, and that is the road of hard work. All sorts of short cuts have been devised and tried by people, but they have all been short cuts to failure. The long road of hard work is the only one that leads to success; all by-paths end in the swamp. This is the great lesson that ought to be taught to our boys to-day. There is a great deal of bad teaching in our families and schools. Every kind of teaching is bad which inclines a boy to trust to something else than hard work for success.

One trouble with a good deal of the teaching of boys is that it fixes their minds on the reward rather than on the work. Activity is the necessity of every strong nature; a lazy boy is a sick boy or a defective boy. Boys ought to be taught to love work for itself, without reference to its rewards. There is no fear about the success of the man who loves hard work; if he does not achieve the one particular thing he wants, he will get happiness out of the work itself. It is useless to tell the boys that this world is a place in which everybody gets what he wants. It is a world in which very few get what they want.

Frank, honest teaching is greatly needed; teaching which will make boys understand that life is full of hard work, that no one particular success can be counted on, but that the man who is willing to work, who is honest and true, is the man who will stand the best chance of becoming prosperous and influential, and is the man who will, under any circumstances, have the supreme satisfaction of having done his work like a man.—(Christian Union.)

"Short Cuts."

Every business man takes the shortest cut possible in his arithmetical computations. After a pupil has all the "mental drill" there is in the longer and more philosophical method, he should learn the "cut short."

This will give him some additional mental drill, if he learns the *why* of it; and besides he will have some knowledge of "business."

The books say "5 per cent. off for 30 days and a further discount of 10 per cent. for cash," but a business man learning that his customer will pay cash, says "5 and 10 off."

An article is bought for \$2.50 and the purchaser wishes to sell it to gain 20 per cent. He thinks "one-fifth of \$2.50 is 50c; this added to \$2.50 gives \$3.00." He thinks this and makes his mark before the school boy, who has had no practice in short cuts, can get ready to multiply by .20.

A farmer has four ricks of wood, each 144 ft. long, 4 ft. wide, 8 ft. high. How much is it worth at \$4 a cord?

$$\frac{144 \times 4 \times 8 \times 4}{4 \times 4 \times 8} = \$576.$$

By factoring and cancelling this process is greatly shortened. There are many short processes, as every teacher well knows. Let them be taught to the pupils, and let them exercise their judgment as to when to use them.--

The teacher should be distinguished for a mental alertness and well developed moral faculties, and should have a large salary, a good vacation, and the unfeigned thanks of a benefited community.

Discoveries Resemblances.

The word chair was presented to the class for the first time. One little fellow said, "I know how we can remember that word." When asked to explain, he said: "Why, this letter—pointing to the letter h—looks like a chair." At another time the word hole was taught. A little boy, with beaming eyes, went to the blackboard and, placing a finger on the letter o, said, "This looks like a round hole, and I'll remember the word by that."

In these instances the word method was used, and the pupils had not as yet learned either names or sound of letters.

Later on, when the sounds were being learned, the children were very quick in finding the same letter in dif-

ferent words, and also different letters in words that at first sight seemed much alike.

In the words cat, hat, rat, mat, etc., they quickly saw that it was the first letter in the word that distinguished it from the other words, and that the middle and last letters were the same in each of the words.

These children soon had a large number of words that were their own. They knew them wherever they found them. It is not necessary for a child to see a word upon a certain spot on a page or chart before he can tell its name. The word was his and he knew it as well as he did any of his possessions. Can we not make a good use of this power and love for finding resemblances.

Something new in Arithmetic.

Now, let us square a few numbers to show the method of performing the operation: Say we square 48. Take 48 from 50, equals 2. Square 2, equals 4. Now this gives the units and tens figures of the product. Take the 2 you secured by subtracting, and subtract the 2 from 25, equals 23. This gives us the figures for hundreds place; hence the square is 2304. Take 46 from 50, equals 4. Square 4, equals 16. Take 4 from 25, equals 21. Then the square of 46 is 2116. Any number under 50 can be squared in this way. The numbers between 50 and 100 can be squared as follows: Let us take 88 from 100, equals 12. Square 12 equals 144. 44 gives you the units and tens figures of the product. Take 12 from 88, equals 76. Add 1 we had in 144 to 76, equals 77. Then the square of 88, is 7744. Square 92. Take 92 from 100, equals 8. Square 8, equals 64. Take 8 from 92, equals 84. The square of 92 is 8464. If space would permit we might give several more short cuts or lightning methods, as some persons choose to call them.—*Home, College and Commerce.*

Combination Lessons.

In the haste to cover ground, and through lack of time to devote to each study separately, we have been repeatedly urged to combine lessons, as reading with language and spelling, geography and history, with language and spelling, etc. It is even urged occasionally that he might profitably teach writing in this way.

Now it seems to us that this is a mistake, and that much vague teaching is done in consequence. Studies may be divided into thought-studies and form-studies. To the first class belongs reading, geography, arithmetic, history, and physiology; to the latter, grammar, spelling, writing. It seems to us from a view of the psychological bearing of the question, that the mind can best give its attention effectively to but one of these at a time. If we are concerned very much with the form in which we are to express a thought, it is very difficult to keep that thought in mind, well knows any one who has ever attempted to learn a new language. An analysis of this case alone will show that the mind can not think *about* forms when attempting to think *in* forms. The only successful method then, it seems to us, is to put on the forms at some time when we are not concerned with the thought.

What we have especially in mind is the prevalent custom of making the reading-lesson a sort of scrap-bag of odds and ends of spelling, reading and language. The reading-work proper is neither more nor less than the creation in one's own mind of the thought which another has put into the form of words. Learning to spell the words is not reading. Paraphrasing, writing sentences, reproducing reading-lessons, are no part of the reading work proper. Let us at once understand clearly that reading consists in the creation of thought at sight of certain conventional sym-

bols which have no relations or likeness at all to that thought, and we will see the whole subject in its bearing.

We learn to do by doing is very true, but we can not *do* unless we first *attend*. We learn to spell by spelling, and it takes an immense amount of drill to make some of us good spellers, but not a single one of us can spell until we *attend* to the letters composing the word. This act of attention is wholly unlike, and independent of, the act of attention which creates a thought at sight of the word. It is logical then to teach both together?

SUPR. W. H. CAULKINS.

In Indiana School Journal.

It we should concede that the business of the teacher is simply to teach the matter found in the text books, the branches required by law, would there not of necessity be a diversity of opinion as to ways of teaching and the relative importance of the different branches?

By ways of teaching I mean not only methods used to reach and secure the comprehension of the pupil, but the scope of the work done in any branch. If arithmetic be the subject, how much or how little work must be done before the pupil may be said to be prepared in that branch for the actual duties of life? If the explorer in search of a route across an unknown country be blindfolded and led by a trusty guide, can he be said at the end of his journey to know the route? Or if with eyes uncovered he is led along depending on his guide can he be said to know the country through which he passes even if he remembers the route? You remember the answer of the Indian who had lost his way, "Indian not lost, wigwam lost. Indian *here*." He was there in full possession of his faculties and if his wigwam could not be found, he could make shift to shelter and sustain himself. This is the condition to which we should bring our pupils in the branch named and how?

An Attractive School Room.

A clean floor.
Clean windows.
A well kept teacher's desk.
Clean blackboards.
Clean crayon racks.
A room well dusted every morning.

Whole, neat curtains, evenly drawn.
Tidy walls, whitened, tinted, or papered.

Good pictures, well hung.
A well-filled bookcase, well kept.
As good a "center-table" as at home.
A well-covered and adorned "mantel."
Good mottoes, well hung.
Choice bric-a-brac. --Ex.

What We Saw in Schools.

WHAT WE LIKE AND WHAT WE DO NOT LIKE.

Too high temperature. In many of the schools which we have visited, the temperature is entirely too high. Eighty degrees and over is simply barbarous for children to sit by, to be imprisoned in; six and seven mortal hours a day. Teachers who tolerate such a state of things should be prosecuted for cruelty to children. A higher temperature than 75 should not be tolerated, 70 is high enough.

Singing answers is a bad custom, and is productive of the "sing-song" in reading and talking. We mean, for example, to allow children to draw, or even actually sing when they perform their ready reckoning work in class, as 4 and 5 are nine, f-o-u-r-r-r a-n-d-d f-i-v-e-v-v are n-i-n-e-n-e. Make them say it short, four and five are nine.

Rising to give short answers. Much time is consumed, unnecessarily, in requiring pupils to rise when short answers consisting of a word or two are given. It is better to do more work and avoid the rising. Where longer answers are given, so as to make it worth while, the pupil should rise.

Time consumed in parsing and analyzing. We have not become so thoroughly converted to the "new education," as to condemn all analysis of sentences, but where this exercise is given precedence over language exercises, sentence building, --teachers make a mistake.

Defining words by their use in sentences is a most excellent exercise. The dictionary definition is often misleading. We heard a girl defining "develop" recently as "unfold" -- she was requested to illustrate by using *develop* in a sentence, and gave, "the sailor develops the sails." According to her definition she was right, but her sentence was not a good one. If she had been asked to develop a principle from a solution, would she have thought, judging from her definition, that the word *develop* was correctly used?

For Curing Restlessness.

There is always in every school children who finish their work before the others, and then are ripe for mischief. For this class I have been placing on the board topics from the daily news of the days. For instance, selecting some items from the newspaper embodying some interesting fact, I write this item on the board with a few suggestive questions, and as we have an excellent reference library at our command, I have those who have finished their regular work look up the questions and give the result to the school in a few moments which I have reserved for this purpose. I then supply in a brief talk whatever is lacking that seems to be important. I am often quite surprised at the ability shown in writing and the interest manifested by the children. It also creates an interest at home, as I find by the statement prefaced by "Papa says."

The crying need of children is for something to *do*. Supply this need by the right kind of work, and the children are happier and better and the cases of discipline will diminish to a wonderful degree.—*E. E.*

Courage in Every-Day Life.

Have the courage to do without that which you do not need, however much your eyes covet it.

Have the courage to show your respect for honesty, in whatever guise it appear, and your contempt for dishonest duplicity by whomsoever exhibited.

Have the courage to wear your old clothes until you can pay for new.

Have the courage to obey your Maker at the risk of being ridiculed by men.

Have the courage to prefer comfort and propriety to fashion, in all things.—*The Little Sower.*

The Study of Nature in Schools.

President David Star Jordan, of the University of Indiana, who is perhaps

the leading and most progressive American naturalist and college president, recently remarked that no man should be a teacher who had not successfully conducted some minute line of research. It can be said with equal truthfulness that there is no other successful method of studying natural history than beginning with some minute line of research, and gathering up corollary knowledge as it is carried along. In Texas where the field for original study in every line of investigation is so rich—history, ethnology, botany, zoology, geography—no other method should be thought of. For illustration, suppose the teacher in an ordinary school should desire to take up the study of botany with his classes. If he is an observing man, he will find it utterly impossible to give any conception of this study whatever from text book lessons. But if he will divide among his class a number of topics of investigation concerning single species of the native plants and their relations, he will soon find that each pupil is bringing together for the benefit of the others a wonderful mass of information. This should be utilized as essays and in conversations at the class assemblies, making the student accompany his remarks with diagrams, not drawings upon the board.

As with botany, so with zoology—the snails, the rabbits, squirrels, mockingbirds, and other commonplace objects, should be given out as separate topics for thorough investigation.

There is no study which is so adapted to create the power of observation as geology. I said *create*, because observation is a power which was utterly neglected under the memory training system in vogue a quarter of a century ago, and, in the language of a recent writer, most children are still taught to read many years before they learn to see. The study of geology is of chief value as a cultivator of the observation power, and no text book has been, or can be

written, for use in the "text book" sense, which can take the place of the only geologic laboratory—the out of doors. So great and rapid has been the development of modern geology, that the first step of a teacher should be to inculcate into the mind of himself and pupils a thorough comprehension of what geology is, which can be expressed in these words:

Geology is the study of the structure of the earth.

Geology is *not* "the study of the ancient history of the earth and its inhabitants." Geology is not the study of the minerals of the earth. Geology is not the study of fossils. Geology has nothing whatever to do with theology. Take the mystery out of geology at once, by showing that it is merely the study of the ordinary structure of the earth of to-day, and proceed slowly from the ordinary to the exceptional.

The best place to commence the study of geology is at the school door. Commence with the rocks of the school yard. Show how the dark surface soil is the disintegrated surface debris of the entirely different colored structure a few feet down in the well. If the soil is a transported one, set the students to thinking where it came from. In case the soil is derived from the weathering of the substructure, conduct the student's mind into reflecting upon how this surface change, aided by rainfall and drainage, has produced the surface contours or topography, and from this to how different kinds of substructure weather into different shapes of hills and stream valleys. Perhaps the most astonishing thing to the average inquirer into geology at Austin is the simple fact that the intensely black soil is derived from underlying intensely white chalk or yellow chalky clay.

After the student realizes the essential fact that structure is the foundation of all geologic phenomena, and that it must be understood before economic, history, or other phases of subjects then put him to thinking how this structure originated. I doubt if it ever occurs to one citizen in a hundred that most rocks are aqueous sediments, hardened by the chemical

and physical changes of time. This fact, with a little emphasis on time, will prepare the student's mind to appreciate the fact that "oyster shells on high mountains" are simply oyster shells in the old sea bottoms, in which they were born, lived and died, and that it is to the very fact that these rocks were once sea, lake or river mud that all the good which we derive from their structure, whether agricultural soils, building material, surface features, conditions for water, etc., are due.

After the student has observed these ordinary features, it will be time enough to initiate him into the royal arch degree of paleontology, petrography, mineralogy and other less important cultural aspects of geology.—*J. B. Hill, in Geologic and Scientific Bulletin.*

Cultivate Pupils' Affection.

A whole-souled, hearty boy on the playground of a well-known school was heard to say of his teacher to a visitor:

"I know he's the teacher, but out here he's one of us." And what well-meaning teacher does not envy that teacher his standing as "one of the boys" of the school!

It requires a tact whose value is beyond measure to be able to win and retain the affection of your pupils. By this means every individual pupil is placed in a state of willingness to be taught. Recall one by one the distinguished educators of the past, in our own country and abroad, and see if there was a single one who was not on terms of intimacy with his pupils. Now, the secret of this good fellowship is no great mystery. It need not be established by mingling with the boys on the playground or participating in their sports, but the classroom is above all others the place for it.

Don't be dictatorial towards them, nor revengeful, nor too exacting. Grant reasonable requests, forgive pardonable failures and shortcomings—give them some "line" and don't be too great a stickler for order. Acknowledge your own mistakes when you make them, and when you don't know anything, say you don't. Here is where a child's imitative faculty catches hold, and you, therefore, teach thereby a fine lesson in morals.

A certain teacher who was alive to these influences called to a pupil and

said good-humoredly "Ed, come up and help me with these examples if you have time. I've a deal of work on hand and I wish you would help me out." Here was an expression of some dependence counter to the usual direction. A teacher can "come down" enough to be "one of the pupils" and still maintain his importance and dignity.—*School Journal.*

Language Lesson.

Fill the blanks in the following sentence with a suitable irregular verb:

1. Has he — a stick?
2. Have you — the pencils?
3. Has he — his new hat?
4. The thief has — the horse.
5. Anna has — her blue dress.
6. She — it on a nail.
7. You have — those words correctly.
8. Have you — to her about it?
9. Has the man — the carpet?
10. She — the carpet last week.
11. The boy — his new hat.
12. Did you — John's sister?
13. John's brother — it.
14. Have you — your book?
15. The boy — to his dog.

Don't Watch your Pupils.

Don't stand like a detective before your class, notebook in hand, ready to jot down the name of the first offender. You'll see quite enough disorder even in the best school without looking for it. I have known teachers during study hours to plant themselves before a class, with severe aspect, and sharpened pencil, and such an air as says "now the first one that does anything at all will get his name taken." Of course the result was a very disorderly hour, a lot of errors, incensed pupils, a disgusted teacher. Any teacher who finds it necessary to mount guard over a class while not in actual recitation, has a very poor idea of discipline and has as well, very slight ability to discipline. If one is any sort of a teacher, his mere presence ought to be sufficient check upon disorder. Such a teacher must have a very slight knowledge of human nature not to know that his attitude is such as to arouse the spirit of mischief, disorder or what you will that is common to us all. So try some other method of keeping order than "standing guard." Always have some-

thing to do at such times, that apparently you may be busied. Keep as sharp an outlook as you please but don't appear to. No one relishes the feeling of being watched.

Language Exercise.

An important part of the teacher's work at the present day, is to train the child to express himself clearly and concisely, both in words and with the pen. At the same time I think it is the most discouraging work a teacher has to do and gives the crudest results. I have found the following exercise helpful:

Distribute reading books. If the school has been supplied with two sets of supplementary, distribute one kind to one-half the pupils and the other kind to the other half to give variety.

Let each pupil select a picture and write ten sentences describing it. At the end of twenty minutes, take a copy of each of the readers in your hand and when the child has read what he has written, find the picture from his description and hold it up before the class. The other children will be ready to tell him if there is anything in the picture which he has not included in his sentences.

Profusely illustrated books on natural history are useful in this exercise, allowing the pupil to describe his picture without giving the name of the animal.

The same exercise may be wholly general.

Success in school comes not by inspiration. A good result is rarely obtained by "jumping at" the conclusion. The patient plodding scholar is the one that wins; the patient, thoughtful, earnest teacher is the one that commands success: for a day does not necessarily mean a successful term or year, yet no one will deny that the first few days of a term will tell its drift and prophecy the end. A rattling noise means a loose wheel in the machinery and a sort of musical hum implies good regulation, plenty to do and judicious oiling.

Misses Roley and Boyd were in town last week and paid brief visits to the Normal, the former on Monday and the latter on Saturday. We are always glad to see them.

Miss Lina C. Chalfant, 1886, is principal of the Seventh-street public school, Pueblo, Colorado. Her salary is \$75 a month.

Miss Lizzie Lytle, a student of several years since, in company with her sister, Mrs. Dr. Rabe, visited the school recently and was present at evening chapel.

The *College Review*, of Findlay, Ohio, is added to our list of exchanges. We wish a large measure of success to it and the school it represents.

Prof. S. T. Hogue, principal of Redstone Academy, Uniontown, and a former member of the faculty of this school, has been elected President of Monongahela College, Jefferson, Pa.

Miss Anna Buffington, a Junior of '86, has resigned her position in the Centreville schools to accept a position in the schools of Homestead.

On the 11th of April next, will occur the quarter-centennial of the founding of the Normal School of California. The occasion will be celebrated in a fitting manner by a grand reunion of the former principals, teachers, alumni and students of the school. Among those who have signified their intention to be present are Deputy-Supt. Hancock, Ex-Principals C. L. Ehanfeld and J. C. Gilchrist, Supt. Tucker, of Pittsburgh, Col. Hazzard, Senator Lawrence and others. No alumnus or other friend of the school within reach should fail to be present on an occasion which will undoubtedly be a memorable one in the history of the school.

Two musical entertainments have recently been given in the Normal chapel, both of which were entire successes; one by the Boston Ideals, under the auspices of the California Lecture Association, and the other at a later date under the direction of Miss Ewing, in which students and others connected with the school acquitted themselves with credit.

The prize contest of the Pittsburgh *Times* awakened quite a widespread interest among the pupils and teachers of this part of the state. Among the Normalites voted for we notice the names of Amanda Cassidy, Mattie I. Cook, Bertie Jones, Anna M. Powell, Celia A. Patton, Minnie Paxton, Minnie Roley, Maggie Thirkield, Eva Teggart, E. T. Thomas, and others. A few letters are appended:

CALIFORNIA, PA., Jan. 23, '90.

EDUCATIONAL EDITOR—As a token of friendship, too dear to be bought and too precious to be forgotten, I take the opportunity of voting for Prof. Frank R. Hall, whose transcendent genius has brought him to the very front. Enclosed find 41 votes.

WILLIAM MCCOLLOUGH.

HOMESTEAD, PA., Jan. 23, '90.

EDUCATIONAL EDITOR—I think Mr. J. C. Kendall is a very good teacher. He has been in Homestead for over four years. Find enclosed 20 votes.

ADA McLAUGHLIN.

WEST ELIZABETH, PA., Jan. 24, '90.

EDUCATIONAL EDITOR—Enclosed you will find some votes for my teacher, Miss Josie Welch. She is a good teacher and we all love her very much and run to meet her every day. I will cast all my votes for her. I am 9 years old.

STILLEY PIERSOUL.

FAYETTE CITY, PA., Jan. 24.

EDUCATIONAL EDITOR—You will find enclosed more votes for my dear teacher, Maggie Thirkield. I wish I had a big basket full to send in for her.

KITTY S.

It is pleasing to note the many contrivances used by the critic teachers as "busy work" between bells in order to maintain order. These, with other new ideas advanced by these teachers, Mrs. Noss and Miss Downer, are wonderful; and any thinking of teaching in the future can not afford to miss so rare an opportunity of increasing their many devices toward the banishment of disorder, which is the principal cause of so many failures in teaching.

The training of literary societies leaves permanent results, just as home influence shapes character. The old time society spirit, like an atmosphere, always surrounds and invigorates us, even if we change our locality. It is thus we get a footing for the future; it is thus we touch the spring of life in others and leave our mark upon the world.

The gentle rays of the returning sun, the balmy winds, and the welcome notes of our earlier spring birds, whisper to us that winter is dying. His brief reign is nearly ended, and ambitious spring seems anxious to assume control. How the fleeting weeks of school life chase each other along the smiling way. Ah! with what pain we look back upon those brief weeks, filled with days of busy labor, and realize that they are gone,—gone forever. We have passed over the summit of our school year and are descending the other slope. We are approaching the end; and when our school life at the Normal is ended, and we go forth to face the trials of a stern world, how then will we look back upon our school life here?

Although Philo acknowledges the minority in debaters she does not acknowledge the minority in quality of debaters. She can not be surpassed in logical reasoning or clear and concise expression. She claims to hold the forefront at present, and hopes to continue to hold it until the 26th of June, and then unfold to her sister society and the world the sort of material that is necessary in order to equal her.

If the Philo editor of last month wishes to furnish the material wherewith to forever settle the question of Chinese immigration against the Chinaman, with "that previous editor" of which he speaks, or if he wishes instead to select members of his staff to settle it, with members of "that previous editor's staff," which he may select, we certainly accept the challenge with pleasure and will only promise to do our best to again bring the Chinaman over a peaceful ocean and land him among the luxuries of the United States.