

The Normal Review.

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CALIFORNIA, PA., STATE NORMAL SCHOOL.

Special Teacher's Course, May
26, June 13, 1890.

For the third year in succession the California Normal offers to teachers the advantages of a special course in methods of teaching. This work is no longer an experiment at California. Two successful courses have already been held. In 1888 the instructors, besides members of the faculty, were Miss Lelia E. Patridge and Dr. Edward Brooks. In 1889 they were Col. Francis W. Parker, Dr. Edward Brooks and Dr. H. R. Palmer. The many students who have availed themselves of the instruction of these eminent teachers have gathered much new knowledge and fresh information for their work. They are doing better teaching and are securing better positions because of their attendance here. The demand for progressive, growing teachers is increasing at a surprising rate. Stand-still teachers are below par. Wide-awake school boards want wide-awake teachers, even if they have to pay them more. Thorough preparation pays better now than ever before, and it is the extra preparation which such a special course as this gives that pays the best.

INSTRUCTORS AND SUBJECTS.

The special instructors for this course are Miss Mathilde E. Coffin, Dr. Albert E. Maltby, and Dr. A. E. Winship.

I. Miss Coffin is so well known that extended notice here is unnecessary. As a member of the faculty of Col. Parker's Normal School she built up an enviable reputation as a teacher. Since the close of the fall institute season she has been pursuing special studies at Harvard University. She will

bring to her work here the strength of a well-stored mind and an enthusiastic nature. Her work will extend through the entire three weeks of the special course, and will include among other subjects the following:

1. Methods in Arithmetic.
 - a. First Year's Work.
 - b. From Ten to One Hundred.
 - c. Fractions.
 - d. Percentage.
2. Methods in Geography.
 - a. Elementary Lessons.
 - b. Structural Geography.
 - c. Relief and Outline of Continents.
 - d. Rainfall and Drainage.
 - e. Climate and Soil.
 - f. Distribution of Life.
3. Methods in History.
 - a. Why We Teach It.
 - b. What to Teach.
 - c. How.
 - d. Illustrative Lessons.

II. Dr. Maltby is well known as one of the ablest teachers and institute instructors in the state. He is now in charge of the Training Department of the Millersville State Normal School. He will come to us from the practice rooms of his own school, and his work will be eminently practical and inspiring. Dr. Maltby's work will begin May 26, and continue one week. It will embrace the following subjects:

1. Lessons in Form.
2. Lessons in Color.
3. Clay Modeling.
4. Plant Lessons.
5. Easy Experiments in Science.

III. Rev. Dr. Winship, editor of the *Journal of Education*, Boston, is one of the foremost writers and lecturers on education in the country. Probably no one understands better the work being done in the public schools, north, south east and west. His work is characterized by depth, enthusiasm and a conservatively progressive spirit.

Dr. Winship will be with us a full week, beginning June 9. The subjects he will discuss more particularly are,—

1. Knowledge of the Mind as the Basis of the Teacher's Art.
2. School Government.
3. Conditions of Success in Teaching.
4. Present Tendencies in Education.

The work of the special instructors will be supplemented as far as may be necessary by members of the faculty. Several classes in Sloyd, or Manual Training, will be at work daily. This work can be observed or participated in by special course students. The special course has been planned so as to make *every hour important*, and to secure to each student the maximum amount of benefit at the minimum of cost. All the work will be done amid the quickening influences of a flourishing Normal School. Much of it will be illustrated by classes of children from our Training Department.

We commend this course with the utmost confidence to teachers. Any one attending will be helped, but those (graduates and teachers of much experience) who are already skillful teachers will doubtless gain most.

If you would love your work more; if you wish to do better work; if you wish to obtain a better position, or fill better the position you are in, we invite you to attend our special course. We will cheerfully do all we can to aid students in this course who evince an earnest spirit and good teaching ability in securing suitable positions as teachers.

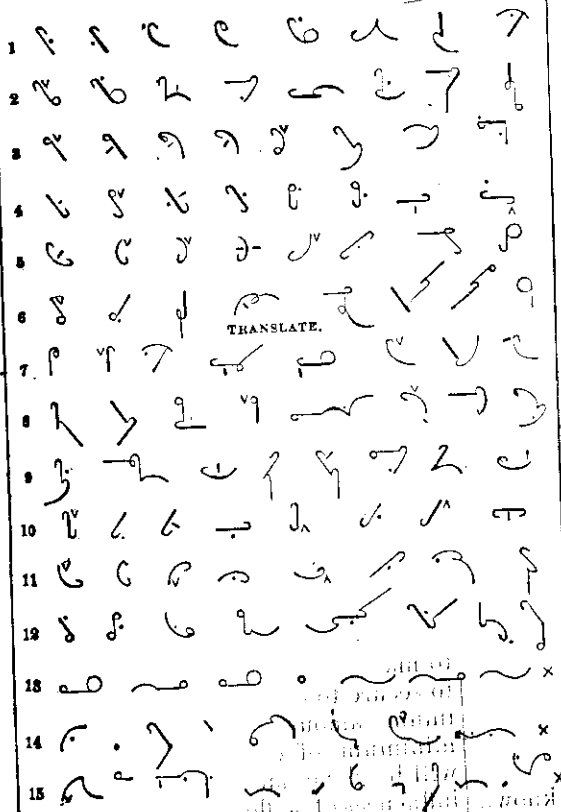
TUITION, \$2 per week, or \$5 for the course.

BOARDING can be secured in good private families near the school at about \$3.25 a week.

Those expecting to attend or de-

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Plate 9.



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LESSON IX.

KEY TO PLATE 9.

- 1 Play able evil civil fleece shelf devil Majel.
 - 2 Price breezes trump catcher glimmer trainer exaggerate distress.
 - 3 Spry sober suffer over thrice pressure measure cigarette.
 - 4 Puff spine above brain stiff strain cuff clown.
 - 5 Flown thine assign ozone shine hen explain sustain.
 - 6 Pines chance density lonesome extensive behavior reference sister.
- Translate Ls 7 to 15.

EXPLANATION.

A small hook at the beginning and on the circle side of a stem, indicates that *l* is to be added; eg. *play, evil*, L 1. A hook on the opposite side indicates *r*; eg. *price, trump*, L 2. These hooked stems are called *double consonants*. A circle on the *r* side of straight letters implies *r*; see *spry, sober*, L 3. In order to bring the hook on the left side (to signify *r*). *f, v*, and *th* are reversed; see *over, thrice*, etc. L 3. A circle may be written within a hook. See *civil, distress, suffer*. When the *r*-hook is prefixed to *m*, or *n*, the stem is shaded; see *glimmer, trainer*, L 2. *R* and *l* are called initial hooks; the *f* and *n* hooks, which occur at the end of letters, are called final. *F* is attached to straight stems only, and is written on the circle side, as in *puff*, L 4. This hook is used for *v* also, as in *above*. The *n*-hook is put on the opposite side of straight letters, and is also attached to curves. See Ls 4 and 5. A circle written on the *n*-hook side of a straight letter at the end of words, implies *n*; eg. *pin*, *chance*, (but not *density*) L 6. All these hooks should be small and light.

Exercise—Black blame claim close globe pledge total gray grow break pray dray lotter pry trail cry drill keeper phrase favor Friday throw strike stray spruce sample cough crave bluff grove strive grieve pain stain bean bone dine twine taken turn bench lone mine fine abstain expense distance.

Sentences. 1. Every rose has its prickles. 2. Every path has its puddle. 3. Variety is the very spice of life. 4. For the upright there are no laws. 5. All cruelty springs from weakness. 6. Wise judges are we of each other.

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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 is and contains.

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

THE THIRD SHORT-HAND LESSON.

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

Proper names are so numerous that a vocabulary of them could not well be memorised, and this would be unnecessary, since the practical writer

may readily invent sufficiently intelligible outlines for the most difficult of them. The halving principle, circles, loops and other adjunctive signs should be employed more sparingly than when writing common words.

Marks of punctuation are used only to a limited extent in actual reporting. The semi-colon is usually indicated by a space of an inch or more the period by a small cross. When notes are taken at verbatim speed, little opportunity is allowed for punctuating, the only practical method being to leave spaces to correspond with the speaker's pauses, and insert the proper mark afterwards when transcribing. Numbers are expressed in the usual manner, that is by the arabic numerals 1, 2, 3, 4, etc. There is no pressing need for any different method of

expressing numbers, since the present method is as short as short-hand itself. This is shown by the fact that a column of figures can be written as fast as the numbers are called off.

The reporter when pressed writes larger than at other times. Some persons take this as an evidence that a large hand is the most rapid. It proves just the contrary. The really skillful stenographer when writing at a high speed will be attained ultimately, only by writing the characters near each other, cultivating a neat style, and writing as small a hand as practical.

A good fine pointed pen, short nibbed gold pen of medium size is the best for reporting purposes. It should be more or less elastic, depending on the writer's lightness of touch. Good writing fluid is preferable to ink.

Tongues in Trees.

BY W. BAILEY, PROVIDENCE, R. I.

We love to live, in summer afternoons, in the shade of forest trees. Leaving the dusty city far behind us, we seek some leafy nook, and lulled by the tinkle of distant cow-bells, repose, half dreaming, on the velvet mass. Through the foliage, just rustled by the south wind's breath, we catch glimpses of the beautiful river as it flows onward to the ocean, here and there dotted by the white sails of some ship that goes out with the trusting faith of youth into unknown storms, or still more dangerous calms. Now and then, a great, busy, full-laden bee blunders against our face, and with a buzz of apology flies off with his pollen treasure; then a gaudy butterfly, banded with black and yellow, drops upon us like the petal of some tropical flower.

Afar off from the shrubbery comes the music of the thrush, as in peasant garb of brown he woos his gentle mate. Above us in the deep blue of the sky, fleeced by billowy clouds, beyond which our fancy soars to the infinite, even the ants, who laboriously pursue their mysterious vocations and cross our mere human obstacle of a body as indifferently as they would a log, seem in perfect keeping with the hour. We like to contrast our present laziness with their unceasing energy, and really feel commiseration for these mites which take no rest.

Sweetly the pine trees sing to us of the ocean. From standing so long in view of the waves, they have caught the song of the Atlantic. Now they murmur softly, like ripples when they kiss the beach; now we scarcely note that the deeps are stirred; and then with swelling grandeur arises the full sound of the roaring breakers and dashing surf. We hear a vessel in distress the creaking cordage, the shrieks of the despairing, the boom of the signal gun, and the loud thunder of the tempest; again all is still, and

the billows chant the requiem over the lost. There is no more melancholy sound in nature than this sougling of the pines. The most unimaginative person must pause and wonder, when, without any apparent motion, he hears this echo of the sea.

Each tree has a language of its own, and the sylvan philologist learns to know them all. Sometimes he may be puzzled by an unusual expression, but he will soon understand. A perfect sympathy between man and tree abolishes all little word difficulties, and brings two souls into harmony. Many a lovely story have the beech trees told us of the classic times of dryads and nymphs. The chestnuts sing of the Andalusian maidens, of poor Boabdil and the ruins of Grenada; the oaks narrate the glories of the Roman legions, whose heroes its leaves have crowned; the birches recall the too frequent admonitions of childhood; the hickories suggest the memories of autumn days, when the "sound of the dropping of nuts is heard," and the gentain opens its holy eyes; lastly the "wild witch-hazel tree" deceives us with stories of buried treasures, which, so far, we have failed to unearth.

It is comforting when all else fails—and even in the midst of the whirl of life we feel alone—to hold communion with Nature, she that "never yet forsook the heart that loved her." Through her ministers, the trees, she tells us never to despair; while to her sisters of mercy, the flowers, she intrusts the task of leading us to the feet of the bounteous Giver.—*Exchange.*

The Superintendent and His Qualifications.

The superintendent should be a man of successful experience in school matters.

He should be a good organizer, with excellent executive ability, and business-like in methods. He should

be well-informed as to the best methods of instruction.

He should be a man of tact, and not lacking in the indispensable feature which might be called the education of contact.

He should be a sympathizing critic, and his very criticism should be a source of encouragement.

He should have the power of judging the character and teaching-ability of those making application for positions as teachers.

He should be strong in character, vigorous mentally, and have a non-dyspeptic, non-bilious physical nature.

His coming should be a joy to teacher and pupils; his presence and influence, an inspiration; his departure, a regret.

He should by word and action clearly teach that his thoughts, his labors, and his life are for the supreme good of the rising generation, so that any one should expect his persistent but reasonable opposition if such a one should interfere with his well-formed plans.

He should be able to detect the cause of friction in the school machinery, thus having an insight which natural quick preception, aided by experience only can furnish.

He should be a progressive man, having "Excelsior" for his motto. Not encrusted with conceit so as to refuse to admit the excellence of others' work, nor unwilling to learn from others whose experience and success entitle them to a respectful hearing.

He should, by his industry, habits, professional aspirations, love and knowledge, willing personal service, friendly words, and generous deeds be an exemplar to all in subordinate positions; one worthy to be sought and trusted in personal conference upon any of the plans and matters in which teacher or pupil would like to seek advice.

He should be a scholar, with scholarly tastes. It is not strictly necessary that he should be thoroughly

"up" in all departments, though this would be exceedingly helpful and desirable, but he should know good work in every department, and his studies and extra reading should be in the direction of his profession.

"He is the wisest and most successful manager of a system of schools, who, depending not wholly upon his own knowledge and ability, has the power to concentrate the skill, intelligence and energies of his teachers, and to bring them to bear upon the work to be accomplished."

Co-Operatin of Parents.

One of the greatest aids to the successful and easy management of a school is the co-operation of the parents of the pupils. Without this the teacher labors at a great disadvantage; with it his efforts are much more likely to succeed. In some districts this co-operation is easily secured, is given unsought; while in other districts considerable skillful effort on the part of the teacher is needed to win the parents from their indifference or antagonism to the school. Some teachers, though poor in many respects, are very skillful in this influence, and hence have a comparatively successful, and always an easy, management.

To win this co-operation a teacher must generally do something more than be worthy of it, though that is an indispensable condition of its permanency.

First, the teacher should as soon as possible become acquainted with the parents of the pupils. Nine out of ten parents will welcome a call from the teacher of their children. Nor need the teacher wait for a formal invitation. In most sections, short informal calls may be made before, or shortly after, the opening of school. During these calls the teacher may converse on school affairs, and especially concerning the hopes and desires entertained for the children of the parent visited. In this way, without being at all inquisitive, the teacher

may come to know much of the condition of the educational atmosphere of the district, will discover some snags to be avoided, and more than all may convince the parents of the teacher's interest in their children, and thus lay the foundation for a mutual good understanding. There is one danger here to young and strong teachers, and that is that the teacher will modify his teaching from what is right to what will accord with the wishes of the parents. This mistake need not be made and should not. But the teacher who best knows his environments is best prepared to put into use the best ways of teaching.

Again, the teacher can secure the co-operation of the parents by making his teaching, especially some parts of arithmetic, practical in the every-day life of the community. He should study the most common occupations and forms of business of the vicinity, and shape part of his instruction in arithmetic toward fitting his pupils for these practical affairs. It may be in a lumber region. Here thorough and correct instruction may be given in measuring and computing the cost of piles of lumber, logs or wood. It may be near a large co-operative cheese factory or creamery. Here the pupils should be taught to apportion the proceeds of the sales to the several persons by the means of a ratio table. This same method will teach them how to make out the district tax list. If the teacher does not know how to do this he should learn how before he again attempts to teach taxes. A double benefit will arise from this, bringing some of the teaching into close application to the practical affairs of the community. Not only will the parents be interested in the school, and hence will more likely co-operate with the teacher, but the teacher himself will learn much of what "practical arithmetic" really means.

Again, the teacher should generally consult with parents concerning the study and deportment of their chil-

dren. Seldom should important steps be taken in discipline without first trying to secure the co-operation of the parents. This effort alone will often remedy the evil without any severe measure on the part of the teacher, and it will nearly always strengthen the teacher for any severe conflict that may arise between him and any of his pupils. With most parents the teacher can safely discuss many of his plans. How often this will forestall opposition and misunderstanding.

The teacher should mingle, so far as he will be welcome and so far as he considers right, in the social life of the community. This often removes many captious barriers to a good understanding, and furnishes an excellent field for that influence for good upon community that every teacher ought to yield.

The teacher should make special effort to secure the visits of the parents to the school, and to this end should extend cordial, definite, personal invitations for them to do so.

In conclusion I urge another reason for all this effort on the part of the teacher to come into close sympathy with the life of the community. Not only will it make the management of the school easier, not only can he thus influence for good the community as a whole, but he can thus best come into that close and intimate relationship with his pupils by which he can stimulate them to a higher moral as well as mental life.

To the teacher who, wrapt in the cloak of his inherent right to this co-operation of parents without effort on his part scornfully neglects suggestions to that end, I will simply say that generally he will not get it, does not deserve it, and may fail for want of it.

—The School Journal.

Brief Facts About Air.

Air can be weighed.
A cubic foot of air weighs a little more than one ounce.

A room 30x30x12 contains 10,900 cubic feet.

This room would contain 810 pounds of air.

The air consists, roughly speaking, of one part of Oxygen and four parts of Nitrogen.

Speaking more correctly, in 100 parts of air there are 76 parts of Nitrogen, 23 Oxygen, and one part all other constituents.

During the breathing process we only consume Oxygen.

An average breath is a little over one pint.

A very deep breath about three and one half quarts.

The size of a person does not correspond in exact proportion to the volume of breath.

A pound has 7,000 grains.

With every breath we consume about one-third of a grain of Oxygen.

One pound of Oxygen would last for 21,000 breaths.

We consume less at night than during the day-time.

Average breathing is from 16 to 20 breaths a minute.

In fever it goes up as high as 45.

One pound of Oxygen, furnishing from 20,000 to 28,000 breaths, per day, will be required in a day of 24 hours.

With every breath we exhale one-sixth of a grain of dry food.

This amount does not depend much on how much we eat.

When we fast the breath contains a little less, but this is taken from our bodies.

We breathe out the food in the shape of Carbonic-acid gas and water.

The food contains Carbon, Hydrogen and Nitrogen.

The Carbon and Hydrogen of food combine in our lungs with the Oxygen from the air to form Carbonic acid and water.

The greater part of the dampness of the breath comes from burnt food.

Our breath contains five per cent of water vapor.

The air we breathe out is lighter than the air we inhale.

The air from the breath rises.

The air on the top of rooms and halls contains more breath than at the bottom.

It is a common fallacy to suppose that the air low in a room is poorer than that near the ceiling.

The air once exhaled is not entirely unfit for breathing.

Air can be breathed over again many times.

The same breath can be breathed $3\frac{1}{2}$ minutes.

A forced breath under favorable circumstances, can be breathed over for 6 minutes.

Out-door air contains Carbonic acid.

On bright days it contains about 12 parts in 10,000.

On rainy days out-door air contains about six parts Carbonic acid gas in 10,000. Old people think that the air contains no Oxygen if their lungs are weak.

A large amount of notion prevails as to what constitutes pure air.

Many people talk about ventilation and do not know what it means or what they mean.

We consider a room well filled if there are 150 cubic feet of air to a person.

A room is very crowded if there are only 50 cubic feet to a person.

A person occupies $2\frac{1}{2}$ cubic feet.

If there are more than 10,000 cubic feet to a person in a hall it gives the impression of emptiness.

Through an ordinary window 10 cubic feet of air are frequently exchanged in a minute.

Whenever a door is opened at least 50 cubic feet of air are exchanged.

The air for breathing purposes is sufficiently renewed by one cubic foot per minute.

This is twenty times more than is needed.

In all ordinary rooms the exchange of air through the cracks is sufficient ventilation.

Excessive ventilation increases only the coal bill and does no good.

If we want a glass of water we need not tap the hydrant.

Waste of air costs money like waste everywhere. — *Central School Journal.*

Some Suggestions.

BY J. J. MCCONNELL, ATLANTIC TELEGRAPH

The true teacher is not satisfied until each pupil in his school is interested in his appropriate work.

Acquaint yourself with the habits, surroundings, and as nearly as possible, all of the conditions under which your pupils are trying to do their work.

There should be no misunderstanding between pupils and teachers as to requirements.

Compromises with those who violate school orders is never in order.

An ounce of firmness is worth a ton of severity.

In the administration of a school the teacher must feel that he is not envied by conditions that hinder him from carrying out such plans as in his judgment will clearly promote the welfare of his school.

How Pupils Talk

1. I haven't been nowhere.
2. The boy, but not his friend have arrived.
3. Let you and I go out walking.
4. The man he said it was true.
5. They thought that it was his.
6. An invitation was sent to you and Grace.
7. It is them of whom we spoke.
8. Your books is here.
9. There's many people who could not read.
10. You run faster than me.
11. This is the smallest of two.

12. Who do you see, May?
 13. Will we take them two columns?
 14. I knowed that he was getting old.
 15. Taint standing for nothing now.
 16. I havn't drawed that yet.
 17. It ain't me.
 18. Either John or George tell the story.
 19. There are a quart of berries.
 20. I havn't saw it yet.

Manners in School.

If the object of a school education be to fit children for useful and successful lives when they become men and women we can think of no part of their instruction upon which more stress should be laid than upon that which relates to deportment. When there are a dozen applicants for a position in a business house, the best mannered boy or youth of the lot is invariably selected. Well-mannered boys rarely remain long in the messenger service. The best-mannered salesman and saleswomen sell the most goods and are in greatest demand. Good-mannered men make their way in politics, in the professions, in business life and in society to a far greater degree than the boorish and uncouth, though the latter may be equally diligent and quite as competent in all respects save that of deportment. These undisputed facts show clearly that the child who is not instructed in manners is being deprived of the most important part of an education. It is true that manners should be taught at home. But in many homes the parents would need teaching first before they could teach their children. To the children of such homes the school affords the only opportunity they will ever have to learn the rudiments of common politeness. If the school fails in its duty in this respect these children must grow up as their parents. The children of cultivated homes will likewise be all the better if required

to practice in school the politeness they are taught at home. Parents who have been careful to teach their children good manners at home have frequently found cause to complain that their efforts in this direction were largely neutralized because no stress was laid upon this subject in the schools. There are a few old fashions that are better than the new, and one of these is the fashion of teaching children to be courteous and polite at school. It is a fashion that has sadly fallen into decay and should be revived at once. A school education that does not include this is vitally deficient, and in this day when education is within the reach of all it is scarcely less than criminal to allow boys and girls to graduate from school as rude in deportment as a lot of young savages.—*Philadelphia Times*.

Excessive Helps in Education.

It is evident that the intellectual training of the school which does not help the pupil to help himself is pernicious and destructive of the very ends for which the school exists. This pernicious effect is a constant tendency in education, flowing from the mistaken idea that it is quantity and not quality of learning which is to be arrived at by instruction. To get over the course of study rapidly seems a very desirable thing to some teachers and to many parents and children. The majority of teachers have learned that such progress is all delusion; that true progress is the mastery by the pupil of his branch of study, by a clear comprehension of all the steps. From this comes power of analysis—the ability to divide a difficult subject and attack it in each of its details in proper order. Victory is sure to come if we can detach the forces of the enemy from the main body, and defeat them one by one. The good teacher looks solely to the quality of the knowledge, and by this increases the pupil's self-help. The poor teacher helps the pupil by

doing his work for him instead of stimulating him to do it for himself. He gives the pupil ready-made information, and saves him the trouble of finding it out from books and experiments. He pours in his oral instruction to save the pupil from hard study.—*Dr. Wm T. Harris*.

Some winters ago a woman was coming out from a public building where the heavy doors swung back and made egress somewhat difficult. A little urchin sprang to the rescue, and, as he held open the door, she said "Thank you," and passed on.

"D'ye hear that?" said the boy to a companion standing near by him.

"No; what?"

"Why, that lady said 'Thank ye' to likes o' me."

Amused at the conversation, the lady turned and said to the boy:

"It always pays to be polite, my boy; remember that."

Years passed away, and last December, when doing her Christmas shopping, this same lady received exceptional courtesy from a clerk in Boston, which caused her to remark to a lady who was with her:

"What a great comfort to be civilly treated once in a while, though I don't know that I blame the store clerks for being rude during the holidays."

The young man's quick ear caught the words, and he said:

"Pardon me, madame, but you gave me my first lesson in politeness a few years ago."

The lady looked at him in amazement while he related the little forgotten incident, and told her that the simple "Thank you" awakened his ambition to be something in the world. He went and applied for a situation as office boy in the establishment where he has now become an honored and trusted clerk.

Only two words, dropped into the treasury of a street conversation, but they yielded returns most satisfactory.

A Taste for Reading in the Young.

BY REV. J. M. ATKINSON, D. D., RALEIGH,
N. C.

A taste for reading is beyond all other things a matter of cultivation and training.

Next to the fear of God, and the principles of Scriptural piety, there is nothing wherewith a wise and loving parent should so sedulously endeavor to imbue his child, from the earliest unfolding of his intellectual powers.

According to Sir James Johnson, physician extraordinary to William IV., whose practice lay chiefly among the nobility and gentry of England, the first seven years of a child's life should be confined to oral instruction. His notion is that the whole world is a varied volume, and everything new to the opening faculties of the child; that at that early period of life the duty of the parent is confined to the instruction of the child in the knowledge of truth and duty to the exclusion of books altogether. He thinks that a person can learn, even of books, more from seven to twenty-one than from the third or fourth year of his age to the twenty-first.

However this theory may be regarded, certain it is that a taste for reading should be early formed and cherished. It is of the utmost value as a defence and a protection against vulgar vices and low associates.

Second to religion alone it is the very best preservative and shield the young can have.

The time must hang heavily on the hands, not of a dull boy merely, but of a bright boy, who is debarred for a season, or a purpose, from out-of-door sports, and has no resource in pleasant and instructive reading. On a rainy day such a boy must be at once a sufferer and a pest.

True intellectual and personal independence is his alone who can find pleasure in himself, in his own

thoughts and in books. This is a fountain that can never cease to flow while life and reason last. Such may truly say, in the words of an old English ballad:

"My mind to me a kingdom is,
Such perfect joy therein I find,
As far exceeds all earthly bliss,
That God or Nature hath designed."

Nothing more happily distinguishes the age we live in than the abundant provision made for the instruction and entertainment of the young. The best hope for the future of our country is the attention now given to the education of the young, the interest they excite and the consideration they enjoy. All the resources of art are employed to illustrate and adorn the books and papers intended for them.

In every well conducted book store one of the most attractive features is the juvenile department. Indeed, the use of art to heighten the charms of literature, is a device which especially marks the present generation. Those of us more advanced in life can easily recall to mind the coarse wood cuts and glaring inartistic accompaniments of otherwise charming volumes common in our younger days.

A parent should certainly not be less careful of the intellectual and religious well-being of his child than of his bodily health, and as he would not expose him, especially in his tender years, to an insalubrious or malarious atmosphere, he should not more willingly suffer him to be infected with the more deadly contagion of a polluted or impious book.

The mind of any one, more signally and specially of a young person, takes its color from the mind of another, and all the more if that other have the charm of genius and taste, though spotted with sensuality and irreligion.

The lowest and lowdest dime novels are the destruction of many who, under better guidance, might become wise and virtuous and happy. The most horrible crimes that we read of are often traceable to the pernicious

effect of corrupt reading. Every current of thought that passes through the mind purifies or pollutes it. The influence of the better class of writers fertilizes the mind as the annual overflow of the Nile enriches the soil of Egypt. Another consideration which should greatly incite us to the formation in the young of a taste for salutary reading is that it affords us the noblest and most permanent enjoyment.

We have already seen its importance as the shield of virtue, more impenetrable than the shield of Achilles, "the terror of the Trojan Field," but it is especially to be cherished as an unfailing source of comfort in trouble or in old age.

At one period, when Charles James Fox, perhaps the greatest debater in the annals of the British Parliament, had lost immense sums at the gaming table and his friends feared that he might be driven to suicide, he was found at St. Anna's Hill, his country residence, immersed in the study of Greek tragic poets.

Lord Macaulay, whose just distinctions were as varied and splendid as a scholar, an orator, an essayist, a poet, and a leading member in the ministration in India, above all is the most fascinating of English historians, says to a little girl, the daughter of his favorite sister:—

"My dear Baba, I am always glad to make my little girl happy, nothing pleases me so much as to see that she likes books. For, when she is old as I am, she will find that they are better than all the tarts and cakes and toys and plays and sights in the world. If anybody would make me the greatest king that ever lived, with palaces and gardens and fine dinners and wine and coaches and beautiful clothes and hundreds of servants, on condition that I would not read books, I would not be king. I would rather be a poor man in a garret, with plenty of books, than a king who did not love reading."—*N. C. Teacher.*

Clioian Review.

MOTTO—PEDETENTIM ET GRADATIM ORIAMUR.

CHAS. T. GRAVES, Editor.

The celebration of the quarter-centennial anniversary, of the founding of Normal, was in every respect a success, and though a profitable and enjoyable occasion to all, it was especially so to those venerable workers in education, who had come, many of them from quite a distance to once more rehearse their trials and triumphs on the battle ground of their former days.

Sommerset county is represented at the Normal by a dozen energetic teachers, all anxious to make their mark and do honor to the profession. They have shown their good judgment by seeking a normal school, also by coming to California, and most of all by enlisting with Clio.

Mr. J. M. Layhue, a member of the Senior class, has returned to the normal greatly improved in health.

Minnie Paxton and Sadie Lilley, both energetic Seniors of last year, have closed their schools and are now at their homes in California. We are glad to record the success of both.

Our society is very grateful to Mrs. Beazell for the beautiful banner which she presented it, and which now waves over our members, and we certainly feel inspired in our work to find persons engaged in the busy scenes of life, still holding a pleasant remembrance of Clio.

The society never listened to a more animated and spirited debate than the one engaged in on the evening of April 4th. The question, "Resolved that secret societies should be abolished," was logically and eloquently discussed by Messrs. Cron and Kreger. On the same evening James Wakefield, a graduate of the school, now a law student in the city of Pittsburgh, addressed the society in a well prepared oration; reviewing pleasant memories of the past, and speaking words of encouragement for the present and picturing bright pros-

pects for the future. The oration was a master piece and one that we will long remember.

Among the many visitors of the school during the occasion of the anniversary was Mr. McCollin, who delighted the audience at each meeting by his pleasant songs and recitations. Mr. M. Collin is blind; he cannot look out upon this beautiful world now as he once did, and this makes one appreciate his performances all the more.

The pleasant spring weather has inspired the young men to engage in that most healthful and most popular out-door sport, base ball. Two teams have been organized and several interesting match games played. The ladies, although they take no part in the playing, manifest a great interest in the national game and talk of forming a league to compete with the gentlemen. The croquet sets have not yet made their appearance, but it will not be long until the sound of the ball and mallet will be heard. Lawn tennis is also likely to be a feature of the campus in the near future, and rumor says that quite a number of the young ladies are experts along that line.

The inhabitants of the Dormitories were aroused about midnight on the 9th of this month by the cry of "fire." The gentlemen turned out in force, armed with every species of extinguishers from a tin cup full of water to a patent bucket filled with the same liquid. The fire proved to be located in one of the outbuildings in which was stored a quantity of provisions. It had gained such a headway before discovery that all efforts to save the structure were useless. Realizing this all gave themselves up to the enjoyment of the occasion. The scene can better be imagined than described; an Indian war dance would be a tame affair compared with the performance of the gentlemen around the blazing pile.

Cheered on by the ladies, who filled every window commanding a view of the conflagration, they made night hideous by their yells. The loss by the fire was about two hundred dollars.

Mrs. Ethel Danley, who was Miss Ethel Ward, of the class of '88, closed her school in West Brownsville on Friday, April 18th.

The seniors have laid Caesar aside for a short time and will take up botany instead. A change of work is equivalent to a rest, and seniors are finding both rest and pleasure in gathering the flowers of the forest and studying their delicate forms.

Miss Downer, who is now an instructor in methods in the Normal department, spent Saturday, April 19th at her home in Monongahela City.

H. L. Keihl, class of '88, has been attending Waynesburg college for the past year, but will spend the summer on his father's farm near Bentleyville.

Lee Smith, of last year's graduating class, thoughtful and original, worked wonders with the new education at Ohio Pyle, Fayette county, and now has returned to his Alma Mater to assist in teaching mathematics and history.

Society, on the evening of the 10th, was excellent. In the large audience present were several of the distinguished guests, who had assembled to take part in the anniversary exercises of the next day. Out of respect for these persons the regular exercises were laid aside for a time, and Clio listened with pleasure to warm, encouraging addresses by Prof. Gilchrist and others, after which the regular performances were resumed and by brisk work, (such as Clio is capable of doing) everything was finished in good style, before the stroke of the ten o'clock bell.

Philomathean Galaxy.

MOTTO—NON PALMA SINE PULVERE.

Wm. McCULLOUGH, Editor.

Mr. George F. Thompson, who recently closed a successful term of school is here taking a picked course. He will enter the Senior this fall as he passed the Junior last spring. Philo is always glad to have such members come back.

Mr. P. M. Weddell, last year's victorious contestant, is back stirring Philo up with his eloquence and logic.

Miss Olive J. Hank has entered the Senior. After graduation, she will go to California where she expects to teach.

There are many promising young men in our society, but when compared with the ladies, the former sink into insignificance in regard to power and hope in the empire of the future.

Never before has such an assemblage of base ball players come together as has this term. The school has a "nine" that will play at Uniontown Decoration day.

Miss McKown, who was called by ballot to act as an official exponent to Philo society, has four weeks of Philomathean history embodied in her name. She characterized her administration by power and determination. She has been president in every sense of the word. We are proud of her.

Prof. J. C. Longdon, of Somerset county, has come to take charge of Prof. Hall's department as the latter will be absent for a while. Philo welcomes him.

W. J. Lattimer is a member of the Junior, also of Philo. He is a disciplined debater, an accomplished speaker and a strong member.

Six Philos have been chosen to represent the class at commencement.

Mr. Joseph Day delivered a salutatory address at the opening of this term that caused every member to search himself to see whether he had appreciated his highest sense of duty. It was brimful of advice.

We are glad to announce that Hon. George R. Wendling, the great lecturer and orator, has linked his sympathy with Philo's cause. What an acquisition.

Miss Esselins having had the opportunity as a member of the faculty of weighing the merits of the two societies, found one wanting. She is an honorary member of Philo.

"Summer is coming and spring time is here." One is apt to take the "spring fever." Philo takes no fever but is capable of producing a fever on the other society. The fever she will give to Cho will be called June fever.

"Of the twenty-one gentlemen in the Senior class fourteen are Clios," and we might add of the thirty-one ladies of the Senior class twenty-three are Philos. 'Tis well they have a few.

The Misses Westbay paid their friends and parents a short visit. While they temporarily severed the bonds of association with Normal friends they aided in forming the matrimonial bonds of Mr. Isaac Wycoff and Miss Culp.

Fortunate indeed were the students whose lot it was to be present at the quarter-centennial. Merely to sit in the presence of so many wise and learned men was an inspiration; what then can we say of their words? As they recounted the trials and struggles of our school in her youthful days and the many sacrifices made for her by the great-souled men of the vicinity, our hearts are filled with gratitude to those who were not afraid to enlist in what then seemed a weak cause, and we are proud that so great a measure of success has been theirs. Then as we listen to the words of those grand old men whose lives have been given to the work of education, whose service has been a heart service as we hear their words of encouragement and inspiration, and look upward toward the high

ideals they would have us strive to reach, life takes on a nobler aspect and we would that we might "become stars to men forever.

Misses Cook and Reis, Philo's of '83, paid a flying visit to the Normal April 2d. They spent the afternoon visiting various departments of the school and seemed especially interested in the manual training work. They teach in the fifth ward school, Allegheny City.

A better and brighter day has never dawned upon Philo. The brains and brawn of new members are pouring into the society as never before. The world indeed moves. Never was the future more hopeful in its outlook than at present. Ignorance is receiving a blow, important questions of the day are being debated and are receiving a practical solution. We have reason to rejoice. The day will surely come when the seed sown by our faithful members will spring up and bear an abundant harvest for Philo in June next.

Miss Georgie McKown spent Sunday, April 20, at her home.

Miss Ewing has just paid a short visit to her home in Beaver.

Miss Lou Jennings expects to return to California next fall. Philo will be glad to see her back.

Miss Ella Neemes, who has been teaching at West Newton, paid the Normal a short visit last week.

Miss Nellie Courson of McKeesport, anticipates visiting the Normal in the near future.

Miss Lou Momeyer has returned to California after having been at home a week.

Miss Minnie Gumbert, a former Philo, visited the Normal last week.

Commencement Excursion Rates.

The Pennsylvania R. R. Co. will sell tickets to the California Normal Commencement, June 26, at excursion rates, from any station east of Philadelphia. Orders for tickets can be had on application to Theo. B. Noss, California, Pa.

Suggestions as to Devices.

TO TEACH THE EQUAL PARTS OF A NUMBER.

To teach that 9 is three-fourths of 12. The teacher must provide herself with a square piece of paper and in the presence of the pupils cut it into two equal parts. Holding up both pieces she asks, "What have I done?" "What part of the whole paper is one part?" "How many pieces have I?" The teacher now cuts each piece of paper into two equal parts, and holding up one part she asks, "What have I done?" "What part of this one-half is this part?" The answer one-half is correct. Then by questions she leads the pupils to say that "one-half of one-half is one-fourth of the whole." From this point the way will be easy for her to get her pupils to say that "9 is three-fourths of 12."

TO TEACH EXPRESSION IN READING.

The teacher selects the following extract, and writes it on the board:

"The clock that in the kitchen
Hangs ticking on the wall,
How fast it goes—just listen—
Now count the strokes that fall,
Tick, tack, etc."

The teacher says, "The what?" "Where?" "What does it do?" "Where does it hang?" "How fast does it go?" "Tell me with your hands." Then she says in a husky voice, "Just listen." "Now all count the ticks while I say, Tick, tack." This conversation prepares the way for the reading of this piece. Now she reads slowly, emphasizing the words "clock," "kitchen," "ticking," "wall," "fast," "just listen," "count," "strokes," "tick, tack." Then she asks a pupil to read, and she is certain to find that the spirit of the selection is to a great measure understood. But care must be taken not to give too great emphasis on the word mentioned.

TO TEACH THE PERCEPTION OF A NUMBER.

Suppose it is the number twelve. These figures are written on the

board. "How many do these figures represent?" A box of beans is at hand, "show me," the teacher says. Twelve beans are counted and laid on the table. "Tell me how many sixes there are in that pile." The pile is divided into two parts, and each pile counted. "How many fours?" "How many threes?" Now comes a harder question. "How many nines?" Nine beans are counted. "How many are left?" Three. "How many threes in nine?" The pile is divided into three parts, and the answer is correctly given. "Then how many nines in twelve?" The answer is received. "There is one nine, and one-third of a nine, in twelve."

QUICK RECOGNITION OF WORDS.

Let the teacher prepare separate slips of paper, each one about eight inches long and four inches wide. On each of these slips different words may be written, or others more suited to the capacity of the class: "Dog," "horse," "man," "going," "running," "hen," "cow," "cat," "mice." These are laid in a pile on the table, face down. The teacher now holds one piece before the class but an instant and at first allows the class to answer in concert. The quick recognition of the word shows how well the pupils have learned their previous lessons. It will be found that some pupils are quick and others slow. The slow ones should be put in a class by themselves, and drilled by themselves. It is an injustice to classify the slow pupils with the rapid ones. Properly conducted, this is an excellent exercise, but the teacher must be certain to allow sufficient time between the showing of the words. Do not hurry here; it will create confusion.—*Exchange*.

How Can I Stop Whispering,

A method of stopping whispering that has an educational value in it must be founded upon certain well-grounded convictions in the mind of the teacher about whispering,

1. Why is whispering an evil?

(a) First, because it often consumes time that the pupil needs to employ in study. It is waste, therefore, in such cases.

(b) Second, because the pupil is taking the time of another, which that other needs for his own work. He is taking what does not belong to him. And it is no sufficient excuse that the other is willing. If a person had a diamond of great value but supposed that it was only a piece of glass, his ignorance of its worth and willingness to give it away would be no sufficient ground for another to accept it without giving a just return. It would be injustice and might be fraud.

(c) Third, because it is an offense against general good order, which is necessary to the existence of the school. What one can do, all can do. If whispering is unrestrained the school is ruined.

Now there is no school—except the lower primary grades, possibly—that cannot appreciate all these reasons, if the teacher presents them so as to command their attention. They appeal to the common sense of the children and carry conviction along with them. Pupils forget them and lose their hold upon them very easily and very willingly, but when once fairly impressed they are readily brought to mind and serve as a basis for enforcing the rules of silence.

But before we speak of how this rule of silence should be enforced we will speak of another conviction that ought to be firmly rooted in the mind of the teacher.

(d) He should see that this requirement of silence in the school-room affords the best educational training that the school can supply. It educates the child into a self-control, strengthening his will to resist his impulse to do what he ought not to do. It does more to bring the child into a mastery of his instincts and wrong desires than any other school

regulation. It is, therefore, a great hindrance to moral education. But this educational value ceases when the child refrains from fear of consequences. Nothing pursued as a task has but a very slight educational value, unless the design of the teacher is to create a dislike for the thing. It will succeed in doing that.

HOW SHALL THE RULE OF SILENCE BE ENFORCED?

(1.) Be sure to have the conviction present in the minds of the children that it ought to be enforced and that they ought to be obedient to it. With many, and, in most schools, with a majority, this conviction will secure its end sought, unless too strong incentives to disobey, caused by the disobedience of others, are permitted by the teacher.

(2.) That trouble comes with those whose conviction is not strong enough to stimulate the will to resist the impulse to whisper.

This impulse is relatively stronger with some than with others. The will must be reinforced in other ways.

(a) First among these is persuasion. Regard and respect for the teacher personally is a strong incentive to many. Persuasion is an appeal to the feelings. And the first appeal should be made to the kindly and benevolent feelings.

(b) Perhaps next in order of value and effectiveness would be the stimulus of reward. When properly used, an extra half holiday in the month to those whose conduct merits such a recognition, is legitimate and eminently proper. If this is not available, an earlier dismissal on Friday afternoon might work well. If not this, then some other privilege that would be an appropriate recognition of good conduct. But this needs to be handled with great skill. The public opinion of the school must approve the teacher's selections of pupils and rewards. The fact that those who are not rewarded feel chagrin is no valid objection to the method. They do

not receive the reward because they have not earned it. That is enough to say, but in every other respect they should be treated as well as the others.

(c) Next comes restraints. These are spurs to drive pupils to obey instead of lures to lead them. They are just as appropriate in school as the lures and quite as often needed.

The milder restraints will generally serve the purpose of the teacher. One of the best is seating the child where opportunities to disobey will not be so frequent. "He is too weak to sit with his companions, and therefore he must sit alone until he grows stronger."

Loss of other privileges that he would have, that are appropriate to the offence of whispering, might be used. For instance, if the teacher gives what are called "two-minute rests" during the session, in which pupils may whisper and have some other privileges, these may be withheld from the child that whispers out of time, etc., etc.

The restraints and other forms of punishment may be increased as the need for them develops. But if the teacher is working with an intelligent conviction and a strong purpose to do the most possible for the education of the children, this conviction and purpose will so influence him and his pupils that all but the most depraved will be controlled by some such methods as have been suggested. But there is no educational reason why a child should not sometimes be whipped for whispering. Sometimes a whipping is the kindest treatment a child can receive. But it is of little educational value unless administered deliberately and in a spirit of kindness. The child is an imperfect being, put into the hands of the teacher to be made less imperfect. The true teacher has no room in his feelings toward that child for anger and passionate and inconsiderate treatment. It is, generally, a confession of weakness

when the teacher is compelled to secure obedience by whipping. But it is better than continued disobedience or expulsion from school.—*The Public School Journal*.

The man grows as the tree grows. We do not, like the serpent, cast off last year's skin, and leave it in the valleys. That which we did last year habitually, and the outward manifestation of our life—that which was the bark of our life last year, we absorb, and it becomes the woody fibre of our life this year. The eye sees according to its habit of seeing, and the ear hears according to its habit of hearing; the fingers and hands act according to their habit of action; and the brain is according to what it has been habituated to do. What we have allowed ourselves to think and feel, that is bulging up the brain layers that are to be organs of thinking and feeling in the future. Supposing for example, Mr. Zundel, playing on this great organ for so many years, had breathed his own spirit into it, he had not merely touched its keys, and evolved from it the harmony that there was in his own soul; but in the touching of its keys, and in the playing of the instrument by that very process the pipes had been built up, and when he had played the trumpet, the trumpet had grown stronger; and when he had played the diapason, the diapason had grown stronger; and when he had played the flute, the flute had grown sweeter—it would be by this time a Zundel organ. And when Mr. Shelley played on it, and put in the organ the incarnation of his own spirit, we should have a Shelley organ engrafted on the Zundel organ, and the musicians themselves would have made the instrument they played upon. That is what we are doing in life, every one of us. We are playing on ourselves; and we are the harmony or discord we have given forth.—*Lyman Abbott*.

Philosophy of History.

An eminent teacher once asked his pupil the question—"What is it your ambition to become?" The pupil answered—"A great scholar, sir. I would like to know many languages and sciences—to be a great philosopher, in short." The teacher replied, "A man may be a great scholar without being a philosopher. A scholar deals in a knowledge of facts; a philosopher in the knowledge of the reason of things." The pupil thereupon stated that he would like to know both the facts and the reasons for them. Facts and reasons for them! showing the relation of events with each other; the chain which connects them; the causes and effects of events. This, fellow teachers, is as much a part of history as the description of battles and other exterior events which it recounts, and this is "the Philosophy of History."

It is to be regretted that our text-books on history, without exception, whether ancient, mediæval or modern, are mostly filled with the accounts of wars, battles, conquests, revolutions, and the affairs of government. The dry bones, the skeleton, so to speak, of the body politic is held up to view, but the living spirit of history, the moral facts, the social condition, the progress, or perhaps the decline, of civilization, the causes and effects of events, with which the philosophy of history has to deal, are left in the back ground, or wholly ignored. Why this is so we can scarcely define. It certainly is not in keeping with the progress of education and the advanced methods of instruction of the times.

We do not wish to be understood as depreciating the value of a knowledge of material facts. They form the basis of reflection and generalization, without which the philosophy of history could have no existence. But we do deprecate the prevailing tendency to recognize as facts those only which are material and visible. The moral and hidden facts, which we have alluded to and those of a general nature without a name, are no less real than accounts of wars and public acts of governments. They may be more difficult to unravel; the historian may not recognize them so readily; and it may require more skill upon the part of the teacher to place them distinctly before his pupils; but this does not

alter their nature nor lessen their value as essential parts of history.

But how, it may be asked, are we to dwell upon this part of history in the time allowed for its study in the usual course of public instruction? And what evidence have we of its utility? These are fair questions which we think can be satisfactorily answered.

"History," says a recognized authority, "is not a science whose leading principles can be systematically exhibited within a moderate compass, and of which a complete elementary knowledge can be imparted within a limited time." There is no short road to a competent knowledge of history. The study must be pursued beyond the school room and by the pupil himself. But it is the duty of the instructor to assist the student in his investigations, to guide in the proper direction of his studies.

The importance of associating oral with written arithmetic; physical with political and mathematical geography; the value of the Grube method in elementary arithmetic, etc., are recognized, but why may we not with equal propriety and success associate the barren mass of dates, names and dead facts of history with the interesting facts which gave them birth, and the living facts which are their legitimate offspring?

Abridgments and outlines are of little use to the young student of history. We might as well expect to form a correct and lively impression of the form and features of a living man from the contemplation of a human skeleton, as to acquire a true knowledge of history from abridgments alone. And yet, this is the material which our text books furnish, and which the teacher is obliged to deliver to his young apprentices. With such material, we can imagine, there will arise a very insignificant structure indeed.

Since, then, we cannot obtain a correct knowledge of history from outlines and abridgments; and since the study must be pursued beyond the school room, it is highly important that a good foundation should be laid, a good beginning be made, with a view not only to acquire a knowledge of facts, but to discipline the mind and lead the pupil to correct habits of thought and reasoning—to teach him how to investigate and compare, to combine and reflect for himself. This, in my opinion, can be

accomplished only by the careful study of special history and advancing to the general—and associating the facts with the causes which produced them and their resultant facts.

The fact that the polarity of magnetized iron was discovered at a certain period, may awaken in the mind of the pupil no thought beyond the fact as stated: but if led to inquire into its effects he will be delighted to find that this discovery, though apparently insignificant, has changed the face of the entire world. It led to the discovery of a new continent. It has converted the trackless ocean into a common highway, brought about the rapid interchange of the products of the earth and carried, to the heathen and barbarous nations, the blessings of Christianity and of civilization.

We are taught that the principal cause which led to our national independence was "taxation without representation," but the philosophy of history opens our eyes to causes, germs of which were planted a long time ago, fostered by tyranny on another continent, years before. We view the effects, and we are transfixed with amazement at the magnitude of the results. We behold a great free people reared by the aggregation of colonies, their inhabitants hail from all quarters of the globe—the human race brought together, and were, in one family. From heterogeneous and discordant elements of society we see social order established and Christianity and civilization advancing even among the naive savages and the rude and semi-barbarous elements from abroad, which have been brought under the influence of its free and benign institutions.

But we need not multiply examples. We bring this subject to the notice of the readers of *The Journal* with the conviction that a reform is needed in this particular branch of study, not only in the methods of its presentation, but in the compilation of a text-book to meet the demands of the time.—*Pa. School Journal*.

Our teachers with the complete and splendid text-books now furnished by the great publishing houses of this country must find out and invent new methods for themselves, and vivify their study—the thoughts and life of their pupils with their own genius. If there be energetic action—not a dead repetition; an individual creation; not an echo of some dead fact entombed in an "old method"

Trials and Triumphs of the Teacher.

EX-PRESIDENT JAMES M'COSE, D. D.,
LL. D.

There are some professions whose daily work tends to do good, to read happiness or promote morality. All human occupations are not of this character. He who keeps a drinking house or a gambling house is at times visited with the reaction that what he does is fostering in the end producing misery. Some employments, legitimate in themselves, may incidentally gender evil. The lawyer, obliged to defend the accused in all cases, may at times be protecting the villain to the injury of society. On the other hand, there are professions whose habitual employments produce only good, and this whether those who engage in them are or are not conscious of it. The physician, in curing disease, lessens pain and promoting health and happiness. The minister of religion, if he be faithful to the trust committed to him, is elevating the character and adding to the peace and joy of all who allow themselves to be swayed by him. Such facts should be considered and weighed by young men and women in choosing their life work. It is a great encouragement to a person with any moral perception, and may save him from much temptation, to know that every act he does is tending to promote the good of man and woman, boy or girl, and thereby adding to the sum of human enjoyment.

Now the teacher has this gratification to allure him on in all his labors. In his daily employment he is increasing the intelligence and thereby augmenting the felicity of those who are under his instructions. He should not think of this in a self-righteous spirit as if the merit belonged to himself; whereas it is due to him who has arranged the consequences of things and not to those whose main motive may be to earn a livelihood. Still it is a pleasant thought—and he is entitled to cherish it—that in all his work he is promoting the best interests of young people, which will live when he has to leave this world.

The work of teaching is in itself an elevating one, bringing the teacher into connection with young and fresh

minds. He who is engaged in it feels as if he were doing something worthy of himself and of the talents which God has given him. No doubt he has not the same opportunities of earning money as the merchant, the lawyer or banker. But to counter-balance this he is in a more independent position than many others; he may have an income sufficient to support him, and should not be liable to the reverses, culminating it may be in poverty or bankruptcy, to which members of the other higher professions are exposed. He has commonly the evenings at his disposal, and may employ them in improving his mind, or making himself happy in deeds of benevolence.

There are some young men and women who should not become teachers; they have no aptitude for the work, and would, therefore, become failures should they attempt it. There are those who have no interest in young people, and so cannot be troubled with them and cannot attract them. Such persons would never have the heart and courage to meet the waywardness of children and the self-sufficiency of young men and women. Again, there are those who have no power of expression or exposition, and cannot make a difficult lesson comprehensible to the juvenile mind. Once more there are those who have a bad temper which they are unable or unwilling to control; these are sure to be constantly irritated by the impudence of boys and the pettedness of girls, and they had better betake themselves to some less annoying occupation. But young men and women of fair natural ability and who are not hopelessly hindered by such weaknesses as these, should seriously consider whether they might not have a happy as well as a useful life in the high work of training the rising generation.

A person enquiring whether he should seek the office of teacher ought to look carefully at the duties required. The first of these is to secure obedience on the part of the pupil, and the second is like unto it, to see that the lessons are thoroughly learned. Where this is not done all higher instruction, moral and religious, must be valueless, perhaps even injurious, as tending to prejudice young people against what is good. I have noticed that the schoolmaster or professor who is ever

preaching piety, but who cannot keep order, is of all teachers the most likely to turn away his scholars from religion. On the other hand, it is equally certain that a mere disciplinarian or formalist, strict as a Pharisee, is no likely to rear the highest style of pupil. A thorough instructor must aim at something higher than coming up to the requirements of the State Superintendent or his Board of Trustees. He must seek to attract the interest and, if possible, to gain the affections of those whom he would lead and guide. Mere discipline, however perfect, will not generate a living and lively school. With nothing else, there will be a want of attention on the part of the scholars and a consequent dullness and stupidity in the work executed. It is not enough to have a system, there must be life superadded. The teacher who would make lively pupils must himself be alive. It needs fire to diffuse heat. The dull teacher produces dull scholars. Almost all the great teachers I have known have been distinguished for life. Some of them have been absolutely without common sense; but they were able to carry on their pupils by the stream of their enthusiasm.

The instructor should set before him a higher aim than merely to teach exact lessons and impart knowledge. This I fear is the standard adopted by many of our State teachers. He must not only teach in the narrow sense of the term, he has to train the child. He should aim not merely to secure good conduct, but to instil good principles. For this purpose he must labour to form good habits, habits of diligence, habits of truth-speaking, habits of civility to all, habits of kindness—if possible, habits of benevolence. In short, he must seek to mould the character, and thereby determine the future conduct and life. It is only so far as he succeeds in this that he can himself draw the highest satisfaction and receive the highest enjoyment from seeing that he is doing good. To accomplish the highest ends of education, there must be—what God shows to us who ought to be his disciples—love mingled with law, love to stimulate and law to restrain. Everyone who knows human nature will be prepared to acknowledge that the teacher cannot secure these ends to the fullest, except by making his

pupil religious, and this, I may add, he cannot expect unless he himself is religious.

He who would aspire to be a successful teacher must realize that the method of instruction is advancing, both in the higher and lower departments. I can testify that the highest colleges and universities are alive and in motion—at times I think going backward, as when they prescribe a curriculum which tempts the student to take the easier and not the more solid subjects, and allows him to have a degree without having studied the branches fitted to brace and enlarge the mind. But, upon the whole, they are going forward—as freely admitting new branches of learning and insisting on a thorough mastery of the subjects taken. Elementary teaching is also making progress in its methods and in its results. The teacher who would rise in his profession must be prepared to advance with the times. He must be ready to join the teachers' associations, and read the teachers' journals which explain and criticise the new methods proposed; thus he has training in the exercise of good sense to guard against accepting a new method because it is new, or rejecting an old subject because it is old.

But it is said that he who becomes a teacher will have his difficulties, his disappointments and his sorrows. Nowhere are these described more graphically or more tenderly than by Walter Scott in the language ascribed to Mr. Pattieson, schoolmaster at Grandereleugh, in the Preliminary to "Old Mortality." Scott there writes as sympathizingly as if he had been, which he never was, a schoolmaster himself. He speaks of the teacher, who, "stunned with the hum and suffocated with the closeness of his school room, has spent the whole day (himself against a host) in controlling petulance exciting indifference to action, striving to enlighten stupidity and laboring to soften obstinacy, and whose very powers of intellect have been confounded by hearing the same dull lesson repeated a hundred times by rote, and only varied by the various blunders of the reciters. Even the flowers of classic genius with which his solitary fancy is most gratified have been rendered degraded in his imagination by their connection with

tears, with errors and with punishment, so that the Eclogues of Virgil and Odes of Horace are each inseparably allied in association with the sullen figure and monotonous recitation of some blubbing school-boy."

There are other and coarser troubles to which the teacher is exposed. There is the scolding mother, not satisfied with the attention or position allotted to the son or daughter, or offended with the penalties imposed for misdemeanors. There is the boy or girl spoiled at home and ready to work mischief in the school by violence or cunning.

But let the would-be teacher remember that all other trades and professions have also their annoyances. Customers complain of the goods of the storekeeper and of the articles manufactured by the mechanic. Clients are not satisfied with the way in which the lawyer has conducted their case. Friends are disappointed with the doctor because the patient has not recovered. It is true emphatically that "man is born to trouble as the sparks fly upward." All engaged in public work are exposed to suspicions, and may have scandals propagated against them. It is in the midst of such disturbances that man's sagacity is called forth, and the manly, independent and upright character formed.

People see their own troubles because of their proximity, and not those of their neighbor because of their distance. How often have I found the sons of ministers declining to follow the sacred profession of their father, because they saw the hardships to which he had been exposed in finding sustenance for his family, and rushing into other walks of life where their temptations have been greater and the respect paid to them much less. The best public defense of a man is his character, and his inward support the consciousness of acting righteously.

Over against his trials the teacher has more encouragements than are found in most walks of life. They may surely have great and pure gratification when they see this pupil and that pupil growing like the plant in knowledge and in all that is good. There will be fathers and mothers showing deep gratitude for the care taken of their children. It is well known that children are not apt to have as much affection for

their parents as their parents have had for them. In like manner, it scarcely to be expected that the scholars should love their teachers: their teachers have loved them. Still there will be numerous cases in which the pupils through life cherish an affection for their old masters and show them a respect which is not paid in almost any other profession. In all cases the fruit of a faithful instructor will remain and go down to the generations following. The good which he has done will thus spread throughout the whole region in which his pupils are scattered.

It has to be admitted that the teacher has not always had the position in society which he ought to have from the important nature of his office and work. In ancient time the work of educating the children of a family was often committed to slaves. In modern times the teacher has not always so high a status allowed him as the other learned professions. But I am sure that the status of the instructor of youth will advance with the advance of civilization. In this, as in so many other cases, he who would mount up must climb; he cannot be lifted up by another. I am persuaded that the time is not distant when teachers of youth, lower and higher, will rank with the lower and higher grades of ministers and lawyers. The teachers should remember that their success in this commendable enterprise will depend on their gentlemanlike and ladylike bearing.

My readers would feel it to be an omission if, in speaking so fully of pedagogues, I did not mention that most of them are apt to have characters of their own—some of them eccentricities and oddities. Their peculiarities are apt to be produced by the nature of their work. They are rulers in their domains. The Queen of England and the President of the United States have no such absolute power. The teacher questions all his subjects and is questioned by none. The consequence is that he is commonly independent and is apt to show his independence. We have all known teachers who have been noted for their opinionativeness—that is, they had opinions of their own, and were sure to obtrude them in season and out of season. Our men and women of sense take pains to restrain this tendency. As they rise in the scale of society

their sharp points will be rubbed off and we shall have fewer of those Dominic Sampsons who have so amused us.

It is to be understood that these remarks apply throughout, not only to the schoolmasters but to the professors in our academies and colleges. These last feel that they are educating and swaying the highest juvenile minds of the country, and preparing them for influential positions as teachers, doctors, ministers, magistrates, judges and statesmen, who may each in his own place help to form the character and direct the energies of the country.

I cannot close this paper without stating that my highest enjoyments have arisen during all my public life in teaching young people in the critical age when the character was formed. As a minister of the Word, I had always 100, sometimes as many as 170, young men and women under me, whom I instructed in high biblical knowledge. For the last thirty-seven years I have had the privilege of instructing every year at least 150, and latterly upward of 200 students, in a branch which I believe is fitted more than any other academic study to enlarge and elevate the mind. My tastes and the talents which God has given me, have tended and flowed all along toward mental philosophy. At the age of sixteen I read—I acknowledge prematurely—Thomas Brown and David Hume. I cherished the affection when I was studying theology under Chalmers in the University of Edinburgh. Without neglecting my parochial work among 1,400 church members, I indulged the taste in secret, knowing that there was a prejudice against metaphysics. I have to thank God and man that in my years of full maturity I have been put in positions to gratify my deeply-seated inclination and to turn it to noble ends. I first got the means of fully gratifying my cherished passion when the eminent statesman, Lord Clarendon, had a copy sent him, without my knowledge, of my first work, spent the whole Sabbath in reading it, forgetting to go to church, and during the week appointed me professor of Logic, and Metaphysics in the newly established Queen's College, Belfast. In Princeton College, to which I was appointed without any application on my part (on the suggestion, I believe, of Dr. Irenæus Prime), I have had the full-

est opportunity of gratifying my natural and acquired propensity; and as it brought me into close relationship with a large body of the students, I have found it not inconsistent with my other duties as President of the college. I have found the injunction a wise one, *Doceat discas*. The answering at the recitations, the difficulties felt, the objections taken by the students, have compelled me thoroughly to comprehend the better the profound philosophic themes which I taught. I can now rejoice in the thought that I have pupils exercising an influence for good in the Irish Province of Ulster, through a large part of the United States, in India and in China (where I have Sir Robert Hart). I know that there are thousands of other instructors in our upper schools and colleges, who have had a like experience, with their marked tastes for other branches, for literature, for classics, and the now innumerable branches of science, theoretical and practical.—*School Journal*.

In the Class Room.

A TEN-MINUTE EXERCISE.

Write single words or expressions for each of the following groups:

- Wheat, oats, barley.
- Potatoes, onions, celery.
- Mustard, ginger, pepper.
- Pens, paper, lead-pencils.
- Iron, lead, tin.
- Tweed, flannel, print.
- Hawks, eagles, condors.
- Cheese, butter.
- Coffee, sugar, tea.
- Camel, ox, goat, sheep.
- Wood, coal.
- Beer, tea, water.
- Powder, shot, cartridges.
- Wagon, cutter, sleigh.
- Rifle, revolver, gun.
- Coffee, tea, kerosene, cider.
- Kindness, benevolence, truthfulness.
- Drunkenness, murder, theft.
- Tables, chairs, stoves.
- Chess, quoits, croquet.

FARM ARITHMETIC.

1. A farmer hires a boy for three years, giving him \$8 a month for the

first three months, \$10 for the next three, and so on. How much should the boy get at the end of the time?

2. What will it cost to break and fence a section of prairie land at \$2.25 an acre and \$1.90 a rod?

3. A harvest laborer who is to receive \$1.65 cents a day, begins work on Monday, July 15, and works for two months. How much should he receive?

4. What is the value of two loads of hay weighing 1882 pounds and 3218 pounds, at \$23.20 a ton?

5. How many rods of fence will it take to enclose a section of land and divide it into square ten acre fields?

6. A steam plow turns four furrows, each 11 inches wide, and runs the full length of two sections of land without turning. How many acres will it plow in going twelve rounds?

7. How long will it take to break and back-set a section of prairie land, if two acres can be broken and three acres back-set each day?

8. Is a section of prairie land perfectly square? Explain fully.

9. Three farmers, A, B and C, buy a self-binder on equal shares for \$240. B has no ready money. A pays \$140 and C pays \$100. How much does B owe A and C respectively?

10. When barley is worth 95 cents a bushel, and hay is worth \$19 a ton how many bushels of barley ought a farmer to get in exchange for 5½ tons of hay?

ANSWERS.—1. \$634. 2. \$38.72. 3. \$67.45. 4. \$59.16. 5. 6120 rods. 6. 86 2-11 acres. 7. 33¾ days. 8. No. 9. A, \$60; C, \$20. 10. 110 bushels.

—*Self Help and Home Study.*

This vivifying light, of the common school begins to pour its radiance over the land, and the torper of ignorance and imbecillity will give place to intelligent, heroic action,

Our discontent must be the proof of something in us meant for better things.

siring further information should write early.

Will you kindly do me the favor of sending me the names of any teachers likely to be interested in our special course circulars?

THEO. B. NOSS, *Principal.*

OUR QUARTER-CENTENNIAL.

Concerning this, the *Uniontown News*, of April 17, has the following editorial:

"The celebration of the twenty-fifth anniversary of the founding of the "Southwestern Normal College" at California on Friday was an interesting and successful affair. The attendance was large, the speech-making by the ex-principals of the school and others was entertaining as well as instructive, and the social features of the re-union were all that could be desired. The committee in charge left nothing undone for the entertainment of the visitors, and all who attended enjoyed an occasion which they will recall with pleasure in after years.

The establishing of the school that became the state normal school for the Tenth District was a most important event in the educational development of Southwestern Pennsylvania. No school in Western Pennsylvania has exerted a more widespread influence than the California Normal School. It is in every sense a popular school, and is not only preparing the teachers for Washington, Fayette and surrounding counties, but is fitting young men and women for other vocations in life. Its influence and its usefulness are increasing every year. The celebration on Friday must have attracted in a striking way the attention of those present to the rapid growth of the school.

The continued prosperity of the California Normal School may be taken as a matter of course."

Our limited space will not permit us to give a full and connected account of the celebration of the quarter centennial on the 11th of April. The occasion was one of the most interesting in the history of the school, and those of the alumni and other friends of the school who failed to be present missed a rare treat.

In the Pittsburgh *Dispatch* of

Saturday morning, April 12th, was published a full account of the proceedings, illustrated by a cut of the school buildings, and portraits of the four principals, Profs. Gilchrist, Ehrenfeld, Beard and Noss.

A day made to order could not have been more pleasant than the 11th of April. Speakers indulged in reminiscences of the dismal, rainy day when on the 12th of April, 1865, the school was organized under its charter name, and of the scorching heat of the day when the corner stone of the main building was laid in 1870. But a cloudless sky and a pleasant temperature combined to render the present occasion a delightful one.

Prof. Ellis N. Johnson was warmly welcomed by a large number of old friends, including many of the middle-aged men and women of the town who had been among his pupils in the days of the old Academy on the hill, away back in the fifties. But, unfortunately, a severe cold had almost deprived him of the use of his voice, so that he was able to speak only a very few words to the large audience so desirous to hear him.

Prof. J. C. Gilchrist, the founder of the school as a State Normal and principal from 1860 to 1870, was with us from Thursday evening to Monday morning. In full vigor of health, bodily and intellectually, his weighty words were heard with closest attention every time he spoke. Crowded houses listened to his discourses on Sunday forenoon in the M. E. church and in the evening in the chapel. His parting words were addressed to the students in the chapel Monday morning.

Dr. Wood, of Pittsburgh, a student of the Academy under Prof. Johnson, was present through the day and spoke in the afternoon.

Few men are held in higher regard by their pupils than is Dr. C. L. Ehrenfeld, principal of the school from 1870 to 1877. He was present during the entire day and evening, and spoke several times. No more impressive words were heard during the exercises than those spoken by him in his brief address just before dinner.

Reminiscences of the olden time were the order of the day. When the change was made from the old building on the hill to the new, in 1870, and it was announced to the students that the next classes would meet in certain rooms of the new building which were ready, the result was a general stampede of the students to see who should be first in the new building, and tradition has it that that honor belongs to W. H. Cook, editor of the *Genius*, of Uniontown, and formerly the superintendent of schools of Fayette county.

The exercises were interspersed with songs and recitations by Mr. McCollin, well known to many of our readers from his previous visits to the school. Mr. McCollin remained over Sunday, and on Saturday evening entertained a very large audience in the chapel for over an hour. A general social followed, continuing until the ringing of the retiring bell.

The address of Hon. Geo. V. Lawrence, at the morning session, was one of the finest of the day, and was heard with the closest attention.

Prof. Hertzog's historical sketch was very interesting, and many an old timer was delighted to review again with him the scenes of by-gone days.

Important Dates.

- Special Methods Course begins May 26.
- Senior and Junior Examinations will be held about June 17.
- Baccalaureate Services, Sunday evening, June 22.
- Annual Contest, June 25.
- Commencement, June 26.
- Fall Term opens, September 1.

CALIFORNIA, Pa., State Normal School opens its seventeenth year September 1. Net cost of board and tuition, \$168 a year; in the Senior year, \$118. Unequaled by any like school in the state for (1) economy, (2) quality of boarding and room, (3) facilities and stimulus to learn *how to teach*. Delightful location on the picturesque Monongahela. Advantages for music. For catalogue and special information, address the Principal.

THEO. B. NOSS.

This annual enrollment of students in the Normal Department of the School, since its recognition has been as follows:

1874	134
1875	255
1876	283
1877	228
1878	366
1879	344
1880	369
1881	351
1882	355
1883	339
1884	333
1885	338
1886	358
1887	330
1888	428
1889	432