The Normal Review.

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Entered as second-class matter.

The Fall term opens on Monday, Sept. 4th. A large attendance is expected.

The senior class will number between forty and fifty. Quite a number will take the examination for entrance, which will be held Sept. 2nd and 3rd.

Among the juniors of '90, who will not return, but expect to teach, are Misses Barnes, Cline, Davis, Enoch, Longdon, McVay and Storer, and Messrs. Conkling, Dickey, Fazenbaker, Garwood, Jamison, Latimer and Weltner.

Misses Burke, Jennings, Hutton and Peebles, juniors of '89 will be members of the class.

Extensive improvements have been made in the buildings during vacation. Iron ceilings have been put on the A room and model school room, and this work will be continued in some of the recitation rooms. The rooms in the ladies dormitory have been refitted, and everything put in the best of order for the opening.

Prof. and Mrs. Bryan have spent the summer at Glen Falls, N. Y., attending the summer school of science there.

On Wednesday morning, July 23rd, Prof. Frank R. Hall, of the Normal, and Miss Anna M. Jenkins, of East Bethlehem, were married at the residence of the bride's parents. The ceremony was performed by Dr. Noss. The Professor and his wife spent their honeymoon in visiting relatives in Chicago and elsewhere, and on their return will occupy rooms in the south dormitory. Prof. Hall is a graduate of the class of '79, Mrs. Hall of the class of '86.

Misses Downer and MacPherson have spent the summer in attendance at the school of methods, Martha's Vineyard.

Prof. Hertzog has spent vacation at home, with the exception of a short visit to friends in Fayette Co.

Mrs. Noss has spent several weeks at Altoona, in charge of the illustrative department of the summer school of methods at that place.

Miss Ruff has been visiting friends in Westmoreland Co. and elsewhere.

Prof. Smith has been traveling in the interest of the Normal during vacation through the southwestern part of the state.

Dr. Noss spends the last week of vacation at the Allegheny Co. teachers' institute, where he is one of the instructors.

Mr. C. M. Smith, '86, of Pittsburg, and Miss Eva Teggart, '88, of Fayette City, were married at the home of the bride, July 3d, Dr. Noss officiating. They have the best wishes of the REVIEW.

Returning students will miss the face of Prof. Bell, who goes as principal to the Bowling Green Normal School, Tennessee, which is said to be one of the leading Normal schools of the South.

Mr. John L. Gans, '82, of the Connellsville *Courier*, and Miss Jennie D. Frisbee, of Connellsville, were married Aug. 6th. The wedding tour took in the Eastern cities and summer resorts.

Miss Mattie I. Cook, of Belle Vernon, class of '88, was married on Aug. 13th, to Rev. Charles A. Clark, of Pittsburg, by Rev. Perrin Baker.

Prof. Lee Smith has been unanimously elected principal of the schools of New Haven, Fayette Co.

Rev. J. G. Patton, an old student of the Normal, and a graduate of Waynesburg College, now pastor of the C. P. Church of Brownsville, has spent a six weeks' vacation in New York City, where he has been supplying the pulpit of the 14th street Presbyterian Church.

Is German Education Better than Ours?

At the State Teachers' Association, held at Mauch Chunk in July, Dr. Noss read a paper on the subject, "Is German Education Better than Ours?" The Times in speaking of it says:

"A very able paper on this subject, giving a clear and comprehensive statement of the leading elements in the German system of education, was read by Dr. T. B. Noss, of the State Normal School of California, Pa. Some of the points made were that Germans pay most attention to their primary or very lowest schools; that none but teachers who have a professional training are employed, whereas in Pennsylvania less than 10 per cent. have the training; that its purpose is the complete abolition of illiteracy; that in Germany the teacher follows the profession for life; in Pennsylvania for a few years; the German's text book is thin; our's thick and voluminous; they surpass us in moral instruction. From the Kindergarten up to the highest university, the German system shows consummate wisdom. Is the German system better than ours? Yes, but ours is to be better than theirs. A brighter day is dawning. Already our more enlightened teachers are beginning to look with distrust upon much that has passed under the name of education. May the day soon come.

At the conclusion of the reading a motion was made and carried for a general discussion of this interesting paper, and for the hour the arguments, pro and con, flew thick, fact and eloquent, and the entire matter concluded by an expression of the sentiment that the greatness, and the grandeur, of this grand old Commonwealth of Pennsylvania was not due alone to the Germen, not alone to the Quaker, not alone to any one particular nationality, but to all combined."

A. B. Snagey, a student of last spring, was married on July 3rd.

The Tongue.

What a wespon is the tongue,
From reptile up to man!
It hisseth or it praiseth
The deeds of every one.
Or like the bold cameleon,
Whose large ungainly tongue
Does service as a fly-catcher
To all that come along.

By it we make our friends,
And by it we make our foes.
We may wreathe the face in sunshine,
Or fill the heart with woes;
And that galling, bitter tear,
Which down the cheek does flow,
Too often it it caused, we fear,
By the words of some angry foe.

And ah! that care-worn face!
Thongh often robed in smiles,
Who knows the sorrows of that heart,
Or the woes which it beguiles?
Deep down in that tender bosom
A poisonous wound is found,
And fast from it runneth
The life-blood on the ground.

The wound made by this sharp blade
Is a wound that never heals;
You may bathe it in tears of sorrow,
Use every salve you will;
That bitter wound is there until
Life's dreams have passed away:
Death is the balm of that weary heart,
That cures forever and aye.

If you wish to make life happy,
You must bridle that angry tongue,
Speak only words of kindness,
Bring smiles for every one.
If you wish to make life weary,
Just let that weapon free,
And soon the eye will cease to laugh,
And a care-worn look you'll see.

Why should you allow that tongue
To tell all the faults you see?
Are you sure we could not find
Their complement in thee?
Forbear to judge thy brother man,
For sinners are we all;
And bear in mind thy tongue to hold
O'er others you have no control.

—*Selected.*

First Reader Work.

FABLES MADE EASY.

Once there was a woman who had two little girls. Now this woman was so neat that she cleaned her house every day. Was she not a neat woman? She made the little girls help her. They got up early in the morning and worked all day. They had no time to play. They did not like to work so much and they wanted to sleep more.

Every morning when the woman would hear the clock strike, she would call them to get up and go to work. It was not light when she would call them. At last one time they thought that if they did something to the clock so that it would not run she would not hear it strike and would not call them so early.

So they took out one of the wheels of the clock and hid it. Do you think they were bad little girls? Their mother said the next day, "Why, something is he matter with that clock, but I guess we can do without it."

The woman would wake up in the middle of the night after that and call the girls to go to work then, so they had to work longer than they did when the clock was running. They saw that it was better to do right, so they brought back the wheel and fixed the clock and never tried to fool their mother again.

Directions: *Teach these words. Matter, mother, clock, wheels, morning, early, every, middle, longer, after, fixed wanted, when, think, clexned.*

Once there were two mice, one living in the country and the other in town. The town mouse came to see the country mouse and they went out in the fields and pulled up the stalks of wheat for their dinner. They dug roots from the ground too. The town mouse did not like to eat such things so she said to the country mouse, "I think it is no fun to live in the country and eat these things. Come home with me."

"All right," said the country mouse and away they went to the town. When they got to the nest of the town mouse they found a nice piece of cheese and some bread and beans. The country mouse thought he should like to live there all the time, but just as they were about to begin to eat some one opened the door and they ran away as fast as they could.

"What is the matter?" asked the country mouse. "Only the cook coming," said the town mouse. "She would catch us and drown us in a tub of water if she could." After a while they came back but had not eaten much when they heard the cook coming again and had to run for their lives.

They went to a hole in the wall where they hid till the cook should go away. When she was gone they thought they could hear the cat so they could not go back.

By this time the country mouse was so hungry that he said to the town mouse, "How do you live in this place? I think I will go home to my country nest. Even if I do not have so many things to eat, there are no cooks or cats to scare me while I eat. I think I should starve here." The town mouse was sorry but she could not keep her friend in town if she did not want to stay. The country mouse went home to her wheat and roots and was always happy. This is a lesson to us to like what we have, for perhaps the thing we want will not be so good for us as we think it is before we get it.

Directions: *Teach these words. Mouse, town, country, eaten, cheese, bread, drown, where, hungry, things, starve, coming, living, opened, matter, scarce, pulled, fields, wheat, roots, heard, right, thought, piece.*
—*The School News.*

Growing demand for Stenographers.

From all avenues of commercial activity comes this demand. It is being catered to, however, in the majority of the cases not by our boys and girls, but by the Northern youths. Within the last year the filling of a dozen positions with stenographers has come under my notice. Nine of them went to the North and three to the South. Is this not a reproach to our young people? It will continue until we provide

means for its general introduction into our schools.

All the higher schools in this State should open a class next term in phonography, and it can be done if a little inducement on the part of the principals would be given the young assistants to take up the study. It can be mastered sufficiently for teaching between now and then.

How many will be willing, like Dickens, to regard this as a forest of difficulties created alone for your axe, the chopping down of which must begin at one? If teachers or pupils, who contemplate taking up the study, will write to me I will cheerfully send them free a little book which will give them full information.—N, C, Teacher.

Phonography

SOME TIMELY SUGGESTIONS ON A FINE STUDY FOR TEACHERS.

During my brief experience as a stenographer, boys, girls, men and women, representing possibly as many capacities, capabilities and peculiarities as the kaleidoscope has views, have "just dropped in to find out something about short-hand."

Anticipating the *wants* and *needs* of those interested, and believing that the subject is one growing in interest every day and destined through necessity or demand to occupy the attention very soon of educators generally, the following is gathered from the experience of some of the foremost men in this particular line:

TIME REQUIRED.

When the subject of taking up any one study during the school years presents itself to the student the question of time necessary to familiarize one with the principles is not of so much consideration as the benefits to be derived from the training. The study of short-hand has been gaining ground rapidly of late years as a mind trainer, and the old, time-honored Latin, which has held sway in front so long, finds the "mystic art" a rival of no small proportions for first place. Yet, one of the first questions asked by the interested public is, "How long will it take to learn it?"

Mr. Isaac Pitman, who is unboubted authority on the subject, says: "The average amount of time necessary to qualify a tolerably expert writer to follow a speaker at the rate of one hundred and twenty or one hundred and thirty words per minute is about twelve months, by practicing an hour per day; or six months, with two hours' daily practice. Some have attained this speed in less time, while others require double this amount of practice."

LABOR.

Unlike most studies the hand as well as the mind has to undergo the most careful training. The mind will soon learn to act quickly, while the progress on the part of the hand for some time is necessarily slow. The closing up of the chasm existing from the first between the hand and the mind is the great field of labor.

Mr. Pitman says: "When it is considered that the majority of pablic speakers articulate two or three words every second it must be at once evident that the hand must be well trained and the mind well tutored before the pen can be made to keep pace with the tongue. It will generally be found an easy task to increase the speed from one hundred and twenty to one hundred and forty or one hundred and fifty words per minute, but to go beyond this much labor will be required.

"Two years of constant practice should enable a stenographer to write one hundred and seventy to one hundred and eighty words per minute; but many persons, we believe, could never attain this speed." But why should even this amount of time and labor be for a moment an obstacle in the way of pursuing this study, when the student realizes as he ought to, that he is acquiring a large capital for his life-work and prosperity?

Common Sense In the School Room

BY MARGARET W. SUTHERLAND.

It would be no difficult task to show that common sense is one of the most valuable things in life; and that persons who possess other good qualities in no mean degree seem to be somewhat destitute of this preeminently useful characteristic. It is a remark to which our ears are not entirely unaccustomed, "He is a learned man, but he seems not to have much common sense."

I have thought that we could define common sense as quick and accurate reasoning concerning every day affairs. But the definition, while including much that belongs to common sense, does not seem to define it perfectly, because reasoning is so capable of improvement by cultivation, and some persons seem to be endowed by nature with common sense. But it is a consolation to know that we do not have to define everything that we can cognize.

The pre-eminent success of some teachers is due largely to their common sense; and the lamentable failure of some others who, herhaps, have fine scholarship and a pleasant disposition, is due to their lack of it. The length of time which some superintendents are able to hold their positions is due to the common sense they show in dealing with their school boards and other patrons of the school. We do not mean by this any low truckling for position which is unworthy of manhood: but that straightforward way in which a man can adhere to the right, while at the same time he wisely refrains from antagonizing those whose support is necessary for the proper carrying out of his plans.

Every summer while I am engaged in my institute work, I find that the number of teachers who are doing excellent work in ungraded schools, who are really doing more good supplementary reading than is done in *some*

of our city schools, is growing larger. Many of these teachers are succeeding in doing so much for their schools through the common sense they show in managing school directors; through the common sense they show in bringing about reforms wisely, and not by rushing into them with a headstrong recklessness which in itself is sufficient to deter prudent men from a course they might otherwise be led to adopt.

But it is of common sense in the scool-room that we wish specially to speak. For seriously, we are afraid that there is one place where it is about to be driven out by the very thing which we have coveted for teachers—frofessional zeal. It is not common sense when ground is already ploughed to plough it over again because the farmer should plough before he sows. It is not common sense when the room has already been swept for the housekeeper to sweep it over again because the room must be swept before it is dusted. It is not common sense, if it has rained all day and all nature is refreshed thereby, to use the hose to water the grass because it is our custom to do so every evening. It is not common sense because we have learned in a normal school or at a teachers' institute how to teach the primary colors, to spend our time teaching *blue* to children that have for a long time known "the grass to be green and the sky to be blue;" to teach *red* to children who have known and admired it almost from very babyhood. The common sense way would be to find out how many children did not know the colors and teach them what we want them to know. Or if we want the colors known as primary colors, to teach them that name, and the proper order of giving them; things which most probably are not known.

If the ehildren know *one* and know *two*, we should not teach them that which is already known, no matter how beautiful a method we may have for presenting these numbers. Common sense demands that we adapt our teaching to the children, and not that we try to adapt the children to our preconceived ideas of how subjects should be presented, from their very elements through their most complicated combinations. In short, common sense demands that under all circumstances we find out what our pupils know, and what mental growth they have attained, and not waste our time in teaching them what they already know, or in training them to a mental stature they have already reached, because, forsooth, we have learned how to lead them up to that point. Common sense forbids our venturing outdoors in winter weather, when the mercury is ranging in the neighbourhood of zero, in French muslin dress and slippers; but common sense doesnot demand that because we select flannel or broadcloth for such weather, that we are all to wear blue or all to wear black, or I am to get into the gown made to fit you or you into the coat made for your big brother. In the same way there are certain things that must be ruled out entirely from the school-room, because the atmosphere of the child's mind is such that they are utterly out of keeping with it; but even the principles concerning whose certainty there can be no question because they are founded on psychological truth, must be followed out in methods best adapted for receiving careful management from the special teacher who employs them There is danger that teachers who have marked success in any special way think that it is the only road to success. Some even carry this idea so far that they think, "If I cannot govern my school well without standing, or I cannot teach this particular subject sitting, it is a sign of laziness on the part of any teacher to sit." There is a narrowness in this way of judging others.

In nothing that I have said is there a word that will imply that there is no necessity for the normal school, or that there cannot be an institute which will be helpful to all the teachers who attend it. Common sense demands that there should always be study of the material out of which we are expected to make something good; that there be a knowledge of the tools with which we are to work; and that there be an opportunity to visit the skilled workmen while actually at work; that we be led to see why such a workman acts in a certain way, and that, when possible, we be given an opportunity to try our own hands under his wise guidance.

Common sense demands clear, accurate language in the school-room. It teaches us where we "mean a spade to say a spade." It seems that nothing is gained by calling a word a "name word" in one grade and a *noun* in the next. It indicates that when we have an idea, unless there is some natural impediment in our speech, we can be taught the word that stands for that idea. Common sense drives from the school-room all talking for effect. The teacher shows by example, and does not hesitate to state in precept, "As a general rule, the higher the culture, the simpler the style and the plainer the speech."

Common sense scouts at the idea that dignity consists in stiffness. It knows well that shoulder braces are only worn to correct a physical defect, or to aid weakness inclining to that physical defect in overcoming it. Those who are strong need nothing external to impress others with their strength. There is a playful calmness about them that might almost seem indifference to the careless observer until occassion demands an exercise of their powers, when they show themselves almost intellectual or moral giants. Indeed, assumed false dignity is so out of place in the school-room that the common sense of the children delights in exposing its weakness.

Common sense shows itself in an infinite variety of ways in school man-

agement. It and its twin sister tact, are almost in themselves sufficient to manage any school whatever. They never create difficulties for the purpose of overcoming them. They know when to see and when *not* to see. They never grow "fussy" over little things, and fret away strength needed for the destroying of serious evils or for the upholding of the right.

A good many proverbs are the utterance of common sense, and their homely wisdom is valuable in the school-room in spite of those who seem (to themselves) to have reached so elevated a station that they can look down on prudence. One of the many of these proverbs is, "There is no use crying over spilt milk." And just now I want to say to my many teacher friends, both old and new, who are starting out in another school year, with, perhaps a new school, at any rate with new problems of instruction and school management constantly presenting themselves: Common sense teachers, don't worry, do the very best you can each day and trust the results to Providence.—*Ohio Educational Monthly.*

Punctuality—How Secured.

Our school-rooms must be made centres of attraction. The summer vacation affords time to begin this work. Many beautiful flowers and leaves may be pressed; huge boquets of grasses may be cut and preserved for corner decoration; a shelf may be put up in the room upon which to place relics, vases, etc., that the children may choose to bring. Mottoes for the walls may be made of leaves and evergreens trained around letters on cardboard. These are delightful tasks, and paying ones too. A child will certainly leave home gladly for a few hours to be in so pleasant a place. After making surroundings pleasant, we turn to literature as a second incentive to punctuality.

The choice of literature must depend largely upon the school. The stories found in the Youth's Companion never fail to interest pupils of all grades. The study of some author as the first thing to take place in the morning is extremely interesting to all if rightly carried on. Promise to tell the pupils some story of the auther they are studying if they will be punctual. If Washington Irving chance to be our subject, I would say, I have read a sad story in Mr. Irving's life which I will relate; or I have something laughable to tell you of Mr. Edison, to-morrow morning, directly after school call, and many other such promising inducements.

There are but few pupils who do not like the study of character when once they become interested in it. The reading of books in school is the most interesting to pupils of anything I have tried. In my school last fall I commenced reading The Prairie to them for a Friday afternoon exercise, my "D" class having become deeply interested in the extract from it in their Reader. I soon found we would not be able to read it all during the term if confined to Friday afternoon readings; so, to test the ability of some of my most advanced pupils, I appointed one each day to take the volume home and assigned a certain number of chapters to be read that evening at home. They were to reproduce the chapters the following day in their own words mostly, but some from the writer's.

The whole school became excited over it. Each tried to excel in the reproduction of the chapters read, and pupils I had thought too young to attempt it wished to test their ability. It was to me a deeply-interesting contest and to them one productive of more interest in book-reading than they had ever felt before. The reproduction of the chapters was always the first thing in the morning or afternoon. Every one was interested to hear the story through. It seems almost needless for me to say that I was not troubled with tardiness.—*Selected.*

Details

Teachers, we are apt to lose sight, in this age of multiple grades and whirl of "methods," of the importance of attention to details. The sum of our knowledge is made up of its details, and our acquisitions will be more or less valuable in the world of intellectual traffic, as we have been accurate in the development and arrangement of these same details. In no branch is careful and systematic attention to the details or minute particles of our knowledge more urgent than in the study of reading. No selection we can take up but calls for watchfulness in this direction. Among these details may be mentioned the elements of the language itself. Many teachers absolutely fail to give the phonic powers represented by the letters taken singly, and in every such case that teacher is incapable of teaching articulation at all. Some teachers say to me: "I have no time for details." If this be true—and I fear it is in many cases—then reform is needed somewhere. If the schools are to be anything they should be accurate so far as they go, and better not go so far if distance is to sacrifice the correctness of our knowledge. The purpose of these remarks is to impress the necessity of spending part of the time of each reading lesson on elementary work in the matters of breathing, phonic, pitch, force, etc. The most vicious habits of enunciation are often contracted to mar the expression through life by neglecting this part of the study. Vocabulary work, definitions and synonyms have much force in the education of youth, and no place is so fitting for their introduction as the reading lesson.

Reading is omitted as a study after the sixth grade in many schools, because reading books have been "finished" up to that grade. This "finished" is a strictly literal expression in every sense but the sense of art, and finds pupils prepared for the most barbarous slaughter of innocents when

they are called upon for an exhibition of their knowledge in public.

Regard nothing as too trivial. You can take any average class and 95 per cent. of them will not distinguish between a minor rising and falling inflection or slide, and the remaining 5 per cent. will not recognize changes in pitch of any descriprion.

This may seem a sweeping assertion, and you may say, Oh, he is a specialist! Nevertheless, simple intelligence in reading depends upon such knowledge, and all pupils should have the opportunity of possessing it. —*Southwestern Journal.*

A History Study

The following story was told to the history class in the teachers' institute at Redwood Falls, by Prof. C. W. G. Hyde, for the purpose of showing the way in which the teacher should seek to add interest to points that come up from day to-day in the study of the text book. The story was taken in short-hand by Miss Ethel Ames, who was so kind as to send it for publication. — EDITOR.

In 1857, a slave passed through Ottawa, Ill., going north to secure his freedom. He was followed by a slave-catcher who boasted that he would soon drag the fugitive through the streets of that city with a rope around his neck. The citizens who heard the boast felt very indignant. In a short time the slave-catcher returned leading his victim by a rope to the court house. In five minutes the court-room was packed with people, who also thronged the halls and outside stairway.

While the U. S. Commissioner, who sat at the desk in the court-room, was making out the papers for the delivery of the black man, a covered carriage containing two leading citizens was driven to the door. One of them held the reins, and the other kept the door of the carriage wide open, while a third making his way through the crowd to the fugitive in front, said to him "git!" The slave started, the crowd opening for him to pass, and actually lifting him over their heads as he neared the carriage which bore him away amid the cheers of the multitude. The slave-catcher could not make his way through the crowd, and was obliged to depart without his man, who was soon safe in Canada. Several of the citizens who had helped the fugitive to escape were heavily fined, but they felt themselves well-paid for what they had done, and were willing to stand their fine.—*School Education.*

Discriminate.

What is the distinction between

predict and predicate		obstruct and impede	
among	between	exceed	excell
mutual	common	expect	hope
construe	construct	excite	incite
indices	indexes	glance	gdimpse
flowed	flown	gratitude	thankfulness
older	elder	imposter	deceiver
sufficient	enough	lonely	solitary
hasten	hurry	noted	notorious
allow, admit, permit		polite	civil
brute	beast	people	persons
ask	request	pursuade	convince
beg	beseech	purpose	propose
entreat	implore	resolute	determined
calumny	defamation	watch	observer
slander	libel	whole	entire, complete
defend	protect	sorrow	grief
diffident	modest	timely	seasonable
engage	promise	join	unite
understand	comprehend	marvel	wonder

—*Exchange*

Experiments without Apparatus.

The following easy, amusing and instructive experiments can be made by any one, at little expense.

Fire Drawings.—A very amusing scientific experiment may be performed by taking a saturated solution of nitrate of potash (saltpetre), and, with a quill-pen or fine brush, drawing any picture, design, or words upon a piece of white absorbent paper. The lines should be kept away from each other, and the entire subject coarsely drawn in outline. When dry, the lines will be nearly invisible; but if one of them be touched with the glowing end of an extinguished match, a spark of fire will run through the paper, following the lines already traced, and cutting out the design as if with an invisible knife.

Saltpetre contains a large amount of oxygen, so loosely combined that it readily leaves the nitrogen and potash, and unites with the carbon of the paper when heated to the point of ignition. If an actual flame was brought in contact with the paper, of course the whole would be consumed; but the heat of the glowing charcoal is just sufficient to start the combustion by the aid of the oxygen in the saltpetre.

A Wind-dam.—Take a large hand-saw or any polished metal surface about two feet or more in length—hold it across the wind and inclined at at an angle of about forty degrees to the horizon, so that the wind will strike it and glance over the edge like water over a dam. Now sight along the edge at some sharply-defined object, and if the wind is strong enough you will see it flowing over the edge of the saw.

Winchell's Paste.—Professor Alexander Winchell has a cement that is warranted to stick closer than a brother on anything it is applied to. The recipe is as follows: Take two ounces of clear gum arabic, one ounce and a half of fine starch, and one-half ounce of white sugar. Pulverize gum arabic, and dissolve in it as much water as the laundress would use for the quantity of starch indicated. Dissolve the starch and sugar in the gum solution. Then cook the mixture in a vessel suspended in boiling water, until the starch becomes clear. The cement should be as thick as tar, and kept so. It can be kept from spoiling by dropping in a lump of gum-camphor, or a little oil of cloves or sassafras. This cement is very strong indeed, and will stick perfectly to glazed surfaces, and is good to repair broken rocks, minerals or fossils.

To Trace Drawing.—Any kind of opaque drawing paper in ordinary use may be employed, stretched in the usual manner over the drawing to be traced. First, soak the paper with

benzine by means of a cotton pad, sopping it into the pores until the paper becomes transparent, and the most delicate lines and tints may then be seen more readily than through the finest tracing paper. Indian ink, water colors or pencil take equally well upon paper thus treated, and last better upon any other kind of tracing paper.

The benzine rapidly evaporates, and the paper resumes its original opaque appearance without showing the slightest trace of the process to which it has been subjected. When large pictures are to be traced the benzine should only be applied to a part of the paper at a time in accordance with the progress of the work.—*Treasure Trove.*

General Information.

In my school I have introduced a study which I call General Information. Each pupil is requested to have a scratch-book solely for this study. The lesson is written on the board by the teacher and copied by the pupils one day and recited the next. The subject matter consists of such useful knowledge as may be gleaned from the school journals, newspapers and periodicals of various kinds. Ten or fifteen minutes each day is devoted to this study; and the interest manifested is remarkable. It is something out of the general routine of studies and serves a two-fold purpose, viz: that of recreating the pupil's mind, and affording a means of obtaining information. The nick-names of states, cities and great men and women, railroads, great inventions, noted colleges, political parties, early congresses, constitutional amendments, noted periodicals, etc., may be made the subjects of these lessons. Try this plan, and in a short time you will be surprised to see how much general knowledge your pupils have obtained.—*N. W. Journal of Education.*

Primary Reading.

The child comes to school with one great accomplishment—it has learned to talk more or less perfectly, and this is the key to its success in school. Upon this foundation the teacher must build. If the child is able to talk English, our task is comparatively easy; if some other language only it is much harder, often very hard.

A collection of objects must be in readiness when the class is called. An object is held before the class and the teacher asks its name. If the pupils do not understand English, the name must be given by the teacher and repeated by the pupils until learned. Other objects are then presented and their names learned in the same manner. Content at first with the name only the teacher will gradually require complete answers, such as, It is a book. It is a slate.

This conversational work should be carried on exclusively only until pupils can give a large number of sentences correctly, eliminating the superflous word "got" in such sentences as, I have a book. In case of foreign-born pupils it may require some three or four weeks; for English speaking pupils one or two weeks may be sufficient.

Pupils should be drilled orally on sentences involving use of the personal pronouns, singular and plural, and the commonest verbs such as have, be and see. This may be accomplished by requiring answers to questions like the following: What have I? What has Mary? What has John? What have you? What have they? Each answer to be a complete sentence.

To vary the exercise each pupil may be allowed to select an object from the collection, the class telling without questions, what each one has, sees, touches, tastes or smells.

When ready for written work a pupil, with object in hand, is requested to tell again what he has, and his sentence is written on the board by the teacher. The pupil who gave the sentence is then called upon to read the "chalk-talk." Other sentences are given, written and read in the same manner. To test the pupils, a sentence already on the board is written in another place, and the class asked to tell whose sentence it is. In this way sentences are repeated and reviewed until readily recognized.

After a drill of this kind the teacher may write the lesson on the slates to be copied by the pupils at their seats. At first the sentences thus copied will have reason to doubt their own identity; but as the little ones keep trying, the letters will be better formed and stand out in bolder relief.

When a goodly number of sentences can be readily recognized by the class a drill should be had on the words. When the words are quickly recognized, attention should be given to the sounds and letters. Taught in this way, the child will know something about things found in books before entering books.

The transition from script to print is very easy. I have found it helpful to have the sentences learned from the board grouped in five or six lessons printed on leaflets for the use of the class. If the teacher is greatly pressed for time a single leaflet may be passed from hand to hand.—*School Education.*

PRESERVE proportion in your reading, keep your views of men and things extensive, and depend upon it a mixed knowledge is not a superficial one. As far as it goes, the views that it gives are true; but he who reads deeply in one class of writers only gets views which are almost sure to be perverted, and which are not only narrow but false.—*Dr. Arnold.*

IT IS BETTER to do one's best in a contest, than merely to do the best that is done in that contest. One may do his best and come out next best in a competition, while he who comes out best may have done less than his best. But in view of the great Judge, only he has done best who has done his best.—*Sunday-School Times.*

Teacher's Daily Preparation

The needs of and advantages to be derived from thorough preparation, day by day, for the coming school work is evident to those of us who have "borne the burden" for several terms or years. This plea for better preparation is only for some of our beginners.

First of all in making ready for the next day's work we find the assigning of lessons bears a most important part. The following recitations, whether dull and lagging or brisk and enthusiastic, depends in a great degree upon the manner in which they are first presented.

Here is Miss A—,indifferent as to the needs of preparation in this direction, or neglectful in following out what she dimly sees to be her duty. Coming before the class with no special thought of the lesson, she seizes a favorable opportunity, while the bright boy is sailing through an explanation, to glance over to-morrow's work. Having assigned a certain number of paragraphs or examples, regardless of necessary incidental work, she gives no more thought to this particular part of her work until another recitation time comes around. But what an opportunity for vigorous, helpful work has been lost!

Better this faithful one, who, by previous work, is all ready for each recitation. Patiently she goes over the advance lesson, calling attention to the leading facts; pronouncing difficult words; lighting up dark places and giving vitality to the dead words by the living voice. She remembers having read that, "if knowledge when it first comes into the mind is clearly and sharply defined, so that we really know a thing instead of having vague and confused notions about it, we shall be more likely to remember it permanently."

Acting upon this suggestion, she endeavors to clear away any cobwebs of misunderstanding from the minds of the pupils. She tells them just enough to arouse their enthusiasm and so leads them to discover for themselves main points. A considerable degree of mental excitement is necessary. Metals weld only at a white heat.

With the lower classes this faithful teacher goes over, aloud, each reading lesson and by her clear enunciation and brisk manner makes the printed page anything but so many dull, lifeless characters to be stumbled over in a tedious study hour.

There is a story there. There is real life! The boys and girls about whom the teacher talked seem as real as Mary or Johnnie with whom they played "hunt the squirrel" at recess.

In geography and history she calls attention to any facts needing special study and appoints certain pupils to place on the blackboard needed maps, charts or diagrams.

She suggests magazine articles or books to aid in the enjoyment of the lesson and puts in practice many other plans brought to her mind, while preparing for the work. You will find her searching the public library for books of reference or interest.

Do you, my beginner, imitate the faithful teacher! Resolve each day to better fit yourself by thought and study for the coming day's duty. Do not turn your back at night upon the school work. But before other duties or pleasures make yourself ready for the morrow, that you may take up the work with gladness.

Have something interesting to say at each recitation. Never stop short, simply hearing the lesson. Add to it! And above all in this daily preparation, fail not to make the life pure, that you may teach the best things of life to those intrusted to your care.
—*School Education.*

Manners in the Public Schools

Under the heading of "Manners in the Public Schools," a late number of the Nation dwells especially upon the necessity for teaching school children a horror of scattering scraps of paper, banana and orange peel, and refuse of various sorts through the streets.

"It is not easy to teach neatness to grown men and women, but it is possible to infuse into children a horror of the anti-social practice which helps a good deal to disfigure and vulgarize our cities, of throwing down refuse of whatever nature, peanut shells, bits of paper,cigarette ends,old shoes, hats, etc., on roads, lanes, sidewalks,public stairways,etc. Our indifference to this practice, which is the result of long familiarity, is incomprehensible to foreigners. No child should leave the public schools without having a dread of refuse ground into him. He should be taught to hate the sight of the unswept streets or sidewalks, or saliva-stained marble or granite, of ashes, or refuse of every description, and especially of bits of newspapers and ends of cigars, as signs of selfishness and a low social tone."

It certainly is a good plan to instill such principles into children at school, but the home is the place where the surest seeds of this good fruit can be sown. Too many children are allowed to leave all their clutter to be cleared up by others, thus being in effect, systematically taught that they have no responsibility in the matter. They learn to toss apple-cores into the street, or strew nut-shells on the sidewalks, long before they have seen the inside of any school, and it is only by watchful and careful training at home that this much needed reform can rest on a sure basis. Each mother who instills into her child a love of cleanliness and order is benefitting the world at large almost as much as her own family.—*Babyhood.*

IT IS GENERALLY contended that the highest efficiency of the public school is tested by its results in moral character, and hence that its highest duty is effective moral training.—*Dr. E. E. White.*

Relating to the Condition of the School Room.

1 The teacher's desk should be an object lesson in order and neatness. It should not be a receptacle for bits of string, marbles, waste paper, broken pencils, etc.

2 All places for storage of copy-books, etc., should be as neatly arranged as the desk.

3 The floor should be as free from unnecessary dirt at 3:30 p. m. as at 9 a. m. The floor is not to be used as a waste basket.

4 Teach the pupils how to avoid dropping ink upon floor or desks. Have all ink spots removed daily. Do not allow them to accumulate.

5 Inspect all furniture often (daily inspection is best); notice all scratches, ink-stains or other marks. Call the pupil to account for each injury.

5 Return crayon, as it it used, to the box; do not leave it about the room to be crumbled upon the floor, or to be slipped into a boy's pocket for the marking of fences and walks.

7 Give some care to the execution of temporary blackboard work, even though it must be hastily done. Erase such work at the close of each session. Let all work which is to remain for several days be executed in the best possible manner. These things teach much and in a forcible way.

8 Both window curtains of a pair should be uniform in position at all times. A curtain askew is not an aid to the child's education.

9 Let whatever of pictures, paints or other ornament the room may contain be neat and tasteful, however inexpensive.

10 The pupil's desk should contain no article not used in his work (i. e., in first or second grade, lead pencils, paper, erasers, etc., are forbidden articles, since the slate only is in general use, and all pencils are kept by the teacher.)

11 The pupils of the same class should be taught to arrange their books in a neat and uniform manner. Teachers should notice, often, that this is done. The pupil's desk should never "be out of order."

12 Do not allow the pupils to lay wet sponges upon the desk at any time. The place for the sponge is in the iron framework, during the session, and inside the desk at night.

13 See that pupils do not accumulate a quantity of waste paper in the desk or books, papers of problems, etc., to be destroyed directly after use.—*Colorado School Journal.*

Nervous Children.

I want to say a word about nervous children. Never scold or make fun of them. They suffer enough without your threats or sarcasm. Don't let them know you see their awkwardness when in company, nor their grimaces when alone. A case was reported by the Boston Globe of a boy ten years old, who, on being vexed, and often without any apparent provocation, will clench his hands and make the most frightful contortions of the muscles of his face and head, till his poor mother fears he is idiotic. By no means. He is the brightest boy in his class at school, fond of reading and of natural history, but he is of a highly nervous temperament, and has not been taught to control the little wires, so to speak, on which he is strung. This is no single case. There are thousands of children who give way to their nerves in similar fashion. Never whip them, but talk to them about these curious little strings that should be made their servants, not their masters. A prominent physician in this city says the man or woman who whips a nervous child should for every blow given receive five, and is on a level with brutes that have no reason. It is our duty to encourage and help them. Be patient with them. They are the making of our future successful men and women, for they will work hard at whatever they undertake. Brace up your own nerves first, and then be indulgent toward the capers of our over-nervous children.—*Christian Union.*

There are those who allow the pupils to think that submission is a compliment to a teacher. Order is not maintained for the teacher's benefit, yet thousands of teachers speak and act as though they kept order for their own advantage. Their piteous pleas for order, "I cannot stand your noise," "I must have order," "Stop talking, or you will drive me distracted," "You cannot think much of your teacher, or you would not behave so," etc., etc. Order should not, cannot, be made to rest on such a basis. Order should be maintained that pupils may learn better, and that their characters may be developed in the surest possible way, by acting the right. Teachers should never fail to make this clear to their pupils.—*Hughes.*

In books lies the soul of all past time—the articulate, audible voice of the past, when the body and the material substance of it has altogether vanished like a dream. No magic *Rune* is stranger than a book. All that mankind has done, thought, gained or been, is lying in magic preservation in the pages of books. Do not books still accomplish miracles as *Runes* were fabled to do? They persuade men.—*Carlyle.*

For every purpose, whether for action or speculation, I hold that quality to be most valuable, which it is quite within our own power to acquire, and which nature, unassisted, never yet gave to any man. I mean a perfectly accurate habit of thought and expression. Such is, as far as I can see, one of the very rarest accomplishments.—*Lord Stanley.*

There is a perennial nobleness and even sacredness in work. Were he never so benighted, forgetful of his high calling, there is always hope of a man that actually and earnestly works; in ideness alone is there perpetual despair.—*Carlyle.*

A good education is that which gives to the body and to the soul all the beauty and all the perfection of which they are capable.—*Plato.*

Order in the Schoolroom.

School is a grind, unless you have mastered the situation; then it is easy and pleasant. You will gain everything by cultivating the habit of order and exact obedience in little things. There are right, beautiful ways, and there are confused, clumsy ways, of sitting at a desk, of moving from one place to another, of handling and opening books, of cleaning slates, of distributing pens and paper, of entering and leaving school.

If you do not wish your school to be careless, loose, shiftless, untrained, then all general exercises must be reduced to drill, done simultaneously, and with mechanical exactness. I frequently notice that a teacher, in her zeal to accomplish the work indicated by the course of study, forgets that order is the foundation, the walls and the keystone, of the structure in which she is working. She should, instead, place herself under the guidance of the truth, that a mind *trained to orderly habits of thought* will master a new subject more speedily than one that is disorderly and shiftless. It is easier to write an exercise carefully at first, than it is to re-write one that has been done in a slovenly manner.

The object of all our efforts in the school room should be to secure right habits in the pupils, and the basis of all mechanical movements must be proper sitting and standing positions. Practically then, every attempt of a child to write, draw, read, recite, sing, rise, sit, enter or leave the room, should be made as nearly perfect as possible. The basis of such order is a right motive on the part of the pupil, and attention to the work required.

By the exercise of a wise control on the part of the teacher, every pupil can be easily trained to give his attention to the subject under consideration, and to give quite as exclusive thought to the next subject, when a change of exercise is called. It is not necessary that a child occupy a fixed position for a certain time, or be compelled to strain his eyes upon a given point, or sit as motionless as a statue. These are unnatural except as physical exercises, and what is unnatural is disorderly. The positions and movements of children must be free, easy, natural, graceful, from a basis of reposeful standing and sitting position. A busy, happy, progressive, careful, noisy school is o be preferred above the unnatural, indifferent, stupidly, quiet school.

How may you secure perfect order in your room? You are responsible for the conduct and progress of your own rooms. It is inconsistent to require in pupils that which you are *not* yourself, therefore, if your desk is always piled with miscellanies in confusion; if the drawers are always full of heterogeneous matter, and half open; if the window seats and radiators are made the depositories of books, slates, sponges and a promiscuous assortment of dilapidated school material that should go to the infirmary, or to the crematory, you may look in vain for an orderly seat among your pupils.

The character of children is affected by their surroundings. From the contemplation of orderly rooms, and of orderly habits in the teacher, they unconsciously acquire habits of order, neatness and regularity. "As is the teacher, so will be the school" is too true; it is therefore necessary that you should rigidly discipline yourselves by carefully cultivating: first, habits of neatness and order, a watchful self-control and a cheerful spirit; second, a dignified womanly manner which shall be above loud talking and laughing about school rooms, halls, etc.; third, a habit of chaste and careful speech, using such language only as you will feel satisfied to have copied; fourth, the habit of being in the right place at the right time. A teacher should not visit other teachers when it is her duty to take charge of a hall, nor should she be found in another teacher's room, when she is expected to be at her own desk.

See that your pupils are promptly under control. Make all your instructions so clear and definate that your pupils cannot mistake your meaning. Do not repeat unless you have been at fault in your instructions. Insist upon implicit obedience to orders. Do not talk too much. Be so firm and uniform in your requirements that the charge of partiality or inconsistency can not justly be preferred against you. Be so definate in the assignment of lessons that a failure can never be charged to yon. Expect children to be in their places promptly, to do the work of the day at the required time, and to be dismissed when the proper time comes. Never keep the children after school for poor lessons. More disorder comes from that practice of detaining children after school, than from any other source. Destroy each day all papers that are no longer useful. Leave a list of your work always in your desk that a stranger may carry it on in your abscence. Do not allow children to study from torn books. Do not allow two to sit in the same seat. Do not allow them to congregate about your desk for visiting. Do not allow them to visit from room to room. Do not allow them to visit in the halls. Children should be taught to respect the school building; they should be taught that school work is their business, and that they must be business-like in their attitude toward it.

This mechanical drill may seem like drudgery at first, but calm persistent decision, will soon give you the control in such a way that a word or a look will be sufficient to make your wishes known. Teachers often cause themselves trouble and bring harm to their schools, by suffering unruly pupils to annoy them from day to day. A troublesome pupil should be promptly dealt with. If you are not equal to gaining his respect and making him obedient, then notify the principle and his parents at once. Do not waste time and lose control of your room, in the hope that he will be better bye and bye. Prompt and co-operative action will be effectual. Can we not make our schools orderly by *preventing* disorder? Anticipate coming events and forestall them. Prevent the disorder that comes through forgetting, and tardiness, and misunderstanding, by a timely suggestion, a brief explanatory word, or a hint as to a pleasant story that will be read or told in the morning.

Tact is the teacher's best implement. Use it, as you pleasantly but firmly insist upon promptness; upon orderly desks; a paperless floor; a hanging up of wraps: silence in the halls and wardrobes; prompt dismissal and leaving the grounds as soon as dismissed. Let us work together to secure a business-like attention to daily tasks because it will be the best equipment we can give the children for their life work. —*School Educator*.

The invention of Printing.

After the invention of printing the attendance on universaties diminished. Oxford had 15,000 about the

year 1400; 5,000 in 1500, and only 2,600 in 1880.

The university revived learning; the printed book makes learning accessible to the many, and finally, when it gets translated out of Latin into the language of each people, the book makes the wisdom of the race accessible to all. While knowledge was preserved only in manuscripts and distributed orally at the university, it was necessary that there should be a common speech at the university—a learned language that all could understand, whatever his native dialect, and in which every scholar should write his discoveries.

The Latin language contained all the wit and wisdom extant at that time. But while it proved a great advantage to the scholar, it prevented the common people who knew no Latin from reading the books which had begun to abound in the community. The translation made of the Bible opened up the greatest world treasury to all who could read their native tongue, and led the way to furthur books in the mother tongue of each of the northern nations of Europe.

The invention of the art of printing changed the function of the higher schools of Europe; it did not destroy them, or render them superflous. Examinations came into vogue, and classification and grading were perfected. The course of study became more and more disciplinary, and mere information studies were allowed subordinate places.

It is supposed that the study of the classics, Latin and Greek, is retained in our system of higher education because of a blind conservatism which continues the good old way, after all reasons for its existence have vanished. I think that this is a serious mistake.

It is true that the necessity of a common langurge as a medium of instruction justified the use of Latin at the university of the middle ages. Now, however, it is to be justified on the ground of embryology, as I have already indicated. We study Latin, not because it is the most perfect, or the most flexible or the most anything—but because it is the expression of that phase of civilization that enters our own as the most important determining factor--giving us the forms of our institutions and our laws—our methods of science and our literary forms. That greek is the primitive expression of that nation which gave us the forms of art and science, is a sufficient reason why we are required to study it for a time, in order to understand that strand in our civilization.

The unlversity (and in this paper I have used the word university as synonymous with college, notwithstanding their original difference of meaning, for I notice that the programme of the university extension movement does not include theology, medicine and jurisprudence in its curiculm, but limits itself thus far to the academic or college course in the arts)—tne university, I say, in our time, has most need of extension. In the age of the newspaper and the universal common school, people all receive primary education, and very many go on, in adult year, to acquire secondary education; very few, however, of the merely "self-educated" now get what may be called a higher education. There is a lack of philosophic insight—of that insight which sees the true moving principle of things. Consequently we have as the highest product of the self-educated multitude mere iconoclasm-mere negative activity and but little constructive effort. The university extension will, when it is fairly inaugurated, give better occupation to this negative phase of culture, by directing it to the study of the origin of institutions, and to the more humanizing work of interpreting literature, art and history.

With the multiplication of public high schools, there has come about in this country a tendency to neglect the college or university. Secondary instruction seems to many of our leaders in education to be more practical than higher education. But if my opinion is well founded, this claim for secondary instruction must be held to be an error. The most practical of all instruction is that which finds the unity of all branches of knowledge, and teaches their human application. Ethics is certainly the most practical of all branches of human learning.

All friends of a sounder education will therefore bid God-speed to this movement for university extension, and all will hope that through it the university standards of thinking and investigating will become known as ideals, and that once well established will have the effect of increasing the per centage of youth who complete their education in the university itself.

Higher Instruction.

Higher instruction differs from lower instruction chiefly in this: Lower instruction concerns to a greater extent the mere inventory of things and events and has less to do with inquiring into the unity of those things and events. Higher instruction deals more with the relation of things and events. It investigates the dependence of one phase upon another, and it deals especially with the practical relation of all species of knowledge to *man* as individual and as social whole. This latter kind of instruction, it is evident, is ethical, and we may say therefore that it is a characteristic of higher education that it should be ethical and build up in the mind of the student the habit of thinking on the human relations of all departments of inquiry. In the lower instruction the ethical is taught by precept and practice. In higher education the mind of the student is directed towards the ethical unity that pervades the worlds of man and nature as their regulative principle. The youth is emancipated from mere blind authority of custom and made free by insight into the immanent necessity of ethical principles. Hence it is evident that philosophical investigation must constitute a leading feature of the method of higher instruction.

Not a mere inventory, not a collection or heap of mere information is demanded of the university students; not even the systematization of the facts and events inventoried, the mere classification and arrangement such as is done by secondary instruction will suffice for the university.

It demands profound reflection, it insists that the pupil shall see each branch in the light of the whole. It directs him to the unity underlying and making possible the classifications and systems as well as the inventory of the details themselves. It seeks as its highest aim in its instruction to give insight to the mind of the student.—*American Journal of Education.*

Language.

To assimilate the anteceden[t] stage of our civilized existence we must come into immediate contact with it—such contact as we find by learning the language of the ancient people who founded it. Language is the clothing of the inmost

spiritual self of a people, and we must don the garb in which they thought and spoke, in order to fully realize in ourselves these embryonic stages of our civilization. What we have lived through we know adequately; and when we have lived over Roman life in our dispositions and feelings, and then realized the forms of its imagination as it embodied them in its art and poetry, and finally have seized it in the abstract conceptions of the intellect, and grasped its highest syntheses in the ideas of reason—then we know it, and we know ourselves in so far as we embody it in our institutions.

The present spirit and methods of scientific investigation bear me witness that to know an individual we must study itin its history. It is a part a process, we need to find its presuppositions in order to make it intelligible. Only in the perspective of its history can we see it so as to comprehend it as a whole.

If a man is not educated up to a consciousness of what he presupposes, if he does not learn the wide-reaching relations that go out from him on all sides, linking him to the system of nature and to the vast complex of human history and society, he does not know himself, and is in so far a mere animal. Such existence as we live unconsciously, is to us a fate and not an element of freedom.

When the scholar learns his presuppositions and sees the evolution afar off of the elements that have come down to him and entered his being—elements that form his life and make the conditions which surround him and furnish the instrumentalities which he must wield, then he begins to know how much his being involves, and in the consciousness of this he begins to be somebody in real earnest. He begins to find himself. His empty consciousness fills with substance. He recognizes his personal wealth in the possession of the world and the patrimony of the race.

Now this essential function of education to culture man into consciousness of his spiritual patrimony, to give him an insight into the civilization whose vital air he breathes, is attempted in our higher schools and colleges. There are many other threads to this education—notably those of mathematics and natural science. But the pith and core of a culture that emancipates us, in classic study.—*Exchange.*

The Two Events In Life.

The graduate of a college or university is accustomed to celebrate two events of his life. He keeps a yearly feast in memory of his birth—The first great event of his life was his advent on this planet. The second was his education at the college. He ever holds in honor and reverence the mother who gave him birth and subsequent nurture; he likewise holds in honor his spiritual mother—his Alma Mater, and celebrates on all fitting occasions his spiritual new birth or palingenesia.

As natural beings, as animals, we live but do not know our living. Only as educated beings do we live a conscious life in the high sense of the word. Only by education do we go out beyond ourselves as mere individuals and enter into our heritage of the life of the race.

The uneducated consciousness of the mere animal does not enable him to take up the experience of his fellow animals and appropriates its lessons in the form of moral and scientific ideas. Only to a small extent does he avail himself of the lives of others. Only the species lives on while the individual metamorphosis of life and death takes place. But the animal capable of education can go beyond his individual experience and avail himself of the lives of all. For the educated there is vicarious experience. He may live over in himself the lives of all others as well as his own life. In fact, each lives for all and all live for each on the plane of educated being. On this plane the individual may be said to ascend into the species and we can no longer say of him what we say of the mere animal—the species lives and the individual dies. For individual immortality belongs to the being that can think ideas. Because ideas embody the life experience of the race and make possible this vicarious life of each in all. The religious mystery of vicarious atonement, is, we may see, adumbrated in this the deepestfact of our spiritual existence. The mistakes and errors of each and every man as well as his achievements and successes all go into the common fund of experience of the race and are converted into ideas that govern our lives through education. The human race lives and dies for the individual man. All the observation of the facts of the universe, all thinking into the causes of those facts by this process is rendered available for each man. He may re-enforce his feeble individual might by the aggregate feeling and seeing and thinking of all men now living and of all that have lived.

No wonder that the college graduate loves to celebrate the great event of his life, his spiritual new birth. Not to say that all education is obtained at college—for civilization itself is one vast process of education going on for each individual that participates in it from the cradle to the grave. But the college edeucated man remembers his narrow intellectual horizion and the close ness of his mental atmosphere in the days before his academic course of study; and he remembers well the growth and transformation that began there through the benign influence of that "cherishing mother." He there saw great men—men of lofty character, of deep learning and of world-wide reputation. He came into contact with them in the lecture room and at the religious services in the chapel and to some extent in social life. He had entered a sort of community and now lived in a brotherhood of students like himself forming a great family all animated by one purpose; that of mental or spiritual growth. The student learns not merely from books and professors, but from his fellow students, learning to know himself by seeing his image reflected, magnified and enlarged as it were, in the spectacle of an entire class or the entire college. Each student measures his actual realizaiion by the side of the ideal held up by his fellows and he does much to rid himself of his eccentricities and provincialisms, his low motives, his philistinism by the help of his college mates, gaining more perhaps through their friendly jibes and sarcasm than through their advice and counsel.

While he is shaping his conduct of life in harmony with the student ideals, he is at the same time undergoing a mighty change in his aspirations. Above his class he sees advanced classes performing with ease daily tasks in the study of language, mathemetics and science that seem to his undiciplined powers little short of miracles. The freseman looks up to the seniors as intellectual giants. One year of college growth causes a vast abyss of achievement and power to yawn between the present and former stadium of growth.—*Un. Journal.*

IGNORANCE is evil—to *be*. evil is worse than to do evil. The reader is taught better than to *be* evil. Ignorance is limitation, darkness, evil. Knowledge is light, power, goodness, The reader gains the latter. Our teachers train in this direction—nay more, *insure* knowledge. What work so great as this?

YES, to the ignorant person, the unknown in man and the unknown in things, confronts and vanquishes him. To the reader—the intelligent person—it becomes a source of strength, and he solves the problems of life, and becomes a victor.

Jack Frost's Little Sister.

This morning when all the rest had gone down
I stood by the window to see
The beauttful pictures which there in the night
Jack Frost had been making for me.

There were mountains and mills and bridges and boats.
Some queer-looking houses and trees,
A hammock that swung by itself in the air,
And a giant cut off at the knees.

Then there was a steeple so crooked and high,
I was thinking it surely must fall,
When right down below it I happened to spy
The loveliest thing of them all—

The cutest and cunningest dear little girl,
I looked at her hard as I could;
And she stood there so dainty and looked back at me
In a little white ulster and hood.

"Good morning," I whispered, for all in a flash
I knew 'twas Jack Frost's little sister;
I was so glad to have her come visiting me,
I reached up quite softly and kissed her.

There! can you believe it?—the darling was gone,
Killed dead in that one little minute!
I never once dreamt that a kiss would do that
Nor could there be any harm in it.

But I am so sorry! for though I have looked
Fifty times at the window since then,
Half hoping to see her once more, yet I know
She never can come back again.

And it may be foolish, but all through the day
I have felt—and I knew that I should—
Just as if I had killed her, that dear baby-girl
In a little white ulster and hood.

—*Youth's Companion.*

The Curbstone School.

They sat on the curbstone there,
Ten little lads and lasses fair;
Each had a leaf or paper small,
And the teacher began the roll to call.
They folded their arms in a way demure;
Like the birds sang their voices, clear and pure,
As they spelled in their reckless way,
The words the small teacher gave that day.

They cared not for any one passing by,
Till somebody caught the teacher's eye;
Then her sweet laughter rippled out,
And all of them joined her merry shout.
The spell then was broken, and school was done;
Away they all scampered to their fun,
And whether they opened school that day,
On another curbstone I cannot say.

But I mused on their looks of earnestness,
And their innocent voices come to bless.
For the path I trod seemed rosier far,
And clouds fade away where the children are.
Then I thought of the great ones of the land,
The teachers of good that honored stand,
To lovingly serve or grandly rule,
Who had often been to the curbstone school.

—*Mo. School Journal.*

Two Small Words.

Got.—There are some sticklers for niceties that overdo themselves in contending that the use of the verb *got* is generally unnecessary and incorrect in conjunction with *have* and *had*. *Get* means to procure, to obtain, to come into possession of, etc., and it is a very tame assertion that one simply *has* a thing that cost much mental or physical labor. A scholar *has* his lesson, but did it creep into his head while he passively shut his eyes and went to sleep? On the contrary, he *got* it or learned it by hard study, and it is proper to say that he has *got* it. A man *has* a cold, but he *got* it or *took* it by exposing himself. A person *has* a sum of money, but he *got* or *earned* it by his labor. Another *has* good friends, but he *got* or *secured* them by his pleasant address. The great causes of the warfare against this word are, I think, that *have* and *had* though generally used as auxiliaries, can sometimes be used as principal verbs and make good sense; and that it has not been recollected that in the majority of cases *got* either stands for, or can be substituted for another verb. In confirmation of this last statement, is appended the following, composed by Dr. Withers:—"I *got* on horseback within ten minutes after I *got* your letter. When I *got* to Canterbury, I *got* a chaise for town, but I *got* wet before I *got* to Canterbury; and I have *got* such a cold as I shall not be able to *get* rid of in a hurry. I *got* to the Treasury about noon, but first of all I *got* shaved and dressed. I soon *got* into the secret of getting a memorial before the board, but I could not *get* an answer then; however, I *got* intelligence from the messenger that I should most likely *get* one the next morning. As soon as I *got* back to my inn, I *got* my supper and *got* to bed. It was not long before I *got* to sleep. When I *got* up in the morning, I *got* my breakfast, and then I *got* myself dressed that I might *get* out in time to *get* out in time to *get* an answer to my memorial. As soon as I *got* it, I *got* into the chaise and *got* to Canterbury by three, and about tea-time, I *got* home. I have *got* nothing for you, and so adieu."

Applying this test of substitution to any doubtful case, I think it right to assert that if there is no other verb, or paarticiple, that will appropriately take the place of "got," the latter word is *unnecessary*; but it should hardly be considered as an error, as it is so slight an impropriety compared with many others that are allowed, and especially because we have long had the usage of many of the best writers to sanction the employment of the word. The very people that appear to be so shocked at the use of the superfluous *got*, may generally be heard making use of such expresston as "fell *down* upon the ground," "rose *up* and went away," "covered it over," "a great *big* fire." The *down*, *up*, *over* and *big* are certainly superfluities, but they have been heard so long that they are seldom mentioned as errors.

Lay.—This word in the sense here considered is a transitive verb, or one in which the action or state implied by the verb passes over to an object. The present tense is *lay*; the imperfect tense and past participle are *laid*; and the present participle *laying*. Requiring an object in each of the various meanings attached to it, it is proper to say: "The hen *lays* an egg every day;" "The man *laid* his load on the ground;" "The rain has *laid* the dust;" "The hunter is *laying* a snare." The verb *lie* is an *intransitive* verb and can have *no object* after it. The present tense is *lie*; the imperfect tense is *lay*; the past participle is *lain*; the present participle is *lying*. Having no objective case in which the action or state passes over, it is correct to say: "Ohio *lies* north of Kentucky;" "The sick man *lay* upon the bed yesterday;" "He has *lain* there helpless for week;" "The goods I bought are *lying* on my hands." Connecting the sentences under each verb it will be readily seen that Ohio does not *lie* Kentucky, but the hen *lays* the egg; the invalid did not *lay* the bed like the man *laid* his load; he has not *lain* anything as the rain has *laid* the dust; and the goods are not *lying* anything as the hunter is *laying* the snare. If the foregoing differences have been carefully observed, I imagine that it will always be easy to select the proper word by remembering the following rules:—

1. If a person or thing spoken of exerts an action that must pass over to an object, use *lay*, *laid*, and *laying*.

2. If a person or think spoken of exerts an action that does not pass over to an ob-

ject, use *lie, lay, lain* and *lying*.

3. "He *laid* upon the bed," then, is incorrect, for the verb has no object. It should be: "He *lay* upon the bed," But, "He *laid himself* upon the bed," would be correct, for there is an objective case, *himself*, supplied. "Let these papers *lay*," should be, "Let these papers *lie*," "The ship *lays* at anchor," should be, "The ship *lies* at anchor." "The ship *laid* at anchor," should be "The ship *lay* at anchor." "They have *laid* in wait for you," should be "They have *lain* in wait for you." "This trunk is *laying* in our way," should be "This trunk is *lying* in our way." Errors connected with the use of these verbs are more common, probably, than any others in our language, being detected in the conversation and writings of many of the best educated people. Attention to the above rules, and a few trial sentences in the different moods, tenses, numbers and persons, ought to make the selection of the proper word so simple, that persons should seldom make mistakes.—*Self-Help and Home Study.*

Responsibility.

OLDTOWN, U. S., May, '90.

Mr. ————, Supt. Public Instruction.

My Very Dear Sir:—Miss Preston always seems to have an idea that the school room should be made and kept not only clean and comfortable, but *pleasant*, and her innovations in this direction have been simply wonderful—at the same time they have been so wonderfully simple that they may be brought about by any teacher who will act upon Mrs. Chick's advice to Mrs. Dombey, and "Make an effort, Louisa!"

So far as I personally am concerned I do not believe it essential to correct parsing that every atom of dirt be rendered visible; nor can I see any relation between apple cores and paper wads on the floor and ceiling and idleness, whispering, mischief, and unlearned lessons. But then, I'm no logician, and Miss Preston is, and when she begins to reason about cause and effect, and to bring tangible and incontrovertible proof to substantiate her argument. I am obliged to acquiesce—or seem to, at least. "A man convinced against his will," etc.

Nearly a year ago we were much surprised to here Miss Preston tell Mr. Johnson that she wanted some new curtains, a thermometer, and a waste paper basket for her school room. He opened his eyes, rather at the character than at the number of her requests, then blandly informed her that he'd refer her items to the

"COMMITTEE OF CREDENTIALS,"

and would you believe it? In less than a week she had all three! They called a special meeting to consider her wants, and cited her to appear and state her reasons for the same.

"Curtains!" said Mr. Seeley, are there no blinds to your windows?"

"Yes sir. But when they are open the light is so strong as to be dazzling; and when closed, they not only make the room too dark, but they also hinder ventilation.

"I observed that many of the older pupils are near sighted; and I wish them to have as good light as is possible, for I believe that much of this trouble is due to the poor or insufficient light at school.

"Many, too, show indications of catarrh and lung trouble, and these are always aggravated by impure air.

"I find the sunlight a very necessary auxiliary in keeping the children well and cheerful while at their work; but at times it needs to be somewhat moderated in its intensity, and this is best done by means of a light cloth shade that will not exclude the light."

After a short, whispered conversation they voted a unanimous "Aye" to that request.

"But what in the world do you want of a thermometer?"

Without showing the least annoyance she explained that also.

"As my duties keep me on my feet and give me more or less exercise, I am not the best judge of the temperature proper for those who are sitting and whose circulation is therefore imperfect. That hinders digestion, causing headache, etc. We do not expect a chain to support a greater weight than will its weakest link; and when a child's *physique* is *dwarfed*, stunted or *weakened*, we need not look for activity of brain."

That argument proved a clincher, and when Mr. Holbrook reported favorably on that matter, he suggested mischievously:

"I suppose you have some sanitary reason for wishing a waste paper basket, too, or is it merely a moral one?"

"Both," she replied promptly. "Cleanliness is not only 'next to godliness,' but is also one of the first and best means of preserving health.

"Consistency would prevent me from insisting on personal neatness among my pupils, if my floor were allowed to become untidy. Besides the *habits* of childhood and youth *go with us through life*, and a teacher has a grave responsipility in helping form those habits."

She had scarcely finished when Mr. Russell, as chairman ot the committee, exclaimed:

"You shall *have* the basket, Miss Preston, and the curtains, and the thermometer, or any thing else you want for your school while I have a dollar in my purse. If we have finally found a teacher who will really show some interest in the pupils beyond a salaried or text-book interest, we will stand by her to a unit."

He sat down and Miss Preston spoke again:

TEACHERS NOT INDIFFERENT.

"Teachers are not always so *indifferent* as they seem; but they are sometimes in error as to where the duties of parents leave off and where their own begin.

"They do not want to seem officious, and if Edward comes to school with unwashed face and uncombed hair, they are diffident about speaking of it, for fear of hurting some sensitive mother's feelings—forgetful, mayhap, that Edward's mother has a family of several to look after and that, in the multiplicity of duties incumbent upon her, she almost necessarily neglected to look out for Edward's finger nails, teeth, etc., but who at the same time would be glad to know that her little boy was receiving a proper education upon this subject, as well as upon the boundaries, capital, and government of his country."

"True, Miss Preston. And yet our experience has led us to believe that as a rule teachers think their duties ended with the text-books, forgetting that the great lessons of life are not found therein.'

"They are 'hired' at so much per annum, so many hours per diem, and for such and such purposes. These conditions fiulfilled to the letter, they have no further interest in the young immortals committed to their care, and whom they stand in *loco parentis*."

"Now I do not think you do us justice as a class, although I am aware that some enter the profession without any appreciation of the responsibilities or opportunities for good that are theirs. But is this not true in every walk of life? Does every physician realize that he may be a home missionary? Will every lawyer plead only on the side of justice? Does every editor use his voice and pen only for right? There are laborers and shirks in every vineyard; and, of course our calling is not an exception."

Well, since then, our school room has been literally transformed by pictures, brackets, plants, and a *careful janitor*. And yet there was *no friction* about it.

It came about in the most natural way imaginable.

Miss Preston one morning brought a jar containing a pink primrose in blossom, and put it on the window stool. After school one of the girls asked if she might water it, and on receiving permission, said:

"If you'd like a maderia vine to train around this south window, I'll bring you one in the morning."

And she did. Then some one brought a fushcia, another a geranium; and so the the leaven worked until every window was made beautiful with the "green things growing" of which dear Dinah Mulock sings.

Later she brought a dozen illuminated mottoes, and hung them on the walls; then came a picture from one of the boys, tendered half shyly, "to help" as he said. Others followed, lending what they had not permission to give. And the contents of the waste paper basket were stored in the basement in barrels, and at the end of the term *sold* to buy more pictures! Economy and æsthetics, all by means of a fifty cent basket!

What is the effect of all this?

No *truancy* for one thing. One lady tells about her boy of twelve years crying because his father kept him out of school during the busy week preceeding the holidays, to help in his store.

Good lessons and learned without urging is another result. The children hunger and thirst to know.

And a strong, warm bond of friendship between teacher and pupil is another result. "Governing" is easy, and the whole machinery moves without a jog.

I meant to tell you about her "Five Minute Lectures" on etiquette, current news, science, books, etc., but cannot now.

Yours Truly,

MISS PRESTON'S ASSISTANT.

—*Am. Journal of Education.*

A Sensible Printer.

A New Orleans paper tells of a printer who, when his fellow workmen went out to drink beer during working hours, put in the bank the exact amount which he would have spent if he had gone out with them. He kept to his resolution for five years. He then examined his bank account, and found that he had on deposit five hundred and twenty-one dollars and eighty-five cents. In the five years he had not lost a day from ill health. Four or five of his fellow workmen had in the mean time become drunkards, were worthless as workmen, and were discharged. The water drinker bought a printing office, went on enlarging his business, and twenty years from the time he began to put by his money was worth one hundred thousand dollars.

What I Saw in a School-Room.

A teacher sent one of his assistants to visit a c rtain school. He made this report:

I noticed that the teacher was self-possed, and that the pupils did not stare at me.

The signals were promptly obeyed; only a very slight tap of the bell was given.

The pupils were very quiet, and yet very busy; they got permission to speak before speaking.

The pupils seemed to do all the work; the school was run by them.

They were very kind to the teacher.

The room was very clean, the desks smooth and bright, the books laid in order.

At the close of each recitation there was music and marching.

The doors were then opened and the air refreshed before the next recitation.

There was nothing tiresome about the exercises; there was a general brightness and elasticity.

The physical training of the pupils seemed to be attended to as much as the mental training.

There seemed to be a desire to know, and a willingness to listen.

There was a comradeship between the teacher and the pupil. When the teacher heard a certain thing she said, "I did not know that before."

The teacher seemed to be a superior person—very neat in appearance, and with good manners.—Ex.

The District Schoolmaster.

"There iz one man in the world to whom I always take of mi hat, and remane uncovered until he gits safely by, and that iz the distrikt schoolmaster. When I meet him I look on him as a marter just returned from the stake on his way to be cooked. He leads a more lonesum and single life than an old batchelor.

"He iz remembered just as long effecshinateli as a gide-board iz by a travelin pack pedlur. If he undertakes to make his scholars luv him the chances are he will neglect their lurnin, and iff he don't lick'em now and then pretty often, they will soon lick him. The distrikt schoolmaster ain't got a friend on the flat side of the globe. The boys snowball him durin' recess, the girls put water in his hair-dye, and the school community makes him work for half the money a bartender gets and board him around the naborhood, where they give him rye coffy sweetened with molasses tew drink, and codfish-bawls three times a day for vittels.

"Talk to me about the pashunce of the ancient Job; Job had pretty plenty uv biles all over him; no doubt they were all uv one breed. Every young one in a distrikt skule iz a bile uv a different breed, and each young one needs a different kind of poultiss to get a good head on him. Every man who has kept distrikt school for ten years, and haz boarded round the naborhood, ought to be mager general and have a penshun for the rest uv hiz natural days, and a hoss and wagon to du his goin' round in."—*Josh Billings.*

Value to Teachers.

So apparent must be the importance of a rapid means of writing that it is needless for me to enlarge on this head. The youug teacher, however, had better take warning. Phonography is going to be taught in our schools before many years as one of the regular branches (the sooner the better), and if you are not prepared to teach it there is but one destiny before you.

SILENCE never shows itself to so great an advantage as when it is made the reply to calumny and detraction.—*Addison.*

Among the Monongahela City teachers are Miss Ella Neemes, '89, vice principal, and Misses Carrie Coulter, '88, Olive Hank, '90, Judith Collins, '82, Lizzie Jamison, '89, Eva Patterson, '88, Elva Hertzog, '84, and Millie Bentley.

Miss Luna Chalfant, '86, returns to her former position in Pueblo, Colo.

Among the Bridgeport teachers we find the names of Ada V. League, Lizzie A. Clark, and Alice Horner, Mr. E. F. Porter remains as principal.

Mr. A. L. Rothwell, '85, has been elected to the West Brownsville principalship. Mrs. Ethel Danley, '87, and Miss Bernette McDonough, '87, are his assistants.

Mr. O. P. Moser, '82, has been elected vice principal of the schools of Connellsville. Mr. J. M. Lazhue, '90, is principal of the second ward schools. Other teachers are Misses Priscilla Darsie, '87, May Johnson. Nora Shaw, Frank Cameron, Ellen McClure and Katherine Kurtz.

Miss Clara Singer, '88, teaches in Hazelwood, Pittsburgh.

Misses Georgie McKown and Emma Gass, of the class of '90, will teach in Allegheny.

Miss Fannie Goodman, '90, will teach at Suterville, Westmoreland Co.

Miss Lucie Kinney, '90, has a position in the schools of Pittsburgh.

Miss Ida Gallagher represents the class of '90 in the schools of West Newton.

Miss Gertude Richard, '90, is located for a year's work at Derry.

Miss Clara Smith, '90, is one of the Johnstown teachers for the coming year.

Wm. J. Lowstuter, '88, is principal of the Coal Centre schools.

Miss Zona Longdon will teach in Morris township, this county.

Mr. J. C. Longdon, '84, is principal of the Burnsville schools.

Mr, J. I. Blayney and Mr. T. H. Sutherland will teach in West Finley.

Somerset township employs Miss Ida Dague, '89, Miss Lou Camp, Miss Fannie Mills and Mr. C. R. Deems.

Miss Linnie Leech, '90, will uphold the Normal banner in Mt. Pleasant township, Washington Co.

Misses Amber Marquis, '88, Annie Vance, '88, and Anna Andrews will teach in Smith township.

Mr. Newton Miller, teaches in Amwell, and Cynthia Manon and T. C. Conkling, in Franklin, this county.

West Bethlehem township employs Nettie Storer, Samuel Bennington, Ella Swihart and Dora Crumrine.

Rostraner township takes Messrs. Geo. Thompson, P. M. Weddell and J. B. Weddell.

In East Huntingdon township we find Messrs. W. R. Scott, '90, F. P. Cottom, '90, W. J. Latimer and J. W. Barkley.

Miss Ella Sibbit, '90, is one of the teachers of the Granville schools.

W. F. McVay, '90, teaches in Prosperity, Washington county.

Mr. H. F. Parsons, '90, will teach in the new City of Charleroi.

Miss Anna Hurst, '90, represents the Normal in Scottdale.

At the annual commencement of Waynesburg College, Pa., July 1st, the degree of Ph. D., was conferred on Prof. J. B. Smith, vice president of the Normal.

Among Normalites elected in Fayette county, we notice the following: German Township—B. S. Newcomer; Chat Sterling, '90. South Union—Anna Duncan, '90; Hannah Jefferis; Wm. Gans. Luzerne—Clyde Garwood; Venia Cline. Perry—Alva Chalfant; Rebecca Snyder; Ella Luce, '90. Redstone—B. W. Craft, '79; P. C. Gween; U. S. Orange; Edgar Brashear. Wharton—Walter Fazenbaker. Nicholson—Orville Woolsey, '85; Leona Provins. Lower Tyrone—P. L. Mellinger. Franklin—J. O. Arnold, '90; J. B. McLaughlin. Jefferson—Virgil Hess; Anna Hertzog, '89; Ada Goe, '89; Harry Wilson; J. E. D. Nutt. North Union—Oscar Anderson; Robert Hansel. Dunbar—T. A. Humbert; Jennie Ache, '8.; Minnie Moreland; Bell Snyder.

Mr. A. M. Ross, Miss Mamie McWhirter and Miss Lizzie Higbee, all of the class of '90, teach near their homes.

Miss Jennie Thomas, '90, and Miss Laura Gilmore teach in the Webster schools.

The rapid growth of the Normal during the past few years, and the evidence that this will continue, have rendered necessary the erection of a new building. It will stand between the north dormitory and the river, and will be a three story brick structure, 55 by 75 feet. It will accommodate the model school, the manual training department, and the natural science department. Work will be begun immediately, and the building will be in use before the close of the year.

Where The Day Changes.

Imagine that you start westward at noon to-day and that you travel fast enough to keep the sun over your meridian until you get around the earth. Of course it is noon for you all the time but when you arrive at your starting point it is noon of the day following that upon which you set out. Where did the date change? It has been agreed that the change shall be made upon crossing the 180th meridian. Suppose a ship going west arrives at this meridian at noon on Monday it would a moment later, call the day Tuesday, thus dropping a day. If it were going east and arrive at the meridian at noon on Tuesday it would go back a day and call the time Monday noon, thus doubling a day.

A few questions will make the matter plain to the older pupils. Suppose two persons should start from the same place, one going east and the other west, each keeping his reckoning, how would th ir dates agree when they meet? How fast would you have to travel west to make your day twenty-five hours long? How fast eastward to make it twenty-three hours long? You have heard some boy threaten to knock some other one into next week. This would not be a very difficult thing to do if the two were at the right place at the right time. In fact one might be knocked into next month or next year or even next century if the time and place were properly chosen.

CLIONIAN REVIEW.

MOTTO—*Pedetentim et Gradatim Oriamur.* W. C. HOWE, *Edito*

Once again vacation is over, and another hard year's work begun. Last year was one of the most prosperous in the history of the school, but we expect to far exceed the work of last year, in the work of the present which lies before us.

Miss Romanie Billingsley a successful contestant last year, spent several weeks of the summer vacation visiting friends in the country.

Miss Janette Campbell has left for Powhatan Point, Ohio, where she is to teach this year.

The school of Duquesne will surely flourish this year with two such staunch Clios as Messrs. Countryman and Powell at the head.

Mr. George Kunkleman will teach a school in Mifflin township, Allegheny county, this winter.

Miss Nettie Stover will teach Roberts' school in this county.

Mr. George Darsie, a former Clio, preached an excellent sermon in the Disciple Church, Aug. 17.

Miss Anna Powell spent several weeks of her vacation in Atlantic City.

The seniors of the town during the vacation were very busy reading.

We are glad to say Mr. C. L. Smith, a Clio of last year, will be with us this year.

The college was not without its stir during the vacation, for on Aug. 6th and 7th it was awakened not by the students but by the soldiers. For all this we were glad to welcome back such old Clios as Messrs. Phillips, Ross, and Farquhar.

Mr. Clyde Garwood will not be with us this term as he will teach the Luzerne school.

Miss Lucy Stone Hertzog, a former graduate and faithful Clio, who graduates this year from the Homeopathic Hospital College of Cleveland, O., is at home for a short vacation. She received the appointment last April as physician to the Good Samaritan Dispensary, an institution under the auspices of the college, and speaks enthusiastically of the profession she has chosen. She anticipates several years of additional study in hospitals and colleges before locating.

Miss Nellie Gleason a former successful contestant, and Mr. John McFall of this place were married by Rev. J. B. Taylor a few weeks since.

Mr. Jamison, a Clio and senior, will not be with us, as it is his intention to teach.

Mr. Dickey, a Clio of last year, and one we would all like to see, will not be with us.

Mr. Zimmerman, a staunch Clio, will be back to join our ranks and help us with our work.

Miss Cassie Darsie, an enthusiastic Clio and former contestant, will teach a school in the suburbs of Fayette City.

Miss Birdie McDonough, '87, will again be assistant teacher in the West Brownsville School.

Mr. W. N. Butler, a graduate of last year, intends to go to college.

Mr. A. L. Rothwell, '85, was elected principal of the West Brownsville school.

Mr. W. E. Crow, the new editor of the California Messenger, is making a grand success of his paper. He gives all the news and his paper is spicy.

Clio's record of last year was great indeed and she received her richly deserved reward at the close of last term. But, Clio friends, we must not lie at rest on the honors won last year. We must work faithfully each night this coming year and once again the laurel crown will fall to Clio's sha in the end.

We are glad to say Miss Flore Burke will be back, to enter the seni class.

Mr. Warren Gilson, a Clio of '8 who furnished us excellent mus at many meetings, will this f teach a school in Fallowfield tow ship.

Mr. Harry Wilson, an ex-preside of Clio, will teach this term and ent the senior class in the Spring.

Mr. Harry Chalfant, an enthusia tic Clio and graduate of this scho is attending Washington and Jeff son College. He will be a contesta this year and we hope he will be su cessful.

Mr. C. W. Parker, a student of la year and a faitiful Clio, will be pri cipal of the Gastonville schools.

Mr. Chas. Guinn, who has been Texas since last spring, expects return soon.

Miss Maud Sutton visited frien at Fayette Springs during August.

Miss Madge DeHaven teaches t Munhall school, Allegheny Co.

Miss Anna Duncan, a staunch C and senior of last year, will teach Ellrod.

Chas. Philips, a g year, will teach

Wm. L. DeBolt, the New Geneva sch

Prof. W. S. Jackn County Normal, of I vacation at his fathe nia. It is rumored th Natural History will appearance bearing title page.

Miss Anna Shutt position of Normal coming year. She some classes.

PHILOMATHEAN GALAXY.

MOTTO—*Non Palma Sine Pulvere.* RAY WHITSETT, *Editor.*

As September draws near again the d Normal doors fly open to bid the ew students welcome, and to greet ie old ones with a hearty "good-ay."

Not only the recitation rooms, but hilo and all old Philos have a word f greeting for you, and a cordial in-itation is open for your attendance t her first meeting during the new ear. New friends, you are welcomed ith delight; and all good wishes be ith you in the coming year.

The senior class will be large this ear, fifty having passed last June, of /hom we expect about forty to return. t is also stated that there will be ten r twelve candidates for the fall ex-mination.

Miss A. May Reis, who had to leave chool last spring on account of ill ealth, has put in the warm summer ionths studying, and will take the xamination this fall.

Mr. Harvey J. Zimmerman, of Forward, Pa., will return to take the enior year, also Mr. C. L. Smith. But it is the regret of all his class-nates that Mr. Dickey will not be with is.

California has likely seen the last f her Colorado girl, and Philo lis-to her final impromptu bear ld west" class mate, ll not return.

of our bachelor in-all, created quite a ie calm atmosphere ut we all extend to gratulations, for we pronounced "charm-

ormalites elected in township are Miss , Miss Nannie Horn-Grant Robinson and lson.

Before Miss Ruff went away she gave the seniors their subjects for their chapel orations, but alas! I am afraid 'twould have been as well to keep them, for the weather has been very discouraging.

Our elocution teacher, Miss MacPherson, is getting much better, and we anticipate a long, happy year with her.

The Sloyd work of this year will be all the more interesting, because the junior class had some work in this department during last spring term.

Miss Ida Gumbert, Philo's musician, will not teach this winter, but spend the time recruiting her health.

Miss Etta Lilley will deliver our salutatory address, and Mr. Wm. Howe performs the same duty in our neighbor society.

Nearly all of this year's class succeeded well in obtaining schools. Mr. Wm. McCullough, an earnest Philo, has been elected principal of the Fayette City schools.

Miss Annie I. Hertzog, '89 will teach a Fayette County school this year.

Miss Blanche Latta, a well known Philo, will teach the Republican school. This is Miss Latta's first year, and we wish her all success. Also we hope she will be a senior next fall.

Philo has always been a hard working society. It now invites you, new students, to come and help us work and work well. This is the work which brings culture and refinement, and can no more be neglected than mathematics.

Miss Anna Reed, who distinguished herself the 20th of June, by her recitation, will teach in McKeesport this year. Miss Reed was one of the brightest in the class of '90, and gave much attention to society work.

Miss Hattie Westbay, one of Philo's contestants, will soon return to take the senior year.

Mr. A. N. Johnson, '90, has been chosen principal of the schools of Berlin, Somerset Co.

Mr. W. S. Kreger, '90, has been elected principal of the Stonerville schools. Mr. Kreger has taught during the summer in one of the local Normals of Somerset Co.

Mr. B. F. Meredith, '90, has secured a good position as principal of the Glenfield schools, Allegheny Co.

Miss Belle Sterling, '90, will teach room No. 2, in the Masontown schools.

Misses Kate Hanlon, Lyda Taylor, Eliza Lamont, Anna Hanlon, and Mr T. H. Underwood, will represent the Normal in Carroll township.

Miss Anna Berthel will continue as one of the teachers of Mt. Pleasant, Westmoreland Co.

All the Belle Vernon teachers are Normal graduates, except the principal. They are Misses Minnie Roley, '88, Ida Hugg, '89, Carrie Greathead, '85, and Clara Lange, '78.

Mr. Chas. Graves, '90, is principal of the Beallsville schools.

E. F. Thomas, '86, will again have charge of the schools of Fairchance, Fayette Co.

Fayette City has a full board of Normal graduates: Wm. McCullough, '90, principal; and Catherine Darsie, '89, Ella Teggart, '89, and Maggie Thirkield, '79, assistants.

Wooda N. Carr, a former student, carried off the honors at Monongahela College in the contest for debate between the Phi Delta and Phi Kappa societies.

W. D. McGinnis, of Dawson, has been chosen principal of the Masontown schools, Fayette county.