

The Normal Review.

VOL. V. No. 10.

CALIFORNIA, Pa., June, 1890.

50c a Year.

Entered as second-class matter.

May 26—Special Course begins. Dr. Maltby and Miss Coffin.

May 30—Memorial Exercises.

June 9—Dr. Winship's week begins.

June 10—Examination of Seniors and Juniors.

June 22—Baccalaureate Sermon.

June 25—Contest.

June 26—Commencement.

THE examination of the Senior and Junior classes will begin on June 10. Prof. Lyte, of Millersville; Supt. Tombaugh, of Washington county, and Supt. Berkey, of Somerset county, are members of the committee.

DR. NOSS is a member of the examining board at the Slippery Rock Normal in Butler county. The examination there begins on June 3.

THE annual contest at the Normal will take place this year June 25. The Clonians will be represented by Lucy Acklin (reading), Mamie Billingsley (recitation), Blanche Macurdy (essay), W. E. Crow (oration), J. O. Arnold (debate). The Philo contestants are: Hattie J. Westbay (reading), Anna Reed, (recitation), Olive J. Hank (essay), A. J. Johnson (oration), and W. F. McVay (debate).

THE new catalogue will appear shortly before commencement. It will contain a brief report of the quarter-centennial celebration, with extracts from Prof. Hertzog's historical paper read on that occasion.

MR. GEO. M. FOWLES, '88, will remain principal of the schools of Powhatan Point, O. His salary last year was raised to \$585 for 9 months. It has been again raised this year to \$675.

FIVE graduates of the West Newton high school are now attending the Normal.

THERE is talk of a new building to accommodate the Model school, the Manual Training department and the Natural Science department. It is likely to stand between the rear end of the ladies' dormitory and the railroad.

THE commencement exercises of the West Newton high school, May 15, were highly creditable to Principal W. D. Cunningham and his assistants. The graduating class consisted of six ladies and two gentlemen. The annual report of Principal Cunningham is an interesting and well written paper. Misses Neemes, Brown and Ada Stephens, together with Mr Cunningham represent the Normal in the corps of teachers.

MR. JOSEPH HORNBAKE, '85, takes the position of principal of Burgettstown Academy, left vacant by the election of Prof. Tombaugh to the superintendency of Washington county.

REV. J. H. SUTHERLAND, '83, who recently graduated from the Western Theological Seminary, has received and accepted a call from the Second Presbyterian Church of Kittanning, Pa.

THE Senior class has recently had a brief study of school law under the efficient instruction of Dr. Noss.

THE morning chapel exercises form one of the most interesting features of the school this term. Articles from the leading magazines are taken up and reviewed by some student, educational maxims are placed on the board by Dr. Noss and comments made, voluntary quotations are made, words are placed in the "never-to-be-misspelled" and "never-to-be-mispronounced" lists, etc., etc.

MR. JACOB SHROCK, '82, has presented the library with a relic of the Johnstown flood, in the shape

of a copy of "Samantha at the Centennial," which bears evident marks of its contact with the mighty waters.

ANOTHER of the graduates of the school has been called away by death's messenger, and Clio hall is again draped in her role of mourning for one that is gone. Mrs. W. E. McKean, formerly Elladore Stockdale, was laid to rest in the Church Hill cemetery on Tuesday, May 6, after a hard fight with that dreaded foe consumption. Although enjoying life to its fullest extent, yet she calmly gave up all to God, and while her friends sang, her spirit was carried to heaven on the strains of sweet music.—*Messenger*.

THE teacher who resists the current of educational thoughts is as foolish as the woman who tried to keep the tide from coming into her house by sweeping out the water with her old broom. The water came in, but the woman got out.

ONE more busy term has almost glided by, thus bringing us nearer to the goal we have in view. Be it Junior or Senior, failure is no disgrace, if we have fought nobly and well. We must remember that our lives are made up of failures and successes, and if we wish to do what is just and right we will bow our heads and murmur "Thy will be done."

Commencement Excursion Rates.

THE Pennsylvania Railroad will sell tickets at excursion rates to the Normal Commencement from any station west of Philadelphia. The tickets will be good coming from June 23 to 26, and returning from June 26 to 28. Tickets can be purchased only upon presentation of orders. For orders for excursion tickets address Theo. B. Noss, California, Pa.

SOMEBODY,

"Somebody" was a little girl
Who had a curious way
Of ordering all her friends about,
Ten—twenty times a day.

"Oh, Mary," she would say, "come here,
And brush my hair for me!"
And: "Jennie, please hang up my dress—
See, here's the wardrobe key!"
And: "Oh, I've left my fan down-stairs:
Go, fetch it—that's a duck!"

And: "Where's my glove? Do find it, dear.
Oh, mercy!—just my luck!"
Or: "Horrors, there's no water here.
Oh, won't you fetch some, Kate?"
Or: "Here's a pin, just catch my dress,
Please hurry, I am late!"
Or: "Lend me, quick, a pen, a stamp;
I've got this note to write!"
Or: "Whisk my dress off, will you, Bet?
The shoulder's almost white."
"Come here, go there, do this, or that!"
To every one she'd say:
And yet she was a charming girl
But for this curious way!

—Maria J. Hammond,

Common Sense Language Exercise.

This exercise, while it will be found useful in the school-room, is none the less also a practical exercise for the home, and for the private use of everybody.

I Supply the correct pronouns and give the reason for their use.

1 This is the child . . . that broke pitcher.

2 This is all . . . I know about the matter.

3 The woman . . . was here, yesterday.

4 The man and the horse . . . were killed at the crossing.

Tell why who is the right word in some places in the above, and which and that in others.

II Use sit, sat or set:

1 John . . . on that chair.

2 John, . . . on that chair.

3 The sun beautifully last night.

4 Please . . . yourself closer together.

5 The hens . . . three weeks, before the eggs were hatched.

III Use lie, lay or laid:

1 The children . . . in bed till nine o'clock.

2 The workmen . . . the rails for the new track.

3 The child and his mother . . . buried together.

4 All the blame . . . on my shoulder.

IV Supply the correct forms:

1 Neither the pens nor the ink . . . on the table.

2 Either of you . . . old enough to know better.

3 None of the dogs . . . dangerous.

4 The father as well as the children were drowned.

5 Joy and not sorrow . . . our lot.

6 The three men and one child . . . there.

V. Supply an adjective or an adverb:

1. I feel . . . to-day, but yesterday I felt . . .

2. He divided his subject into . . . , secondly and thirdly.

3. You look (*bad or badly*).

4. She walks (*erect or erectly*).

5. Jane did her work . . . , but Mary did hers . . .

VI. Place the apostrophe where it belongs:

1. Brooks Arithmetics are better than many others.

2. We examined each others Christmas presents.

3. The books are Johns, the strangers, and hers.

4. James, Annies and Sallies book-marks were lost.

5. This book was Johns, the young mans who visited us.

6. I aint coming and Mary won't either.

7. Are the Marys all here.

Supt. Howland on Science Teaching.

At the November meeting of the Chicago Institute of Education a paper was read deprecating the usual textbook study of science as unworthy of a place in any respectable school. Supt. Howland replied with a good

deal of common sense, as the following abstract of his remarks in *Intelligence* will show:

He wanted to say that, while it was a charming paper, possibly the best one on the subject he ever heard of read, he did not believe in its doctrine at all. He did not believe that it is so necessary or so advantageous for children to handle the actual objects, to make so many experiments, to verify so many statements. The proposition that school children should investigate departments of science as if nothing had been previously known about them, and that the science learned from text books is worthless, struck him as absurd. The other day he visited a school in which the pupils were studying a squirrel. He listened to their discovery of the number of toes it had, the way its joints bent, etc., etc. After all what good did it do them? What did they learn about the squirrel that they did not know before? If the children had got to study science just as if the world had already learned nothing, where is the blessing of living in this 19th century? of inheriting the accumulated intelligence of the ages? He didn't believe we should throw away all the past generations, have discovered, in other words, all our books, and start our pupils in the study of nature where the human race began. He believed he had as clear and complete an idea of a camel before he ever saw one as he had afterwards. Talk about pupils proving that a floating body will displace its own weight of the fluid! What for? He never proved it or saw it proved. Yet he knew it, knew it as absolutely as if he had performed the experiment a hundred times. He didn't believe there ever was a time when he didn't know it. And so of the great mass of facts and principles which the paper would require to be taught inductively. Life is too short for us to indulge so freely in the time-wasting process of induction. He didn't believe in it. Let

the pupil have the full benefit of his inheritance, and start with the present instead of with the beginning of time. And besides, man himself is the important element in this world. He and his institutions are more worth studying than all the rest beside. He would much rather study man than the rocks or the trees. It would be a misfortune if the advice of the paper were followed out in our schools.—*Ex.*

Method of Dictation

The ordinary plan of teaching dictation is familiar to every teacher. The usual mode of procedure is the following:

1. Let every member of the class be provided with a slate and pencil, or a slip of paper and pencil.

2. Every scholar should write his name, or a number assigned him by the teacher, at the head of his list.

When the scholars are young men and young women, and some of them are poor spellers, it may be best for the teacher to give each one a number, commencing with 1, 2, &c. This will save the pupil the chagrin of having the number of his mistakes exposed.

3. Pronounce the words slowly and distinctly. Never repeat a word. Let every scholar mind his business, avoiding all noises and disturbances, and there will be no necessity for repeating.

4. All such as misunderstand a word, or do not hear it are to be regarded as inexcusable. Allow no questions, such as "how was that?" "Will you please repeat that? &c."

5. All the words must be numbered, and when the pupil does not understand the word or knows not how to spell it let him indicate it by a dash.

6. To neglect capitals, punctuation marks, when sentences are written, the dotting of i's, crossing of t's, hyphens in compound words, &c., will be counted a mistake as well as misspelling a word.

7. After a certain number of words have been written—say forty, exchange the papers or slates, so that no one will have his own.

8. The teacher reads the words in regular order, and spells them, being careful to enunciate them well.

9. All the members of the class must pay strict attention to the spelling, and mark such words as are wrong.

10. Where there are different orthographies for the same words, the teacher should give them, stating the fact.

11. If any questions are to be asked let it be done now. Give every one a fair chance of presenting his case, and pass a fair and final decision.

12. Now call over the names or the numbers of the pupils, and let the respective critics report the number of words found correct.

13. The papers and slates will now be returned to their owners.

II. OBJECT METHOD.

All the above rules also apply to this method, the only difference being the manner of giving out the words to be written. The design is to teach, by this method, not only orthography of words, but also some other branch of studies. It is, of course, presumed that the pupils must have studied these branches, before this method can be pursued, and hence it will apply more particularly to advanced pupils. The teacher may, however, lecture on a certain topic, and then in a few days review his lecture by this method.

1. *Geography Dictation.*—Ask the pupils to write the following words: 1. The largest grand division of the earth. 2. The largest river. 5. All the states in the United States that have no ocean or lake coast. 6. All the states bordering on the Gulf of Mexico. 7. The largest body of fresh water in the world. 8. A river of the same name as some one in the school room, perhaps James, or John or Francis, &c.

2. *Biblical Dictation.*—Write: 1. The name of the oldest man. 2. Of the strongest man. 3. Of the wisest man. 4. Of the place where the ark rested. 5. The four great prophets. 6. All the books of the New Testament, &c.

3. *History Dictation.*—Write: 1. The name of the battle in which Gen. Warren fell. 2. The fort on which the United States flag was first fired at during the late rebellion. 3. The name of the man who assassinated President Lincoln. 4. The place where the Declaration of Independence was signed. 5. The name of the assassin of Julius Cæsar, &c., &c.

4. *Biographic Dictation.*—Write: 1. The name of the father of our country. 2. Of the man of destiny. 3. Of the greatest, wisest, meanest of mankind. 4. Of the man who said "give me a place to stand on, and I will move the world." 5. The discoverer of the circulation of the blood. 6. Of electricity, printing, &c.

5. *Geometry Dictation.*—Draw plain figures, such as triangles, squares, &c., on the black-board, or exhibit to the class geometrical solids, and ask the pupils to write the names of them.

6. *Grammar Dictation.*—Write: 1. The names of all the parts of speech. 2. The different classes of nouns, adjectives, &c. 3. The classes of the letters of the alphabet. 4. The rhetorical figures. 5. The names of all the letters of the alphabet with the proper indefinite article before them, thus: an a, a be, &c.

7. *Physiology Dictation.*—1. The names of the eight bones of the cranium. 2. Of the fourteen bones of the face. 3. The four kinds of teeth, &c.

Other branches may be taken up in the same way, and the exercise can be made very interesting and lively. Half the number of words given in another exercise will answer for this.—*Exchange*

The Object and Benefits of the Central Examinations.

Whatever experience has developed favorable to the freedom and happiness of man, whatever genius has invented for his improvement and gratification, whatever has presented itself for the enjoyment and refinement of society, all this is now offered to the child, with additional advantages of the full power of directing boys and girls, of rigid and independent ideas and firm principles.

To quite an extent are we responsible for the future mental habits of our pupils; thus great care should be taken to stimulate the will of the child to direct the mind to needful things, and to disregard the rest; for they must educate themselves.

It is only by persistent struggle that what is better, takes the place of what is.

Education has for some time been waiting for a more vigorous and intelligent presentation of her interest to the people in order that a more uniform course of instruction might be established; and that this might be done more successfully, demanded that those interested in education, should agree upon a certain plan to urge the attention of the people and thus secure by the co-operation of parents, a better attendance in our schools. Since the necessity of this uniform system of study became first apparent and it received special attention, we have had prepared for our use, a prescribed course of study, accompanied by a set of examinations, which if carefully followed will ultimately result in a rapid advancement and unity of educational advantages; and as unity is considered the ideal of the public school system, we unite in endeavoring to firmly establish the plan in our schools, to derive the benefits therefrom, giving our pupils equal advantages with others that they may compete with them, not only in their daily work, but also, in each succeeding examination.

Perhaps, to an extent, through the inability of teachers to select the right things for the stimulating of these wonderful minds; this course and its attending examinations were established: but as we'll agree, to act method-

ically, is in every instance, to ACT WELL.

A grand object of the Central Examinations it seems to me, is its encouragement to provide and maintain within the reach of every child, the means of securing such an education as will qualify him to discharge the duties of later years, when he is no longer under the supervision of father and mother, counselled and guarded by parental love.

As a majority of children leave school before the high school is reached, the benefits and unequalled advantages conferred by the Central Examinations, here become apparent, this idea should be stimulated, not merely to awaken a temporary interest, but to arouse the attention sufficient to construct the ideas and thoughts desired.

When the pupils enter school we approach them with a plan for their future advancement, which will immediately attract their attention. The fact that they have a certain amount of outlined work to do in a prescribed course of time is presented to them; but not without its object and final results. After a moment's hesitation they realize that something must be done. It awakens in their hearts a new desire and they resolve to try. Perhaps some of them have never before fully realized the object of schools, but attend simply because it is customary, to have fun, and to be out of the way at home.

Again, although no parent has the right to deprive his child of the opportunity for a preparation for successful living, which the schools afford, the neglect thereby may be due to mere thoughtlessness on part of the parent, until his interests are aroused, perhaps, by the ambitious children, who, having realized the value of an education, and becoming more interested in their plan of study, having carried it out to the best of their ability, the bright, invigorating thoughts crowding upon his mind, as he thinks how grand would be a successful report of his past labor shown in the Central Examination, invite the attention of the parent to the necessity of their presence at school, that they may be able to attain a grade at the monthly examinations that will admit them to the Central, thereby encouraging their gradual developments, that the parent may realize

the disadvantages contracted by the pupil's non-attendance, each loss thus sustained by their absence disqualifying them for the approaching examination.

We want no such indifferent pupils and parents. They must be succeeded by pupils who are sent to school for other and higher purposes and by parents who demand results. These pupils, too, will be anxiously looking for results; they expect tests, not only by the teacher, but also the superintendent, wherein we shall discover fruitful results of the Central Examinations. As the monthly examinations are a test of the memory as to what the child has accomplished during the past month, so the Central Examinations are for the purpose of presenting to pupil, parent and teacher, that which he has acquired and retained during the preceding six months, thus showing his accuracy and completeness for which he is tested and rewarded accordingly.

The interest thereby occasioned has awakened many a pupil, and perhaps, parent, from the frivolous reverie into which they have drifted. This hesitation may have been nurtured by discouragement.

Many a child has for various reasons, been so discouraged, as to believe he could never succeed, no matter what he might attempt; others, who have been languid and reckless, giving little attention to the practical knowledge of things, on observing the interest and success of companions, grasp the idea that they, too, have access to the same fountains of intelligence, but the question now arises, will these new ideas be accepted and carried out intelligibly.

Is it not the mark of inexcusable stupidity on the part of any person to assert that the Central Examinations are a scheme of the teachers to win public sentiment, merely rousing the pupils through that they may share the glory. Do they realize that there can be no schemes in education but that earnest labor, directed by order and system, such too as is carried out in Central Examinations, is the only sure road to success; for the pupil must be guided and become enabled to lead by intellects which stand upon a firm foundation.

Central Examinations act as a wonderful stimulus throughout a common

nity and are evidently securing far better attendance in our schools; having a striking effect on parents, teacher and pupils: the parent no longer desires his child to remain at home, but insists on a regular attendance; the teacher, aware that the success of his pupil is to a certain extent, dependent on him, uses every means to interest and advance them: while the pupil is excited to earnest, thorough work: and occupies his place in the school room more regularly and a greater length of time than he would otherwise have done.

The interest aroused among the more advanced pupils, will be perceived by the younger ones and a tendency presently generates in them such an ambition that they will look eagerly forward to the time when they, too, can come boldly to the front and declare their worth of that invigorating diploma; while a marked interest and resolution is noticeable among the advanced pupils. A feeling of leadership naturally arises when associated with the smaller pupils and they are benefited by measuring themselves with boys and girls of less advancement.

The announcement of the success of associates will arouse a still greater interest, especially in the advanced grade; they DISLIKE INFERIORITY; a desire to excel will excite to more earnest work.

The interest thereby is not only at school, but carried to the homes, where the parents pleased with the earnestness of their children, anxiously look forward to success, provide every necessity for their advancement, and we no longer find them absent from school; but actively preparing for the approaching examination where failure or success awaits them. Success, so invigorating, while defeat may only make them more persistent. Although failure may have some tendency to discourage, again it will give the pupil a better knowledge of what is expected of him, teach self-confidence, and inspire with renewed energy. It is only through persistent effort the best finally triumphs. A successful report is of itself strengthening, and will evidently lead the child to direct his mind to higher views.

In victory is safety and hope.

Every step in the development of education, is by slow process of successive victory and defeat.

When the boys and girls who are now so studiously engaged, have grown to manhood and womanhood, having cherished within their memory thoughts of their pleasant school days, brightened by their first diploma, as a result worthy of praise to their first Central examination, which was, perhaps their starting point in life, as it were, they could ably incite others to think as they have thought, and do as they have done, that the honor and praise may be theirs, to preserve unimpaired the rich inheritance, which they so nobly achieved.

MINNIE WOLAND.

Secret of Success.

It is a strange fact that far too many country schools are conducted with either no daily program, or one so pliable and so frequently changed as to be little better than none at all. A teacher in these schools who has a preference for some particular study is far too apt to hold a class beyond the time set (in a general way) for the recitation. Arithmetic is apt to be the favorite study, and when some difficult problem (frequently with little or no bearing on any general mathematical principle) comes up for solution, the teacher, determined to show the class that it is not beyond his or her comprehension, labors on to the final conclusion and secures the exact answer in the book including the third of a third of the thousandth part of a mill, ending with a flourish, after the class to follow has been robbed of half its allotted time.

Oh, Arithmetic, how many little sins are committed in thy name! And how many more will occur before we all learn that answers are no more than indications that correct work has been done.

What is the remedy?

It is simple and easily found—Give your time to the seeking and discussion of foundation principles rather than the cutting and trying for unimportant answers.

You may have more classes, if so the greater the need of a program. If

you have less this is your good fortune, but still the need remains for systematic work. Have a program and abide by it, if you wish to do justice to all is the advice of one who has labored under the same difficulties that now confront you.

Have written lessons, also, in which you give ten questions on work that you have had during the current term take the children's slates or papers and mark ten off for each question missed and see what per cent each pupil answers.

He will think more of himself and of you if he sees what he is retaining of the things learned.

If paper is used let the pupils show their marked work to their parents, it will have a wholesome effect in nine cases out of ten.

A class, having written review once a month, will advance enough more rapidly and substantially to repay a teacher for all the time given after four o'clock in marking papers.

But, says one, I have not time or strength to give to a stingy board. Never a greater mistake my friend, for you will find boards growing less stingy as you interest parents and make yourself needed in the district.

Much has been said about small wages, and with justice too, but the fact remains that many who get anything for such services as they are rendering are, (like the shoveler who left his shovel hanging in the air when the noon whistle blew,) getting far too much for their services.

This is blunt talk, but it has the merit of truthfulness, and will do good to those who need and heed it.

Be valuable as a teacher, press your way to a paying position, and you will bless the day that led you out of bondage.

Look about you for those who never hunt for positions, and when you seek out the reason you will find it in this: They are not afraid of doing a little extra work, they plan their work for each term in advance, and stick to their outline as nearly as practicable.—Public School Journal.

WHERE THERE'S A WILL, THERE'S A WAY.

Dear children, do not say,
"I would, but then I can't";
For where there's a will
There's always a way.
And 'tis only the will that you want.

Etiquette for Children.

IN TEN RULES.

1. Always say Yes, sir. Yes, papa. No, papa. Thank you. No, thank you. Good night. Good morning. Never say How, or Which, nor What. Use no slang terms. Remember that good spelling, reading, writing and grammar are the base of all true education.

2. Clean faces, clothes, clean shoes and clean finger nails indicate good breeding. Never leave your clothes about the room. Have a place for everything, and everything in its place.

3. Rap before entering a room, and never leave it with your back to the company. Never enter a private room or public place with your cap on.

4. Always offer your seat to a lady or old gentleman. Let your companions enter the carriage or a room first.

5. At the table eat with your fork; sit up straight; never use your toothpick (although the Europeans do), and when leaving ask to be excused.

6. Never put your feet on cushions, chairs or table.

7. Never overlook any one when reading or writing, nor talk or read aloud while others are reading. When conversing listen attentively, and do not interrupt or reply till the other is finished.

8. Never talk or whisper at Church, or public places, especially in a private room where any one is singing or playing the piano.

9. Loud coughing, hawking, yawning, sneezing and blowing are ill-mannered. In every case cover your mouth with your handkerchief (*which never examine, nothing is more vulgar, except spitting on the floor.*)

10. Treat all with respect, especially the poor. Be careful to injure no one's feelings by unkind remarks. Never tell tales, make faces, call names, ridicule the unfortunate, or be cruel to insects, birds or animals.

How to get Along.

Pay as you go and attend to your business.

Never fool with business.

Do not kick every one in your path.

Learn to think and act for yourself.

No man can get rich by sitting around.

Keep ahead rather than behind the times.

Don't stop to tell stories in business hours.

Make hay while the sun shines.

Have order, system, regularity and promptness.

Use your own brains rather than those of others.

Do not meddle with business you know nothing of.

A man of honor respects his word as his bond.

Help others when you can, but never give what you cannot afford because it is fashionable.

Learn to say "No." No necessity of snapping it out dog-fashioned, but say it firmly and respectfully.

THE following article from the *Boone Iowa Republican* is worth the consideration of every school board. We have known school boards to throw away a year's salary, waste the time of the children and demoralize the school in all its work when a slight increase in salary would have retained the services of the teacher and given the district another year of

successful schools. "We learn that several of our school teachers have been offered positions by other cities in the state. Such cities as Marshalltown and Sioux City are desirous of obtaining their valuable services, especially in view of the fact that they have become proficient in the synthetic system. This naturally brings the question: If it will pay these larger cities to secure our teachers, would it not be exceedingly good business for Boone to retain these teachers? Certainly no one will advance the proposition that our schools do not want the best teachers. It costs too much money to get good teachers to part with them for any other than the most excellent of reasons. Another point is that men or women capable of assuming the superintendency of graded school have honorable aspirations to rise in their calling, and instead of being able to replace our excellent corps of teachers from those who hold higher positions, it may very reasonably be expected that they will come from lower grades and thus the management and conduct of the schools would be largely experimental, hazarding the success of the schools for at least a year."

Good order does not require pupils to occupy for a long time, a fixed position, nor to assume a constrained posture, nor to fix their eyes upon a given point, nor to be as motionless as statues. All this is unnatural, and much of it positively injurious; and whatever is unnatural is not good order. The posture of the pupil should be graceful, easy and uniform, and should be frequently changed. The movements, while as simultaneous as perfect attention would necessarily produce, should also be easy and natural. Intelligent attention, prompt and willing obedience, with quiet and orderly movements, are the chief requisites of good order.—Supt. John Cooper, Leavenworth Schools

Stephen Allen's Pocket Piece.

In the pocketbook of the Hon. Stephen Allen, who was drowned on board the Henry Clay, was found a printed slip apparently cut from a newspaper of which the following is a copy. It is worthy to be put in every newspaper and engraved on every young man's heart:

"Make few promises. Always speak the truth. Never speak ill of any one. Keep good company or none. Live up to your engagements. Drink no kind of intoxicating liquor. Good character is above all things else. Keep your own secrets, if you have any. Never borrow if you can help it. Do not marry until you are able to support a wife. Keep yourself innocent if you would be happy. When you speak to a person look in the face. Make no haste to be rich, if you would prosper. Ever live (misfortune excepted) within your income. Save when you are young, to spend when you are old. Avoid temptation, through fear you may not withstand it. Never run into debt unless you see a way to get out again. Small and steady gains give competency with a tranquil mind. Good company and good conversations are the sinews of virtue.

"Your character cannot be essentially injured except by your own acts. If any one speaks evil of you, let your life be so that no one will believe him. When you retire to bed think over what you have been doing during the day. Never be idle, if your hands cannot be employed usefully, attend to the cultivation of your mind. Read over the above maxims carefully and thoughtfully at least once a week."

Think About This.

As a teacher, which do you make the greater effort to do, train the mind of the child or store it with facts? To which do you attach the more importance, what the child learns, or

how he learns? Do you develop thinking power in the pupil or do you cram him with facts after the Gadgrind fashion? Is it the intention of your teaching to give the pupil knowledge or the power to acquire knowledge?

Your answers to these questions will be sufficient to determine whether you are a teacher or whether you are rattling around in a teacher's place with the vain idea that you are filling it. What you teach is of importance, but how you teach it is of more importance. You may object that it is slow work to teach a child to think, and that you can make more rapid progress by teaching him to work by rule. So you can, seemingly.

It is slow and laborious work to train a pupil to think, but this is abundantly compensated for by the power it gives of advancing rapidly, as the power to think develops, and in the clearness of comprehension and growing understanding which the pupil brings to his work.

It is the duty of the true teacher to make his pupils independent thinkers, giving them only sufficient help to keep them in right lines and habits of thought. To do this requires patience and persistent effort on the part of the teacher. He must have the staying power that will enable him to hold a pupil to a line of thought until it is mastered. The discipline that both teacher and pupil gain in doing this will make the next difficulty more easily overcome.—*Central School Journal.*

Good Advice for Boys and Girls.

Here are some old rules; the reason they keep from one generation to another is because they are so valuable. We have no doubt that Abraham and Isaac were told these rules.

Never betray a confidence. Never leave home with unkind words. Never give promises that you cannot

fulfil. Never laugh at the misfortunes of others.

Never appear to notice a scar, deformity or defect on any one present.

Never fail to be punctual at the time appointed.

Never answer questions in general company that have been put to others.

Never make yourself the hero of your own story.

Never clean nails or pick the teeth in company.

Never fail to give a polite answer to a civil question.

Never present a gift saying it is of no use to yourself.

Never call attention to the face or form of another.

Never read letters which you may find addressed to others. Never question a servant or child about family matters.

Never fail, if a gentlemen, of being polite to ladies.

Never send a present hoping for one in return.

Do not arrest the attention of one to whom you wish to speak by a touch; speak to him.

Never refer to a gift you have made or a favor you have rendered.

Never look over the shoulder of another when he is reading or writing.

Never, when traveling abroad, be overboastful about your own country.

Never associate with bad company; have good company or none.

When an acorn falls upon an unfavorable spot and decays there, we know the extent of the loss; but when the intellect of a rational being, for want of culture, is lost to the great ends for which it was created, it is a loss which no man can measure.—*Edward Everett.*

A misspelled word should be corrected by the teacher in any class, or in any exercise in which it may be made by the pupil. Good spelling is an accomplishment born with some persons, but with most it can be acquired only by pains-taking perseverance.

Clionian Review.

MOTTO—PEDETENTIM ET GRADATIM ORIAMUR.

LYDA TAYLOR, Editor.

Leaves have their time to fall and flowers to wither at the north wind's breath,
And stars to set; but all thou hast—all seasons for thine own, O Death!

Once more have the members of Clio come to realize the truth of this stanza. But a short time since one of the most revered, the most beloved of her members, Mrs. W. C. McKean, formerly Miss Elladora Stockdale, was ushered over death's cold river to her reward beyond; and though we mourn the loss of so dear a member, we can but do as He wills and repeat with the poet:

"There is no flock hower watched and tended,
But one dead lamb is there;
There is no fireside howso'er defended,
But has one vacant chair."

It has been a noticeable fact that during the peaceful reign of a president or king, the press is somewhat lacking in that sentiment and zeal that characterizes it during strife, war or even festivities of any kind. So it will be seen that since the anniversary everything has been peace and quiet at the Normal, but there is an increase of work being done since the inspiration and recreation afforded by the occasion.

MR. ARNOLD recently closed a very successful term as president of Clio. He is a very enthusiastic worker and was in every respect a president that we are proud of. His successor, Mr. Wilson, is a quiet, unassuming gentleman that knows how to manage affairs, and is proving a credit to himself and the society.

CLIO elected as valedictorian Mr. C. L. Smith, and as salutatorian Mr. Dickey. Mr. Smith is an excellent earnest speaker, and will have many words of consolation for those who leave the society hall—some for a short vacation and some forever. Mr. Dickey will certainly be full of inspiration and cheer to welcome back those who return for another term's work.

THE many new members that united with the society at the beginning of the term are coming for-

ward in their work, and are promising to be such active, energetic members as are worthy of Clio. The Seniors will soon complete their work in botany, one of their favorite studies, and will again take up Cæsar for the remainder of the term.

THE society was favored on the evening of May 16 by a scene from Hamlet. The part of the Queen was taken by Miss Fleming, that of Hamlet by Mr. C. P. Smith, and the part representing the ghost of Hamlet's father was taken by Mr. Dickey. The parts were successfully carried out. These persons are new members, and this performance is just a specimen of what they are capable of doing.

MR. COTTOM, the poet of Clio, recently spent a few days among his Fayette county friends.

MISS STORER and Miss Enoch, both faithful members of the society, expect to spend the 30th with their friends at Hillsborough and Lone Pine.

ON Friday evening, May 16, 1890, Clio was visited by two of Uniontown's most promising young lawyers, and the inspiration received from them will long be remembered by all present. The first to address the society was Mr. G. B. Jeffries, of the class of '82. The theme of Mr. Jeffries' address is finely expressed in the quotation, "Life is real, life is earnest, and the grave is not its goal." He argued that as the physical man is made strong by exercise and work, so the mental man is developed and made superior by overcoming mental difficulties and thinking honestly and independently. If success is to be won, it must be by the man that is full of energy and determination. Nor will his work end with this life, but it will live on forever. Mr. Jeffries also urged his hearers to be close observers and exact workers. Mr. Wakefield, a member of

the class of '78, for several years a member of the faculty and one of the first members of Clio, gave a practical address on the subject of "music." Every diligent teacher will take his excellent advice and bring his school more in harmony and sympathy by the voice of song. The practice of singing in the school room is so important as a means of culture and physical development, since it brings so many of the vital organs into play, that a knowledge of this art will soon be the demand of every teacher. Mr. Wakefield also spoke of the infant Clio in comparison with her now, and he finds her not the gnat on the ox's horn that he spoke of, but as he said, "She is the ox." Clio is certainly flourishing, and these are samples of men who have left her walls of fame.

MISS MARGARET SHEPLER, formerly a student and member of Clio, has closed a successful term of school at Webster and is now visiting her brother at Coval Center.

MISS IDA MILHOLLAN, who passed the examination for the class of 1890, recently closed a term of earnest and successful work in one of the Rostraver schools, and she is now teaching a large summer school in Webster. Miss Milhollan is one of our faithful Clionians.

PROF. N. H. SANNER, of Somerset county, a former Clio, and graduate of Bloomsburg State Normal is conducting a very successful Normal at New Lexington, Pa.

THE student's are very much gratified in Prof. Hall's return to the Normal. The professor has the good fortune of winning the esteem and confidence of all those with whom he comes in contact. In him the Normal has an instructor of which she may truly boast, and the students an ever loyal friend.

Books That Have Helped Me.

"More than one I count my pastures
As my life-path groweth long;
By their quiet waters straying
Oft I lay me, and am strong."

Of all the green pastures that lie about my pathway; of all the still waters that ripple softly at my feet; of all the things that have given to my life rest, and comfort, and strength, the inspiration derived from the *books* that have *helped* me seems to me now the greatest. And what are they—the books? The Superintendent of the Topeka city schools, John M. Bloss, says: "When I read a book that gives me a higher conception of life's duties, that broadens my horizon, that makes me want to be better, I say that is good." Taking this definition as sufficient, I write.

It is not possible to name all the books from which one may receive help. Contact with books, like association with different people, sometimes leaves influences that may not be known until some new experience in life reveals to us the unsuspected sources of our strength, or it may be the cause of our failures. And again, if we knew the value of each book, the list even of the poorest-read student would grow too long if he attempted to name every one.

Let us select then those works that, beyond question, have been influential in broadening the mind and educating the conscience. If I name many you will accuse me of pedantry; if I name but few you will call me ignorant. I shall go safest in the middle.

Were I to recommend a charming story of the life of our own nation, I should say read Charles Carleton Coffin. Begin with *The Story of Liberty* and follow with *The Boys of '76*, *The Building of the Nation*, and *The Boys of '61*. Add to these Blaine's *Twenty Years in Congress*, and you have covered the ground.

Two other histories demand places on my list. Gibbon's *Decline and Fall of the Roman Empire* is worthy the study of days and months, and then the value of this work can hardly be estimated. It is a liberal historical education in itself.

Carlyle's *French Revolution* is a poem written in blood. Nobody can describe Carlyle. He must be read. By his powerful, fascinating pen one sees "lurid pictures," as of a mighty

panorama, pass before his vision. . . One of the books to which I am most indebted is Draper's *Intellectual Development of Europe*. It helps to lift one out of narrow prejudices; it reveals the good and the evil influences of the Catholic Church; it educates the mind in the contemplation of the onward march of civilization.

The essays of Emerson and of Bacon have been of incalculable value to me, and the Philosophy of Hegel has furnished a broad basis on which I have founded many of my philosophical beliefs.

In the province of fiction, I would select especially Lew. Wallace, Sir Walter Scott, Chas. Dickens, George E. Iot, and Victor Hugo.

Ben-Hur next to the Bible gives me insight into the character of the Nazarene, "who went about doing good." It shows me the beauty of a mother's love. It portrays the horror of that disease of leprosy that slowly eats up the body as sin eats up the soul.

The student of history cannot find better literature than the novels of Sir Walter Scott. Their greatest value to me is the clear style and fascinating manner in which the story of the medieval and early modern people is told.

Chas. Dickens seems to have had one fundamental purpose—to portray, and thereby to relieve the condition of the poorer classes in English society. What the fury of the Parisian rabble did for the French peasantry in the Revolution of 1789, the pen of Chas. Dickens helped to do for the similar class in England. He finds some good in all evil. The debauched Sydney Carton rises to a Christ-like character in his final great sacrifice. The harlot Nancy, who falls a victim to the murderous fury of Bill Sykes, does not live her wicked life in vain. Everywhere he teaches me that—

"There is never a pathway so barren,
But in it is something to love,
Some bright little scent-laden blossom,
Some scar gleaming brightly above,
Some soft, fleecy cloud, rich and golden,
Some song-bird, melodious and rare;
There is never a form so dejected,
But marks of God's image are there."

From George Eliot I would select especially *Adam Bede* and *Romola*. They are typical characters—masculine and feminine. *Adam Bede*, to whom "*good carpentry* was God's will," stands as a representative of duty in little things. *Romola*—that grand, patient woman whose life teaches us the lesson she taught to little Lillo, saying: "It is only a poor

sort of happiness that could ever come by caring very much about our own narrow pleasures. We can only have the highest happiness by having wide thoughts and as much feeling for the rest of the world as for ourselves; and this sort of happiness often brings so much pain with it that we can only tell it from pain by its being what we would choose before everything else, because our souls see it is good. There are so many things wrong and difficult in the world that no man can be great—he can hardly keep himself from wickedness—unless he gives up caring much about pleasure or rewards, and gets strength to endure what is hard and painful. . . . If you mean to act nobly and to seek to know the best things God has put within the reach of men, you must fix your mind on that end and not on what will happen to you because of it. And remember, if you were to choose something lower, and make it the rule of your life to seek your own pleasure, to escape from what is disagreeable, calamity might come just the same; and it would be calamity falling on a base mind, which is the one sorrow that has no balm in it, and that may well make a man say: "It would have been better for me if I had never been born." So much for George Eliot.

Last of the novelists I put Victor Hugo. If I could have but one work of fiction of all that have ever been written, I should ask for *Les Misérables*. Before such a novel as this, *Robert Elsmere* and *Looking Backward* shrink into mere nothingness.

Among my earliest readings I recount the dear old Quaker bard Whittier, who has written those simple lays that soothe and cheer us in the every-day walks of our common-place lives. In theology he is broad enough to take in all sects and creeds, Protestant and Catholic, when he says:

Christ's love rebukes no home-love,
Breaks no tie of kin apart;
Better heresy in doctrine,
Than heresy of heart."

No man ever hated slavery more than Whittier, nor better used his gift of intellect against it.

To most students of American literature Longfellow's poems have been

"Songs that have power to quiet
The restless pulse of care,
And come like the benediction
Which follows after prayer."

But were I asked to name the greatest poet of our nation, I should un-

hesitatingly say, James Russell Lowell. Whether he writes in the quaint Yankee dialect of Hosea Biglow, or in the beautiful diction of Sir Launfal's *Vision*, or when in those wonderful measures of *The Present Crisis* he portrays the inexorable law of retribution and the slow, sure progress of God's eternal truth, he teaches me those things that are good to know.

Going back now to the early morning of Greece, old Homer in his two great poems shows the intellectual nature of his race. All the history, philosophy, and religion of the early Hellenes is bound up in the volumes of the *Iliad* and *Odyssey*.

Heroic deeds, continued strife, prolonged pursuit, these make up the *Iliad*. Patient waiting, steady endurance, the long suffering that is more heroic than action, these make up the *Odyssey*. Who of us can say to-day, even in the late afternoon of the nineteenth century, that his life is not comprised in one or the other of these noble poems? It is the story of humanity. There will be an *Iliad*, a grand drama of action, mighty conquests, skill and valiant daring. There will always be an *Odyssey*. Penelope must weave and Helen grieve until the end of time.

The one poem ends in the overthrow of a nation; the other culminates in that better victory over self. The one terminates in the flush of pride and glory; the other in the peace that cometh after sorrow.

There are two more names without which this list of books would be incomplete—Milton and Shakespeare. Of the former Channing says, "All the treasures of sweet and solemn sound are at his command." The name of Milton is a synonym for sublimity. Our common poets are like the little mountain rills. Milton is like the mighty Niagara. We may be pleased by the lesser streams, but before the great cataract we pause and hink of the Creator as we say with Habakkuk: "He stood and measured the earth, . . . and the everlasting mountains were scattered, and the perpetual hills did bow. His ways are everlasting." When we read *Paradise Lost* the same feeling of awe takes fast hold of us.

The greatest name of all is Shakespeare: the representative, universal man. To study his works is to contemplate history, philosophy, poetry. Who can enumerate the lessons to

be learned from him? I should rejoice in my Anglo-Saxon origin if for no other reason than to say: the language of Shakespeare is my mother-tongue.

Among those that have helped me, the last book to name is the greatest. I can scarcely classify it. By the *Pentateuch*, it is a history; by the book of Job, a drama; by the *Psalms* it is music; the *Prophecies* make it a poem; the *Gospels* a philosophy; and the *Epistles*, a work of ethics.

This Book of books is valuable to me, not only because I am of a Christian nation and must do as Christians do; nor because I regard it as the exponent of the only religious system in the world; nor because my mother loved it; but because between its lids are to be found: "Whatsoever things are true; whatsoever things are honest; whatsoever things are just; whatsoever things are pure; whatsoever things are lovely; and whatsoever things are of good report."

It is the only book that is complete. From the beginning of the world to the end of time; from the Garden of Eden westward to the Garden of Eden; from the Lazarus to the Dives; from the leper to the Sampson; from from the slave to the Solomon; and from the Judas to the Christ—all times, all places, all circumstances of life are included. It needs no criticism. Well may we say with Carlyle: "Strong is he that has a church, what we can call a church. He stands thereby, tho' in the center of Immensities, in the conflux of Eternities, yet manlike toward God and man; the vague, shoreless universe has become for him a firm city and a dwelling that he may know. . . . Well men might prize their *Credo* and raise stateliest temples to it, and reverend hierarchies, and give it a tithe of their substance; it is worth living for and dying for."

I have hesitated to give this paper because I feel that I am only at the threshold of reading. There are so many books I do not know at all.

Sir Isaac Newton said of himself, "I do not know what I appear to the world, but to myself I seem to have been only like a boy playing on the seashore and diverting myself in now and then finding a smoother pebble or prettier shell than ordinary, while the great ocean of Truth lay all undiscovered before me." If he felt thus, with all his knowledge of

science, what can I say of my knowledge of literature? My feet have scarce approached the lowest round of that ladder

"Whose top reaches up into heaven,
With God at the end."

However, the books that have helped me are my great source of pleasure; they are the sure foundations for the building of character. They are the great motor that draws us nearer to the All-Perfect. Their influence has prevented us from stopping half-way, content with our level, but by this going out after the best beauty in the finite we are drawn nearer and nearer, even to the touching of the garment hem of the Infinite.

"A good book is the precious life-blood of a master-spirit, embalmed and treasured up to a life beyond life."—Margaret M. Hill, in *Western School Journal*.

A Study in Birds.

We watched them *migrate* last fall. Encourage the children to look for their return, and call frequently for information regarding what they have seen.

Which come first?

Alone or in flocks?

What food do they find to eat?

Where hide from cold and storms?

Do they sing at first?

Do they sing to you or is it to some other birds?

Does the bird sing to one of its own kind or to another?

Where do the first birds nest?

With what materials, and why?

Queries like this should be in the teacher's mind in drawing out what the children have seen, and your interest will incite them to do much observing. Whether you know the answer or not matters little, provided you do your share of the observing. It is facts all are after, and teacher and pupil will have a very sociable time if all learn together.—Edward G. Howe, in the *April Kindergarten*.

Govern your own pupils. Do not show weakness by asking the principal or school board to come to your assistance, unless in a great emergency. The teacher who is continually referring cases of discipline to the principal or board cannot long maintain control of her school.—Greenwood's *Principles of Education*.

Composition Writing.

The following outlines for letters to be written by children in school have been useful in my class of girls from eleven to thirteen years old, and they may be suggestive to some one else.

I found it necessary at first to furnish the outline "in toto" myself after talking over the matter with the children, but by a little care and patience they soon learned to suggest appropriate topics, which I placed on the blackboard, and with the help of the children arranged in suitable order. Next I called on them to bring to me outlines which they had prepared at home, and lastly, to write letters without any help from me. Thus, by easy steps, they learned to write very readable letters, quite free from the hackneyed expressions which almost invariably form the bulk of the first letters written by the children in our public schools. The outlines are by no means perfect, and are given merely as suggestions.

- Letters to a friend in the country.*
- 1 Tell her how glad you were to get her last letter.
 - 2 Ask if she goes to school and whether she enjoys it, and what she studies.
 - 3 Tell how you enjoy school and mention something interesting which you do in school.
 - 4 Tell what you do out of school.

Letter to a little girl in the country inviting her to spend the Easter vacation with you.

- 1 Refer to visit previously made at friend's home and speak of your enjoyment of it.
- 2 Invite her to spend the vacation with you.
- 3 Tell her how you will entertain her.
- 4 Give items of family news.
- 4 Messages to others in family.
- 6 Hope she will accept invitation.

Letter to a friend asking for a book.

- 1 Speak of your lessons in school being simple, so that you have time for reading after school is over.
- 2 Tell what books you have been reading, and what kind you prefer.
- 3 Ask your friend to lend you one.
- 4 Promise to take good care of it and return promptly.
- 5 Original remarks.

Letter to a schoolmate who is ill.

- 1 Express sympathy and regret for absence.

- 2 Give school news.
- 3 Inquire how she employs or amuses herself.
- 4 Offer books, visits, etc.
- 5 Good wishes for recovery and return to school.

H.

Test Questions.

GRAMMAR.

1. Name and illustrate the kinds of sentences as to *form* and as to *use*.
 2. Define parsing, syntax, analysis. To which do you give most attention? Why?
 3. Construct a complex sentence. Show why it is complex. Analyze or diagram it.
 4. Illustrate all the constructions of the objective case.
 5. Thus far his bold discourse without control
Had audience, when among the seraphim
Abdicit, than with none with more zeal *adored*
The *Deity*, and divine *command* obey'd,
Stood up, and in a flame of zeal severe
The *current* of his *fury* thus *opposed*.—MILTON.
- (a) Give mode, tense and subject of each italicized verb. (b) Give syntax of each italicized noun. (c) Give antecedent and case of each pronoun. (d) Parse in full, than, up, seraphim, severe and when.

ORTHOGRAPHY.

1. Make plain difference between a vocal and a consonant, between a subvocal and an aspirate.
2. Point out and describe the substitutes in the following words: machine, women, bury, rude, tough.
3. *Adding* to save, die, dye, sing, singe, and give a rule for each word.
4. Write the singular and plural of the following words: solo, focus, crisis, glory, money, deer, media, cherabim, talismen, heses.
5. Mark diacritically and accent the following words: idea, carbine, comely, squalor, deficit, coerce, communist, recipe.
6. Give the signification of each of the following prefixes: de, cis, juxta, mono, an, peri, meta, dia, sub, suf.
7. Give the signification of each of the following suffixes: ing, less, ful, kin, down, acy, er, old.
8. Discriminate between the fol-

lowing synonyms: Empty and vacant, behavior and conduct, abundance and plenty, character and reputation, ability and capacity.

GEOGRAPHY.

1. What are the causes of ocean currents?
2. Upon what does the mean annual temperature of a country depend?
3. What are the uses of the barometer?
4. Explain what is meant by the dip of the magnetic needle.
5. What are glaciers? Name and locate two.
6. What foreign powers have possessions in the western continent? Name the possessions of each.
7. Tell what you know about the surface, climate, productions, people, cities and government of Russia.
8. Name the important table lands of Asia. Of North America.
9. What rivers have deltas? What is the cause of deltas?

U. S. HISTORY.

1. Name the important political events of Hayes's administration.
2. Name six powers of Congress.
3. When did we become a nation?
4. What is meant by the navigation acts?
5. Give the meaning of the thirteenth and fourteenth amendments.
6. Write a sketch of Henry Clay.
7. What was the nature of the sub-treasury bill.
8. Tell of citizen Genet.
9. Give an account of the Battle of Long Island.
10. Give the history of the Atlantic cable.

Make Them Think.

One of the greatest hindrances to success in school work is in the lack of thought on the part of the pupils. They do not know whether they know what they know or not, and any tactics that will make them think are welcome. We saw a superintendent in a primary school one day, when he asked a simple question which was answered at random place **this example on the board:**

2 boys,	} How many heads have these?
3 geese,	
4 wagons,	
2 ducks,	
3 bedsteads.	

How many tongues?
How many legs?

We thought it trifling at first, but he made one of the best of school exercises out of it.—*American Teacher*.

The Object of the Teachers' Meeting.

The ancients declare that "The Gods help those who help themselves" and modern experience proves that those who will *not* rely upon self and make efforts in their own behalf are doomed to failure. In the advancement of civilization there is a constantly increasing pressure brought to bear upon each and every individual of society, and the struggle for existence seems to approach the point where the fittest survive and the faint go to the wall. This is true in every trade and profession in the highest as well as in the lowest walks of life. Civilization seems to be a squeezing process in which the drones are left behind and he that will not keep abreast the advancing wave is left in the trough to be swallowed up by the next succeeding onset. In this maddening, ceaseless and irresistible impulse the halt, the maimed and the infirm are constantly being passed and the battle is decided in favor of those who have pluck, patience, persistence and the power of endurance; of those who cast their eyes neither to the right nor the left, that look not behind them to view the fallen but ever look forward and upward to the glittering goal of success. It may be a Fulton studying the problem of steam navigation; a Stephenson conjuring up a new plan for travel upon the land; an Edison making some improvements upon the apparently perfect plan of instantaneous communication; or of some new-fangled machine designed to rob the elements of their electricity and thus solve the problem of cheap light and fuel for the busy, hustling, crowding marts of the world; or a Pestilozzi or a Froebel studying a new plan by which the *Truth* may be more clearly presented to the mind and its beauties more fully unfolded to those hungering and thirsting for knowledge.

But whatever it may be, rest assured that success will not be achieved unless ability, energy and good judgment are at the helm. The keen, piercing eyes of intelligence are peering in every direction and he who preaches but does not practice, who professes but does not possess, who strives to cover up his tracks with much and loud talking but has not merit at his back will be found out and sent to the shades of obliv-

ion amid the taunts of the jeering throng, unpitied, unhonored and unsung.

With these truths staring us in the face, it behooves the teacher to ask himself: "What am I doing to keep to the surface, to hold my position against the assault? Am I barricading the approaches with a wall of knowledge, and keeping the salient points of attack in a condition of defense by informing myself of the mighty evolution now in progress throughout the world, or am I sitting serenely down and expecting my prestige to carry me through regardless of the changes and differing conditions that now daily arise?"

These observations and queries bring us to the topic presented for discussion—namely, "The Object of the Teachers' Meeting." This seems like a simple question, easily answered. Every trade and profession has its meetings at least yearly, and you never hear it asked why do the physicians, the bankers, the lawyers, the engineers or any other body of men representing any profession or calling, convene. It is known by all that they meet for the good of the order; for the purpose of discussing and consulting about the best methods and manner of conducting their work, to devise plans, and advise and settle upon disputed points concerning their field of labor; in a word, it is known that they meet for Business (with a capital "B.") But have you not heard it asked: "Why do the teachers meet so often at Danville? What are they doing? Why do they miss school a whole day every now and then at the people's expense? Where does the patron's pay come from?" These questions are pertinent—but not impertinent. Since the law was so amended that the teacher is allowed a day's pay for attending, it is right that the public should be informed of our doings. It is often said that the direct route to a man's soul is by the way of his pocket. This was very forcibly illustrated once when a tax-payer was complaining about the cost and extravagance of allowing the teacher's wages to continue while he was not at work, but was having a good time attending the Institute, as it was then called. To hear this individual one would have supposed that he was in the last throes of financial dissolution and the whole burden of woe was caused by the loss of his share of

that day's wages. Investigation showed that the salary paid amounted to about two dollars per day; that the assessment of the district was near \$95,000; that the complainant's property was assessed \$100; that, leaving out the part of the day's work paid by the state levy and counting it to the cost of the district, our disgruntled, unhappy, almost bankrupted friend was sustaining the crushing loss of four-fifteenths of a cent. While the people are thus occasionally charged up for a day not actually taught, it is proper for them to ask for information; and it is the teacher's duty to give a satisfactory account of his doings.

But right here is where the trouble arises. Have not the teachers, themselves, asked the same questions: "What is the purpose of this Association? Why do I attend it?" These are queries that have been uttered by those who profess an interest in the cause of education; who come year after year to secure a renewal of their certificates and are ever ready to accept a good position in the schools.

As the meeting of all other trades and professions are held for the express purpose of advancing their interests by the discussion of methods and deciding upon the scope of their work, so we may safely say that the Teachers' Association was inaugurated for the same end. But so long as this object is so hidden and the work accomplished so crude that the dullest intellect cannot comprehend the object aimed at, is it certain that we are obtaining the best possible results? Do not our meetings sometimes seem to fall below our expectations, appear dull and lifeless, to point to no definite good, and apparently justify the query: "Why do I attend?" But there is never an effect without a cause; and what is the cause of any professional meeting failing of its purpose?

We shall take it for granted that all freely admit that the Association is for the upbuilding of the profession, for the object of raising the teacher and with him all that pertains to his work to a higher plane. And if these objects are not attained, who is in fault? Who conducts the whole affair? The teachers. Upon whom do we look for the work to be done? The teachers. Who is most deeply concerned that every meeting

may be a success? The teachers. Yes, it is our congress; the place where we all meet on an equality to discuss the ways and means of conducting our work; where any one who feels that he has anything to say that will advance the cause of education has the perfect liberty of fully and freely expressing his views. It has been intimated that the meetings are generally monopolized and run by a few bold ones who would be naughty enough to attempt a leadership if they could. Why not all be bold? Why not all be leaders? But it is the experience of those who have attempted to conduct a meeting, that the great difficulty is to find those who will do anything. It is no trouble to get the encouragement the young man got from his best girl—he got the refusal of her; so can the refusal of teachers to take an active part in the Association be more readily obtained than their assent. But which is better—to have a few enthusiasts who are determined to accomplish a certain end and work together to accomplish that end or to depend upon the unwilling multitude and have nothing done? And right here let us all determine to be enthusiasts.

If a body of teachers come to an educational meeting with a doleful appearance, lest they be called upon to express an opinion or advance a thought; or if a good number of them walk along the streets with a slow, solemn, deliberate tread and approach the place of meeting as they would a funeral, without manifesting life or spirit, who can wonder that the question, "What object have they in view?" is occasionally asked.

Now teachers, this may be the last time I shall ever address you, so pardon me if I use the first personal pronoun. Many of you are well aware of the fact that I have, to the best of my limited ability, worked hard for the success of the Association. For many years have I attended every meeting, unless detained by sickness. I should continue to attend were the law repealed giving me a day's pay and if it cost me two day's wages to carry me through. And I say frankly that we have never had a session but I have not felt that it was good to be here. It is a pleasure to meet those engaged in the same work as ourselves. "Birds of a feather will flock together," and I trust the outcome of

our meetings will bring us more together; to create a greater bond of sympathy among us; to arouse within us a more comprehensive feeling of professional courtesy; to unite us in a solid column, elbow to elbow, like a line of soldiers determined to attack and overcome every obstacle that may impede our progress in the grand work set before us; that all stiffness and formality that have a tendency to chill enthusiasm may be banished; that all may feel perfectly at home, free and untrammelled, with as much liberty to express an opinion or ask a question as you would at your own fireside; that all may have a determination to grasp the salient points of the papers read and of the discussions, and make them your own personal property; that we may be animated with a higher resolve to make old Vermillion County famous for other things than mud, hogs and coal—that she may be a gem noted far and near for the earnestness, courtesy, professional sympathy, unselfishness, progressiveness and proficiency of her teachers, the unsurpassed excellency of her schools and the liberality, industry and happiness of her people. The latter will surely follow the former. In a word, let me implore you to break up all distant, unsympathetic reserve, to banish all iciness from the congregation, to bring the glow of neighborly feeling along with you, to be ever ready to greet a fellow teacher with hearty hand-shake and a cheering smile, to give the word of advice or information sought, to teach for the love of the work. Certainly, get the best wages you can, but when you attempt a school, go in with the determination to succeed if energy, vim and pluck count for anything, regardless of the wages you receive. Do not take a cheap school and ruin your reputation or impair your conscience on account of a few dollars short pay. Do your best under all circumstances. And, above all, resolutely determine that you will assist to make a success of the association. Meet, deliberate, discuss, plan, work, and if you stand united, your influence will be extended, your interests can be advanced, your appeals will be heard, even in the legislative halls of the state; for, let the world know you are organized for the express purpose of furthering along the work of education, that you are resolved

to succeed, that you have the intelligence to know your needs and the pluck to make your wants known, there is no organization that will wield a greater influence or secure greater respect than that of the Teachers', working harmoniously for legitimate and needed reforms. Let us, then, henceforth press onward and upward with the high resolve to do all in our power for the success of the Association.—*Educator Reporter.*

"That."

In thirty-one words how many "thats" may be grammatically inserted? Answer: Fourteen. He said that that that that man said was that that that one should say; but that that that that other man said was that that that man should not say.

That reminds of the following "says" and "said's": Mr. B., did you say or did you not say what I said? Because C says you said you never did say what I said you said. Now, if you did say that you did not say what I said you said, then, what did you say? —*Exchange.*

In order to get on in the world, men often look to every source except the true one for aid. True help is within. It is in the make-up, the stamina, the mental and moral fibre, the character and habits of the man. The success and failure of men are in their birth and training. To be born well, with a good physique and the strength and balance of mental and moral powers, is certainly desirable. But, though much, this initial endowment is not all. The well-born people with every natural endowment, often manage with their lives, and with their estates, to fritter them away. The estate is of little value, if not well managed. Training must accompany native endowment, and is in some respects more important than the original gifts of nature; for careful discipline may remove many natural defects, and even make our defeats tributary to our success. In the work of education, parents and teachers may do much; but the individual who attains real and considerable success must acquire the difficult and important art of training himself. It cannot be a mere passive process; his own will, conscience and purpose must engage in the task.—*Exchange.*

MR. A. F. COOPER, '82, one of Uniontown's rising young lawyers, was married recently to Miss Allie Lackey, of Fayette City.

MR. CHAS. P. McILVAINE, a former student, now a member of the Pittsburgh bar, was married on April 9 to Miss May Donaldson, '82, of Brownsville.

MISS MATTIE JOLLEY, a former student, died of consumption at West Middletown April 29.

THE names of J. F. Mayhugh, '87, and Harry Chalfant, '86, appear in the lists of contestants of our neighboring colleges.

PROF. TOMBAUGH, the newly elected superintendent of Washington county, was a member of the class of '83.

THE *Boston Journal of Education* says of Dr. Noss' new work on "Psychology and Pedagogics:" "This little work prepared primarily for the use of the author's students, is far better than in his modesty he ventures to assume. We have long had a high regard for the author's skill in directing and quickening the psychological activities of his students, and this book presents those features which we should naturally expect to find. The presentation of Herbart's psychological basis of teaching is admirable and will attract much attention.

DR. NOSS delivered an address at the West Newton commencement on the 15th of this month.

PROF. A. S. BELL, of the faculty of the State Normal School, California, will deliver the oration at Amity on Memorial Day. Prof. Bell is a West Virginian and a rattling good speaker, having stumped the State for Goff in 1888.—*Observer*.

MISS CARRIE GREATHEAD, class of '85, recently visited her sister Fannie, who is a member of the present Senior class.

MR. C. C. NEWKIRK, a student of Mt. Union College, paid the Normal a brief visit a few days ago.

IN the contest for the most popular teacher of western Pennsylv-

nia, Prof. Hall received as a mark of his popularity 960 votes.

LUTHER AXTEL, '80, is a candidate for recorder of Washington county.

Resolutions

ADOPTED BY THE CLASS OF 1890 ON THE DEATH OF MR. I. W. MASTERS.

At a meeting of the Senior Class of the California Normal, of which Mr. Edgar Masters, son of Mr. I. W. Masters, deceased, is a member, on Friday, April 4, 1890, the following resolutions were adopted:

WHEREAS, The father of our classmate, Mr. Edgar Masters, has been removed by death.

Resolved, (1st), That we extend our heartfelt sympathy to our classmate and the family of the deceased, in view of the sudden stroke which has left the wife a widow and the children orphans, and that we commend them for consolation to Him who orders all things for the best.

Resolved, (2d), That we the members of the class of '90, attend in a body the funeral of the late Mr. I. W. Masters.

Resolved, (3d), That a copy of these resolutions be sent to the bereaved family, and also a copy be published in the *NORMAL REVIEW*.

M. McCRIKART,
W. R. SCOTT,
L. B. HIGBEE,
F. P. COTTOM,
Committee.

Some Valuable Books.

Few publishing houses in the country are doing more to supply the teachers of the land with valuable professional works than E. L. Kellogg & Co. Among their recent publications we notice the following:

ESSAYS ON EDUCATIONAL REFORMERS. By Robert Herbert Quick. This is a work that will prove of vast benefit to every teacher who reads it. As a lawyer makes himself familiar with the lives of Blackstone and Kent, so will a teacher profit from such a knowledge of Rousseau, of Pestalozzi, of Spencer, of Froebel. This work introduces the reader in a manner at once attractive and scientific to these mas-

ters and to many others, among them Aschem, Comenius, Locke, and Jacotot. By a perusal the reader will become familiar both with the educational thoughts of the world, and with the men who uttered them.

HOW TO CONDUCT THE RECITATION. By Chas. McMurry, of the State Normal School, Winona, Minn. This book treats, not only of methods, but also of the foundations of methods, the reasons and basic facts upon which correct school room methods are built. It calls attention to the several stages in the proper teaching of a lesson—preparation, presentation, elaboration, comparison, generalization and application. The methods are those of the Herbart school of German pedagogists.

ON THE ARTIFICIAL PRODUCTION OF STUPIDITY IN SCHOOLS. By R. Brudenell Carter, F. R. S. This work opens with a discussion of stupidity in general that should put even the stupidest reader in good humor with the writer. The author is convinced that a very large proportion of the stupidity now existing in the world is the direct result of influences, educational and social, that operate to the prejudice of the growing brain. The production of stupidity is going on everywhere; the less the better, and this pamphlet will help teachers to make it less.

TEMPERANCE IN EDUCATION, AND SUCCESS IN TEACHING. By Jerome Allen, Ph. D. To give students a knowledge of themselves is the object of this book, and the work is based upon the principle that we cannot understand in others what we do not first experience in ourselves. Two things must be known to the successful teacher—himself and the child. The early manifestations of temperament indicates what course of training is best for them. Not all children should be treated alike. The book will be very useful to those teachers who wish to know themselves.

Looking back upon the past, our society work is a great pleasure to us, and well we know that the best wishes of all will attend our footsteps wherever we go.