

The Normal Review.

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50c. A YEAR.

Entered as second-class matter.

New students are being added to the various classes almost daily.

Miss Lizzie Morgan's work in the model school is highly spoken of.

Miss Anna Shutterly, besides taking charge of the library teaches several classes in the Normal.

Miss Josie Welch, who won the Pittsburgh Times prize of a free trip to Europe, has returned.

In answer to an inquiry, we state that the present editor of the NORMAL REVIEW is NOT Dr. Noss.

Mr. Bert Lewis, '89, has been chosen principal of the Broadford schools, and has entered upon his work.

The recitation rooms of Profs. Hertzog and Smith present a much better appearance with their new ceilings.

The plans for the new building have been prepared by Mr. F. J. Osterling, a well known Pittsburgh architect.

A local institute will be held in the Normal chapel on Saturday, October 25th, under the direction of Supt. Tombaugh.

Miss Mattie Cleaver, '83, for several years one of the Homestead teachers, is now connected with the First Ward school, Allegheny.

Miss Esselius now devotes her whole time to the teaching of sloyd, and students of all grades have the opportunity of participating in this work.

Prof. Fenno, a member of the faculty a few years ago, is now principal of the Kittanning schools.

Miss Minnie Peterson, of Bunola, is teaching a night school, besides attending to her regular daily duties.

The model school is larger than usual this Fall. But parents can rest assured that, with the school under the charge of Mrs. Noss, and the practice teachers under the constant and watchful supervision of Miss Downer, good work will be done.

The Seniors find plenty to do in the physical laboratory, under the skillful direction of Prof. Bryan, in constructing simple and inexpensive pieces of apparatus, of which they can make actual and immediate use in their practice teaching.

The attendance this Fall surpasses that of any previous Fall term in the history of the school. Last Fall we had two Senior, two Junior and two Preparatory divisions. This Fall the number is increased by the addition of a third Preparatory class.

At the reunion of Co. I, of the Fifth West Virginia Cavalry, in Coal Center, last month, Mr. J. W. Berryman, '83, was the orator of the day. Mr. Berryman is now reading law in Washington. His address has received very high encomiums from competent judges.

The morning chapel exercises are occasionally varied by voluntary quotations from the Scriptures, given by the students; or a portion

of Scripture is read by the Principal and school responsively, a hymn called for by some student is sung, and the Lord's prayer is repeated in concert.

Rev. J. B. Taylor visited the school at morning prayers a few days ago, and conducted the devotional exercises. Some words of advice in his impressive manner followed, which were heard with earnest attention. We are sorry that so good a friend of the school was not permitted to remain with us another year.

A new electric clock has been placed in position in the office, and signal bells for the change of classes, for meals, etc., are rung on both floors of the main building and in the dormitories. Never forgetting, never a second late or early, this faithful monitor saves many a minute to teacher and student that without it would be wasted.

In another column will be found some account of the funeral services of Miss Lyda Taylor, of the last class. Speaking of her the Belle Vernon Enterprise says: "A bright and whole-souled young lady has yielded up the promise of a useful life for a home beyond the skies." A correspondent from Webster says: "A budding flower blasted by the cruel frost. All feel in her death the loss of a loving friend." The editor of the Philomathean Galaxy says: "While here at school, Miss Taylor was a member of Clio and was loved and respected by all who knew her. In her death Clio has lost a loved sister and Philo a faithful friend."

IF I WERE YOU.

If I were you, I often say
To those who seem to need advice,
I'd always look before I leaped;
I'd always think it over twice,
And then I'd heave a troubled sigh—
For, after all, I'm only I.

I'd ne'er discuss, if I were you,
The failing of my fellow men;
I'd think of all their virtues first,
And scan my own shortcomings then.
But though all this is good and true,
I am but I; I am not you.

If I were you and half so vain,
Amidst my folly I would pause
To see how dull and light a fool
I was myself, I don't because—
(And here I heave a pitying sigh)
I am not you, I'm only I.

If I were you, no selfish care
Should chase my cheery smile away;
I'd scatter round me love and hope;
I'd do a kindness every day.
But here again I find it true
That I am I, and you are you.

I would not be so very quick
To take offense, if I were you;
I would respect myself, at least,
What ever others say or do.
Alas! can no one tell me why
I am not you instead of I?

In short, if I were only you
And could forget that I was I,
I think that little cherub wings
Would sprout upon me, by and by.
—George H. Murphy, in *St. Nicholas*.

Elementary Composition in High Schools.

In case the secondary teacher of English finds his proper work thwarted by the lack of preparation in his pupils, he must postpone everything to the recovery of the lost ground. If the primary work has not been done for him, he must do it himself. The foundations of good writing cannot be dispensed with. It is idle to attempt to pursue the study of composition from the point of view of rhetoric with pupils who have never been trained to care in spelling and punctuation. Some things must be taken for granted in secondary schools, just as they must in life generally. It is no praise to spell common words correctly, but it is a humiliation and a disgrace to spell them wrong. If the

high school pupil's essay abounds in mistakes of spelling and punctuation, the teacher cannot take it into the range of rhetorical criticism. It must be dealt with on the plane of the spelling-book or the grammar.

The high school teacher will naturally aim to read all that his pupils write; that is, he will require of them no more than he can read. He will examine their work carefully, to see in what stage of development they are, in order that his own procedures may be rightly adjusted to the actual conditions. Doubtless it happens sometimes that the first high school year is partly wasted for the lack of a careful scrutiny by the teacher into the fitness of his classes for the work which he contemplates. He cannot afford to omit this personal inspection of his pupils' habits of writing. It will not do to take anything for granted. It is well known that young men even reach college in a state of immaturity as to their power and skill in expression which astonishes college officers and prompts them to cry out against the training these youths have had in school.

That the work of the high school in English is so poorly done as college instructors know it to be is not to be ascribed to ignorance of good English in the teachers, but to their laxity of method, and especially to the easy-going habit of allowing pupils' English to be written and then to pass without ocular inspection. A teacher who simply listens to the reading of a composition knows but little about it. When a large number of these papers come in at once, there is great temptation to examine them superficially or even not at all. The reading of compositions in class is of little avail except as furnishing opportunity for criticism of expressions whose faultiness is patent to the ear of a listener.

Just as college instructors examine and report to us the condition of applicants as to skill in writing English, so should we do by pupils sent us

from the primary schools. *How* we are to begin our instruction in the art of expression depends wholly on the question, *where* we are to begin.

The point in doubt is not usually how much the pupils know, but how well trained are they in correct habits. The question is not whether they can and will spell isolated words correctly, when startled, as it were, into thought on the spelling: but whether they have an abiding ambition to appear well in their writing, and whether this ambition has been nursed in them so long that it has developed into fixed habits that may be trusted to take care of themselves without perpetual admonition. The question is not whether the pupils know that each sentence should begin with a capital and be followed by a period, but whether they use capitals and periods with unvarying accuracy. The question is not whether they know many things, but whether they know when they do not know, and are moved by an irresistible inner prompting to use dictionaries and other sources of knowledge when the need arises.

The case may occur that pupils entering a high school appear strangely apathetic about their appearance in their English writing, and need sharp stimulus of some kind to make them realize that the teacher is thoroughly following out their careless writing and will surely bring school discipline to bear upon them for negligence in this duty. It is manifestly wrong for a high school teacher to pass condemnatory judgment on the work of the preceding schools, where doubtless extenuating circumstances could be shown to account for a considerable degree of apparent laches. The apathetic habit in pupils is so unnatural to youth that its existence must be accounted for in some way, and in this case it seems unavoidable to refer it to the practice that is said to be common in primary and grammar schools of not examining pupils' work. If it is in-

deed the case that the earlier teachers or our youth have accustomed themselves to such a practice, it will account for more evils than merely the one of slovenly writing.

The teacher who exacts of his pupils the composition of English themes and then omits to read these themes is of course not thereby teaching English at all. If he selects, or takes by lot, two or three out of many, and comments upon these, leaving the rest untouched, the case is not much better. Nothing can take the place of certainty in the pupils' mind, the absolute foreknowledge that his works to be scrutinized, its faults brought to light and reprov'd, and his own school status to be determined, here also, as in other things, by his performance. What the teacher neglects the pupil will neglect. This is a fundamental maxim in school-keeping, no teacher will deny. For such neglect the teacher may plead lack of time and thus relieve himself from personal censure. But the effects remain always the same, lamentable, unwholesome and at last well nigh ineradicable.

If the habit of *making anything do* in their written exercises shows itself in pupils who yet care for their appearance in their oral deliverances in class, the high school teacher's first care must be to get rid of this deadness of ambition by concentrating his efforts upon composition, even though literature and elocution receive for a while less attention. The number of pupils who care little or nothing for their English writing must be at once reduced to a small minority who cannot interfere with the growth of a good public spirit. That there will not remain a small residuum of intractables is not pretended. But these should be the intractables in other departments as well. The presence of a few such laggards is a perennial fact in all classes, and teachers know how to make their account with them. But the public sentiment of the class must

make for excellence. If not alacrity and gaiety of heart, at any rate sturdy resolution and energetic effort, must become the note of the composition exercise.

To bring such results to pass is not altogether easy. If the teacher of English has many pupils, he will have, unless he guards against such a catastrophe, so much written work thrown upon him that he *cannot* read it all nor could read it all were the days twice as long and his nerves and his eyes twice as enduring. Against this imposition he must strictly protect himself.

Many are the devices that may be used to improve the composition work in the earlier high school classes. The points to be kept in view are—to exact mental effort and careful attention on the part of the pupil, and to leave the teacher time to read every paper and to note every elementary fault in it. Suppose the method indicated below be given a trial.

Announce to the class two or three days in advance that on such a day they will write a little composition; and do not leave them in doubt about the topics on which they are to write. For instance, tell them to describe something they know from their own direct observation, something they saw this summer, for example. Forbid them to recount anything they have read. They will commit things to memory if you do not head them off. Forbid them to write on any school theme. In short, the material for their exercises must be got from their own experience. It must not have been conveyed to them already in language. Give them specimens of the kind of subjects they are to choose and of the kind they are to avoid. Thus you will leave them some responsibility for choosing what they will write about.

In the above suggestions as to themes, it is intended only to show a good way of drawing the limitations for any given occasion. On another

occasion some topic from the range of reading may be in place. Here again careful precautions are necessary to secure the indispensable conditions of originality and personal interest in the subject.

Having secured an understanding as to the kind of topic to be chosen, explain to the class that they will have a certain number of minutes, say ten or twelve, in which to write the composition, under your eye, on the appointed day. Tell them they may have one page of ruled letter paper on which to write, and must on no account turn the leaf to write on the other side. You thus limit them in quantity and in time, you secure concentration of effort on a minute area of work, and you prevent dawdling. Each pupil must come somewhere near filling his page.

These preliminaries being duly explained, you go on to direct the class to take as a home lesson,—if in your school economy you have home lessons,—on that very day, the writing of a first draft of their composition. This they must do with all possible care. They must consult their dictionaries about every word as to whose spelling or meaning they can raise any doubt. They must consider where paragraphs can best be divided. They must decide on the punctuation, and if they are in doubt about any point, they must pursue you or any other competent accessible Mentor, to have their doubt resolved. Then they must rewrite their draft and view it from every possible standpoint,—spelling, punctuation, capitals, paragraphing, expression.

To secure this preliminary study is the all-important thing. It is also, for obvious reasons, important that the class shall not bring you, as a final exercise, the result of this home polishing. They must store in their minds, at least for a season, the results of their meditation, their research, their consultation of friends.

When the hour comes for the school exercise, give each pupil a half

sheet of the proper paper. This paper should not be of too cheap a sort, and the ruling should be wide. You are to read this mass of manuscript, and you must use every precaution against spattering of ink and crowding of words. Liberal spacing of the lines conduces greatly to ease in reading. A good paper helps also in the same direction.

The class should now feel, after all this preparation, that something important impends. Do not let them drop from this wholesome state of mind into baneful indifference. You set them writing by your watch, and you see to it that no pupil can possibly practise the dishonesty of using the home draft from which to copy. Each writes from the prepared state of mind which your directions should have secured. When the time is up, all must stop writing unless they are in the midst of a sentence. You give five minutes more for revision of the work and for finishing the last sentence.

These papers are very short. The teacher can read them rapidly without omitting any points. The best ones are read as easily and quickly as so much print. The inferior ones need more time. Comment on the faulty papers next day in the class, without naming the derelict individuals. Praise the good papers, and privately tell the writers of the bad ones that their turn will come yet.

Of course the skeptical old teacher will smile at the idea of giving to pupils such minute directions as to what to do at home, as if there were any assurance that they would do it. But several considerations will soon be found that will weigh with the pupil to make him do what he is asked. If he does his writing in the class sufficiently well, no question will of course arise. If he still does poor work, the presumption is that he has neglected his preparation, and in this case he may be required to bring his home drafts, that you may see that he has made them. He will surely be left in

the rear if he does not do it, and will soon find this out if the teacher is in earnest.

The procedures above described give the pupil all possible opportunity to write correct English, and require him to carry his points in his memory for a season. The chances for avoiding every possible error of the grosser sort, as in spelling, are so lavishly given, that it becomes right to announce any such blunder as fatal to the acceptableness of the exercise. Whatever means the custom of the school suggests should be supplied to stigmatize, in the given circumstances, such an exercise as a failure. It will not do to dally with the assumed natural deficiency of any individual in this particular.

Naturally, every one who wields the pen is liable to slip and lapse, however much he knows. But it surpasses belief that any intelligent user of the pen should be unable to detect his own casual errors, full opportunity being given for revision and correction. Pupils should be allowed to insert omitted letters and words by means of the caret and to strike out chance excrescences by neat lines drawn through the superfluous parts. They had better not scratch their paper. Their knives are dull and they lack the skill to make a neat job of it.

The opportunity for self-correction is an important feature of such an exercise. Close scrutiny of one's own work is as good as more writing. In fact, the best thing to do with a faulty paper is to hand it back for the writer to correct. Sometimes he cannot find the error at first, and hints that you are mistaken. Then it grows interesting, and other youthful eyes join in the search. A good laugh makes that particular blunder memorable to a whole class.

For attaining the most rudimentary correctness in writing English, short exercises are not only as good as long ones,—they are better.

What is wanted is, close attention confined to a small field of operations.

Pupils often have too much fluency in writing;—that is, in writing with disregard of form. In this, as in so many matters of pedagogy, the Hesiodic "the half is more than the whole," is applicable.

The composition teacher has natural enemies enough in the other teachers without making enemies of his pupils. These at least must co-operate with him, and absolutely must be kept out of the slough of apathy. The other teachers will be seen examining in all departments by means of written papers. They will be seen arranging for extra time, that their pupils may write as much as possible, and will give provocation for hurry by setting questions that require for their answering all the writing that can be done at a rapid rate of work. These conditions are unfavorable to the formation of good habits in English. The English teacher can only look on. *Qu'y faire?* What would the Latin teacher say if all other teachers required answers in Latin, and took no note, or but small note, of the kind of Latin in which they came? The simple fact is that pupils write English for all their teachers. The great bulk of what is thus written cannot be read by the English teacher at all. The teachers for whom it is written rarely read it with an eye to its English. If through any dreadful haze of language the correct chemistry or history can be discerned dimly shining through, the teacher of chemistry or history is content. "What recks it them? What need they? They are sped."

These considerations suggest that either all teachers should co-operate with the teacher of English by noting and bringing within the school discipline the faults of their pupils in writing on their respective subjects, or that the functions of the English teacher should be merged in all the other departments. In the latter case each teacher would be a teacher of his department and a teacher of English. It is well perhaps to have some one

peculiarly and specially interested in pupils' writing; yet a great gain would be secured for the schools if all the teachers should be expected to feel a pride, not only in answers technically correct as to matter, but also correct and beautiful as to expression.

This contention of this paper has been,—that indifference in the pupil as to his English must be overcome by the visible earnestness and unceasing vigilance of the teacher; that written compositions, in the case especially of the younger high school pupils, should be short, intense in quality, and immediately read and commented on; that the pupils should always know to a certainty that their work is to be read with close scrutiny; that pupils should be habituated to refer to dictionaries for information, to become sure that they are right, and never trust to luck; that ignorance of the fundamentals of good writing is in a high school pupil intolerable.—*S. Thurber, in the Academy.*

Popularizing Science.

What shall the young folks read? This is a question which is becoming more and more important as the catalogue of books to choose from becomes more extended. Once, the answer might have been, "Good books," but now that is only the first of a series of answers.

Reading that is meant to be more than mere pastime ought to do three things. It ought to fill the mind with elevating thoughts and valuable facts, develop its powers, and create in it a taste for "good reading." History, biography and fiction, long thought to be the staples of good reading, do not satisfactorily fill these requirements. Who, that has read many novels, be they ever so good, will not testify that such reading tends to unfit the mind for scientific thought or philosophical discussion? A biography is but a true novel while history is not much more than a series of biographies. They, one and all, contain the element of

human passions and human desires. Whenever the reader accustomed to such literature fails to find this, his stimulus, his interest languishes. Again it hardly needs to be said that fiction often, and biography not seldom, stimulates the passions to an unnatural degree. This is especially true in the case of young people.

One of the most important ends to be aimed at in a course of reading is the development of the reasoning powers. But what is there in a novel to help the reader in passing from cause to effect and from effect back to cause? Is there much in the story of man's life, but be it true or false, that will materially aid one to draw logical conclusions from given premises? The "logic of events" or the "philosophy of history" is far too obscure for the ordinary reader to grasp. To appreciate, or even be proficient in, fiction or history does not require a logical mind; consequently we would not expect a study of these subjects to develop such a mind.

On the other hand, few will maintain that scientific reading will unfit a person for any kind of good reading. The study of nature stimulates no passion. It but increases that which it satisfies—the desire for knowledge. Perhaps no one is prepared to maintain that this desire is ever likely to be over stimulated.

The study of science does not cause one to dislike history or biography, while it only renders the reader impatient of the ocean of words in which the novelist drowns his thoughts. Science fosters philosophy. It is from science that philosophy recruits most of its illustrations and many of its arguments. It is indebted to science for its method, and falls back upon science for its justification. In short, science is but the stepping stone to a philosophical discussion of all those questions of mind and morals, of government and political economy, which so profoundly interest mankind.

That the study of science is valuable for developing the reasoning pow-

ers, hardly needs proof. The scientific reader is constantly dealing with causes and effects and their relations. The student of science does not deal with incalculable mind, but with the forces of nature which work according to inexorable laws. Though we may know very little about what electricity is, yet a constant association of electric effects, with their proximate causes, cannot but be valuable training for the mind. This being true, we are justified in believing that the study of nature will develop that quality which it requires.

But we are told that science is dull and uninteresting. We hear this only from those that know nothing about it. Science teaches more marvelous truths than fiction ever dreamed of. It often explains the beautiful, thus rendering it doubly interesting. It analyzes the sublime, thus rendering it more impressive. It shows how man has profited by subjecting the forces of nature to his use. It gratifies, partly, at least, the irrepressible desire to know the cause of phenomena.

It seems to be believed by many that anything scientific is too difficult for the ordinary reader. This belief has doubtless brought about the fact that most scientists have only sought to state their discoveries in language that can be understood by other scientists. This, however, has not been the object of all scientists. This generation has produced not a few, like Tyndall, Proctor, Agassiz and Langley, who have endeavored, with marked ability, to present the results of science in simple, graphic language. These men have done a work for the world in popularizing science that is just beginning to be appreciated. In their books we find the wonderful things of science told in a manner suited to almost any one that can read and think.—*Prof. Rogers.*

The strong, abiding, eternal forces in human society are—truth, right and courage, these are sure to triumph in the end.

SPELLING.

Stand up, ye teachers, now and spell,
 Spell phenakistoscope and knell;
 Or take some simple word, as chily,
 Or gauger, or the garden lilly.
 To spell such words as syllogism,
 And lachrymose and synchronism,
 And Pentateuch and saccharine,
 Appocrypha and celandine,
 Lactiferous and cecity,
 Jejune and homeopathy,
 Paralysis and chloroform,
 Rhinoceros and pachyderm,
 Metempsychosis, gherkins, basque,
 Is certainly no easy task,
 Kaleidoscope and Tennessee,
 Kamschatka and dispensary,
 Diphthong and erysipelas,
 And etiquette and sassafras,
 Infallible and pyalism,
 Allopathy and rheumatism,
 And cataclysm and beleaguer,
 Twelfth, eighteenth, rendezvous, intriguer,
 And hosts of other words are found
 On English and on classic ground.
 Thus Behring's Strait and Michaelmas,
 Thermopylae, Cordilleras,
 Suite, hemorrhage, jalap, Havana,
 Cinquefoil, and ipecacuanha,
 And Rappahannock, and Shenandoah,
 And Schuylkill and a thousand more,
 Are words that some good spellers miss
 In dictionary lands like this,
 Nor need one think himself a scroyle,
 If some of these his efforts foil.

—*Texas Siftings.*

Following Directions.

There is one feature of the primary teacher's work about which I do not remember ever to have seen anything written. This is the necessity of training the child to comprehend and obey quickly the various oral directions given to him. Any one but a teacher of first year pupils would be surprised at the slowness with which most children grasp an unfamiliar command, even a very simple one. For instance, a teacher standing before a row of new-comers, the first morning of school, says in the plainest of Anglo-Saxon, "All the children in this row may stand." No one moves. All seem to expect that something more will be said on the subject; but as nothing more is said, and the teacher is waiting, two or three rise hesitatingly; and the rest seeing

what these have done, follow their example, not because they heard, but because they saw. We teach pupils to do too much by imitation and not enough by directions addressed to the ear alone. If the teacher in this case had thought best to address her command to the eyes, instead of the ears, and had simply raised her hand as she spoke, the children would have been on their feet much sooner. So much of a child's first knowledge is obtained through the eye, that he is slow to perceive with the ear. Nor is this slowness of comprehension confined to children alone. If you doubt it, ask a friend to hand you the second book on the right hand side of the third shelf in your book case, and note the time it takes him to get your words well in mind. Unless the members of a geometry class have been trained to follow directions, they will be puzzled by such commands as, "Draw from the ends of the sides of a triangle two straight lines to a point within the triangle."

My attention was first called to this branch of a child's education several years ago in visiting a kindergarten. The teacher was directing a dozen little folks in regard to the arrangement of some square tablets. Each first placed one of these so that the front edge touched a horizontal line on the work table. Then they were told to place another tablet with the right angle touching the middle of the front edge of the one first placed; another with the angle touching the middle of the back edge of the same one, then on the right hand side in the same way, and another on the left. I could not but notice the difference in their ability to grasp the thought from the teacher's words, as she did not show, but simply told them what to do, then waited quietly for them to see for themselves. I was not a primary teacher then, and could hardly refrain, as I sat near the table, from pointing out to one little fellow the place for his tablet, as he seemed especially slow to understand. But

his evident satisfaction when he got it right was very pleasant to see, and I was convinced that many children are robbed of much intellectual growth and enjoyment through the ignorance or false kindness of parents and teachers.

There are many little exercises a teacher can use that will quicken the understanding, and help form a habit of ready, cheerful obedience, besides giving a pleasant variety to the school work. Of course, only very simple directions should be given at first, such as: Hold the right hand up. Find your elbow. Look up. Reach out. Take two steps forward. Place your right hand on the front side of your desk,—the front side being the one nearest the pupil. Then when such directions as these are no longer difficult, proceed to more complex ones, as: Find the upper right hand corner of book, desk, slate or room. Place your right hand on the left shoulder. Find the third word in the second line of the reading lesson. Turn to the east and point to the west. Look to the north and walk towards the south, and many more that any teacher will readily think of as soon as she begins to do this kind of work. Take some time when the school seems unusually restless. Let all stand. Tell them you want to see who is the quickest to mind. Then let commands follow as rapidly as possible for a few minutes. Put your hands on your head; on your shoulder; on your toes; and if you have never tried this you will be surprised at the rapidity with which your school will disappear, all except one or two who, instead of going down to find their toes, have brought their feet up to them. If you find that some are inclined to do as they see others do, you can play you have a school of blind children, who must mind as well as those who can see. There will be no harm in having the children sometimes do as they see the teacher or one of their own number do. Only have it understood whether the main

thing is to look or listen. Teachers who use splints, one-inch cubes, match sticks, shoe pegs, and paper folding for busy-work, need to spend some time in teaching their pupils a few simple forms to serve as a basis from which to invent other forms, or much of the time spent with this material will be of little real value to the child, as he will only use it in a careless, aimless way. A teacher can easily teach a new form to a whole school if they will follow her directions carefully, when it would be an Herculean task to attempt to show each individually. And right here let me speak of another advantage of thus teaching these forms. It necessitates the use by the teacher, and the consequent learning by the scholars, of such terms as cube, oblong, vertical, horizontal, parallel, perpendicular and right angle. And the children soon learn to talk as easily and understandingly of trapezoid and cylinder as of marble and kite.

Drawing lessons furnish another excellent opportunity for more of this same kind of drill, and the teacher can instantly detect by a glance at the slates the least failure on the part of the pupil to follow her directions. A teacher who has never taken lessons in drawing can dictate such simple exercises as the following: Place a dot in the middle of your slate. Make another one inch above this, and another one inch below, also a dot one inch to the left, and another one inch to the right of first. Then these points may be connected with straight lines as teacher sees best to dictate. Or the children may draw different kinds of lines as you name them. When ready for something still more difficult give such directions as: Draw a horizontal line two inches long. Through the middle point of this draw a vertical line three inches long, having one inch of the line above the horizontal. From the top of the vertical line draw two lines, one to the right and one to the left of horizontal. From the right and left of the horizontal draw lines

to the bottom of the vertical line. And before you are through every boy is anxious to tell you that it is going to be a kite. The children are always interested in these exercises, as their curiosity is excited to know what the figure will be like.

A teacher who never makes any unusual demands of her pupils will not see the need of these exercises. It is possible to conduct a school with so little variety that the necessity of thinking is reduced to a minimum. A new way of asking a question, or of giving an oft-repeated direction, will sometimes sadly puzzle these little ones. Many a child can readily tell you how many seven less three are, who could not tell how many three from seven would leave. It will do no harm to set little traps in which to catch the heedless ones. Let the small Yankee who guesses he knows what is wanted, and so goes ahead of the teacher's directions, find himself left behind as the watchful teacher suddenly changes her plan.

Now I am afraid some teacher who reads this will think she has no time for all these things. Such a conclusion would be as unwise as was that of the man who had not time to wait for the cars, so trudged along on foot. One object of these lessons is to make your pupils brighter and quicker, and thus save time. Do we not all lose much time repeating our words to children who fail to hear the first time, and in helping individual ones who should learn to attend more closely to the instruction given to the class? Children accustomed thus to follow directions learn to listen attentively, and to think closely, which is an excellent preparation for some of the emergencies of life which require concentration of thought and immediate action.—*Sarah W. Smith, in Ohio Educational Monthly.*

INTELLIGENCE initiates the masses into the sources of power, and our teachers carry the keys which open the highway to success.

Hints For The New Term.

On beginning the term's work, young teachers—and some old ones—may profit by the following suggestions:

1. Nothing is well done, unless it is well planned. Know definitely what you are going to do before you enter the school room.
2. Have a few pleasant words to say to the children, then give them something to do, while you pass around and take their names.
3. Never proceed with an exercise unless you have the entire attention of the class.
4. Speak clearly, *and do not repeat.*
5. Do not talk without saying something. One reason pupils do not listen to a teacher is because they know he is not going to say anything worth listening to.
6. Remember that good order is absolutely essential to success in teaching.
7. If you can keep each child engaged in interesting work, you will have little trouble about order.
8. Never give a second order until the first is obeyed.
9. Have your pupils march in and out in regular order.
10. Insist upon the proper position in sitting, standing and marching.
11. When you start out the reins are in your hands. If you allow the class to snatch them from you, the chances are you will never recover them.

To know a subject is one thing; to teach it is quite another.—*Texas Journal of Education.*

OUR teachers should whisper constantly to their young pupils the most beautiful and eloquent words, and instil the purest sentiments—for what is put into the first of life is put into the whole of life.

THESE mysterious voices we sometimes hear, as we listen to the unfolding power of the child—would, if we could hear aright, be the voice of an angel—become audible.

Clionian Review.

MOTTO—*Pedetentim et Gradatim Oriamur.*

C. L. SMITH, Editor.

Messrs. Cotton, Knotts and Orange, faithful Clios of last year, visited the school at the opening of this term.

Prof. Bell visited the school the second week of the term: The professor will teach this year in the city of Wheeling.

Misses Carroll, Burke, Sutton, Billingsley, and Mr. Brightwell, all successful contestants of the past, are active members in society this year.

H. J. Zimmerman and A. B. Guagey, who were once very active members of our society, are attending school this year at Lock Haven.

A. M. Ross, of "Little Greene," visited society on the first night of this term. He spoke in very flattering terms of Clio's prospects for the coming year.

Clio was never reinforced by better members than those who entered this Fall. Some of them are hustlers from Hustleton; and, of course, with their help society is bound to boom.

Our male quartet, composed of Messrs. Brightwell, Morgan, Bowman and Dickey, have given us some splendid music during the term so far, and promise us more in the future.

Our program is nearly always filled to the letter, and volunteer performers have greeted the society every night since school opened. This shows what a great interest is manifested in our end of the building.

Clio was never in so good a condition for profitable work since the

days of her organization as she is now. Imagine sixty honest, earnest workers, if you can, and you will then see her as she is every night when the roll is called.

Fellow classmates and Clios, there has been a great work left to us by the "Class of '90." Shall we shoulder the burden and march to triumph, or shall we lie supinely on our backs, and allow our brothers to go down into the ditch? Clio is made of sterner stuff. The warm welcome she has given the students of this State Normal School has characterized her history in the past, and will characterize it in the future. We as a band of literary workers mean to make ourselves felt throughout this district, not only by our manners, but by our deeds. We intend to make our work this present year so beneficial to every member that when they leave our hall next June, they will feel that it was especially good for them to belong to this particular society. Their motto will be as it has been in the past: "Clio now, and Clio forever."

Death has again visited our society and once more our hall must be draped in mourning for a loved one. This time Lida Taylor, of Webster, was called, and she peacefully answered the summons on Monday, Sept. 15. She was a member of last year's class and a faithful Clio. To show her devotion for the society she was buried with a badge of blue, the emblem of our organization, on her breast. W. D. Brightwell and W. E. Crow represented the society at the funeral, which took place on Wednesday. At the close of the funeral services,

which were conducted by Rev. Farmer, Dr. Noss was called upon to make a few remarks in behalf of the friends, and those remarks will never be forgotten, for they were indelibly inscribed upon the tablets of the minds of the audience, and when he was through scarcely a tearless eye could be found in the whole assembly. Lida was young in life, and all who knew her, knew her to love her. She has left her friends in this earthly life, but was prepared to meet them in the life of bliss beyond. She edited the last REVIEW, and one of her sentences was this: "Some will leave this hall for a short vacation, and some will leave it forever." Alas, she is the first one called; but such is life, and we must submit to the will of Him who doeth all things for the best.

Resolutions of Respect.

WHEREAS, Heaven in infinite wisdom has opened its portals to receive our gentle sister, Miss Lida Taylor; therefore be it

Resolved (1). That we, the members of Clio society, feeling deeply the loss sustained, extend our heartfelt sympathy to the family of the deceased; and with a consciousness of their desolation commend them to Him who doeth all things well.

Resolved (2). That our hall be draped in mourning as a tribute to her memory.

Resolved (3). That a copy of these resolutions be printed in the NORMAL REVIEW and "California Messenger," and that a copy of the same be presented to the family of the deceased.

C. E. DICKEY,
FLORENCE BURKE,
EVA KEENER,
Committee.

Philomathean Galaxy.

MOTTO—Non Palma Sine Pulvere.

R. M. DAY, Editor.

The Seniors have begun reading for their first classic.

A new feature of the Senior work. Plans must be made out for each day's work separately.

The prayer meetings held in Philo hall every Sunday evening are well attended and great interest is shown.

Col. Fee, of Connellsville, Pa., was accepted as an honorary member of Philo society on last Friday evening.

Mr. Virgil Hess, a student of the Normal last Spring and a Philo, paid us a visit Friday evening, September 19.

The periodical read in society Friday evening, September 12, by Miss Hattie Applegate, was well composed.

Miss Day, who was one of the teachers at the Normal last Spring, has not had the best of health during vacation.

Old students of the Normal are glad to welcome back again so many of her last year's faculty, but one having left the ranks.

We are glad to have Mr. W. H. Cornelle back with us. He came the first few days of the term, but returned home on account of sickness.

E. H. Hazlett, a student of the Normal last Spring, has been elected to teach school in Amwell district, Washington county. We wish him a prosperous term.

Miss Longdon, Philo's last secretary, has been elected to teach school in Morris district, Washington county. The class of '91 will lose a valuable member.

The miscellaneous debate was an interesting feature of our meeting on Sept. 19. The speeches on both sides of the question showed evidence of talent.

Miss Luna Beard, of Randolph, Vt., a former member of this school, was married at her home on the 11th of Sept. to Lester Ketchum, of Yankton, Dakota.

Prof. Bryan has charge of the laboratory this year and will teach the class in Physics. We feel that he has taken the right method to help them to understand the subject.

Miss Ada Peebles, of Youngstown, Pa., who passed the Junior examination in '89, came back to finish the course with the class of '91, but had to return on account of sickness.

Mr. A. J. Johnson, a Senior of last year, paid us a visit Friday evening, Sept. 19, and Philo's wall again was made to reverberate with the echoes of his voice, which is pleasing to all.

Mr. Will McCullough, an enthusiastic society worker of the class of '90, was with us the first night. Mr. McCullough has been elected to teach in the Fayette City schools the coming term.

Everything possible was done to make new students feel at home at the beginning of the Fall term. A social was given in their behalf the first Saturday evening in the chapel, under the direction of Mrs. Noss. It was a grand success.

Philo never opened a term more auspicious than this one. The performances were few the first night,

but well delivered. The second night the performance was long, and in all a score of new members was added to the roll.

Philo has honored the ladies by electing one of their number president. Mr. W. J. Latimer, who preceded her, ruled well; and we have no doubt that the present administration, with Miss Lilley at the head, will be as successful.

Philos have a right to feel proud of their society, because of the spirit of earnestness manifested by her members. She is growing, and possesses the material with which she may do better work than has ever been done in Philo during the past.

The following officers have been elected for the next term: President, Miss Etta Lilley; vice-president, Miss May Reis; secretary, Miss Emily Truax; attorney, Mr. Albert Frazee; treasurer, Miss Mattie Mergan; marshal, Mr. John Hester.

Mr. Van Powell, of this place, an energetic teacher and a member of the class of '88, who has been attending school at Ann Arbor, Mich., the past year, has been elected to fill the vacancy in Westmoreland county caused by the resignation of W. J. Latimer, who is a member of the Senior class at the Normal.

A large number who are not regular subscribers will receive this number of the NORMAL REVIEW. If you would like to have its visits continue through the year, send your name, with fifty cents in stamps or postal note, to NORMAL REVIEW, California, Pa.

A QUARREL.

There's a knowing little proverb,
From the sunny land of Spain,
But in Northland as in Southland,
Is its meaning clear and plain.

Lock it up within your heart;
Neither lose nor lend it—
Two it takes to make a quarrel;
One can always end it.

Try it well in every way,
Still you'll find it true,
In a fight without a foe,
Pray what could you do?

If the wrath is yours alone,
Soon you will expend it,
Two it takes to make a quarrel;
One can always end it.

Let's suppose that both are wroth,
And the strife begun,
If one voice shall cry for "Peace,"
Soon it will be done.

But if one shall span the breach,
He will quickly mend it—
Two it takes to make a quarrel;
One can always end it.

—Exchange.

Teachers of One Idea.

There is between the teacher and other operatives one obvious difference, arising from the difference in the materials upon which their labor is bestowed. That class of laborers whose toil and skill are exerted in modifying the forms of matter, succeeds generally in proportion to the narrowness of the range to which each individual's attention is confined. It is possible for the same person to sow flax, to pull and rot it, to break it, hatchel it, spin it, warp it, weave it, dye or bleach it, and finally make it into clothes. I say this is possible, for I have seen it done, and I dare say many of my readers have seen the same. But how coarse and expensive is such a product, compared with that in which every step in the progress of production is made the subject of one individual's entire and undivided attention.

If we were to go into the factories of Lowell, or into any of the thousand workshops which are converting Philadelphia into a great manufacturing

centre, we would find the manufacture of an article approaching perfection just in proportion to the imperfection (in one sense) of the individual workmen employed in its production. The man who can make a pin-head better and cheaper than any one else, must give his attention to making pin-heads only. He need not know how to point a pin, or polish it, or cut the wire. On the contrary, his skill in that one operation increases ordinarily in proportion to his want of skill in others. His perfection as a workman is in the direct ratio to his imperfection as a man. He operates upon matter, and the more nearly he can bring his muscles and his volitions to the uniformity and the precision of a mere machine—the more confined, monotonous, and undeviating are his operations—the higher is the price set upon his work, the better is he fitted for his task.

Not so the instructor of youth. The material operated on here is of a nature too subtle to be shaped and fashioned by the undeviating routine of any such mechanical operations. The process necessary to sharpen one intellect may terrify and confound another. The means which in one instance serve to convince, serve in other cases to confuse. The illustration which to one is a ray of light, is to another only "darkness visible." Mind is not, like matter, fixed and uniform in its operations. The workman who is to operate upon a substance so subtle and so varying, must not be a man of one idea—who knows one thing and nothing more. It is not true in mind, as in matter, that perfection in the knowledge of one particular point is gained by withdrawing the attention from every other point. All truth and all knowledge are affiliated. The knowledge of arithmetic is increased by that of algebra, the knowledge of geography by that of astronomy, the knowledge of one language by knowing another. As no one thing in nature exists uncon-

nected with other things, so no one item in the vast sum of human knowledge is isolated, and no person is likely to be perfectly acquainted with any one subject who confines his attention with microscopic minuteness to that subject. To understand thoroughly one subject, you must study it not only in itself, but in its relations. To know one thing well, you must know very many other things.

Let us return, then, to the point from which we set out, namely, that one important difference between the teacher and other operatives arises from the difference in the objects on which they operate. The one operates upon matter, the other upon mind. The one attains perfection in his art by a process which in the other would produce an ignoramus, a bungler, a narrow-minded, conceited charlatan. Hence the necessity, on the part of those who would excel in the profession of teaching, of endeavoring continually to enlarge the bounds of their knowledge. Hence the error of those who think that to teach any thing well, it is necessary to know only that one thing. That young woman who undertakes to teach a primary, or even an infant class, has mistaken her calling, if she supposes that because she has to teach only the alphabet or the "table-card," she has therefore no need to know many other things. There are some things which every teacher needs. Every teacher needs a cultivated taste, a disciplined intellect, and that enlargement of views which results only from enlarged knowledge.

We all know how much we are ourselves benefitted by associating habitually with persons of superior abilities. So it is in a still higher degree with children. There is something contagious in the fire of intellect. The human mind, as well as the human heart, has a wonderful power of assimilation. Every judicious parent will say: "Let not my child be consigned to the care of an ill-informed, dull, spiritless teacher. Let it be his

happy lot, if possible, to be under one who has some higher ambition than merely to go through a certain prescribed routine of duties and lessons; one whose face beams with intelligence, and whose lips drop knowledge; one who can cultivate in him the disposition to inquire, by his own readiness and ability to answer childish questions; who can lead the inquiries of a child into proper channels, and train him to a correct mode of thinking by being himself familiar with the true logical process, by having himself a cultivated understanding." Such a teacher finds a pleasure in his task. He finds that he is not only teaching his pupils to read and to spell, to write and to cipher, but he is acquiring an ascendancy over them. He is exerting upon them a moral and intellectual power. He is leaving, upon a material far more precious than any coined in the mint, the deep and ineradicable impress of his own character.

Let me repeat, then, at the risk of becoming tiresome, what I hold to be an important and elementary truth, that the teacher should know very many things besides what he is required to teach. A good knowledge of history will enable him to invest the study of geography with new interest. Acquaintance with algebra will give a clearness to his perceptions, and consequently to his mode of inculcating the principles of arithmetic. The ability to delineate off-hand with chalk or pencil the forms of objects, gives him an unlimited power of illustrating every subject, and of clothing even the dullest with interest. Familiarity with the principles of rhetoric and with the rules of criticism, gives at once elegance and ease to his language, and the means of more clearly detecting what is faulty in the language of others. A knowledge of Latin or of French, or of any language besides his own, throws upon his own language a light of which he before had no conception. It produces in his idea of grammar and of

language generally, a change somewhat like that which the anatomist experiences from the study of comparative anatomy. The student of the human frame finds many things that he cannot comprehend until he extends his inquiries to the other tribes of animals; to the monkey, the ox, the reptile, the fish, and even to the insect world. So it is with language. We return from the study of a foreign language invariably with an increased knowledge of our own. We have made one step at least from the technicalities of particular rules towards the principles and truths of general grammar.

But it is not necessary to multiply illustrations. I have already said enough to explain my meaning. Let me say, then, to every teacher, as you desire to rise in your profession, as you wish to make your task agreeable to yourself or profitable to your pupils, do not cease your studies as soon as you gain an appointment, but continue to be a learner as long as you continue to be a teacher, and especially strive, by all proper means, and at all times, to enlarge the bounds of your knowledge.—*John S. Hart, LL.D.*

On Getting Work Out of Pupils.

How shall we get the best work out of pupils in our schools? It is certainly true that the best teacher is not the one who talks most to his pupils, but he who gets his pupils to talk most to him; in other words, he who gets the most work out of his pupils. Nothing is more certain than that pupils grow and develop only by the work they do for themselves, and not by the work which the teacher does for them. But do teachers all appreciate this fact? If so, would teachers talk and explain so much in class as so many of them do? It is tempting when a pupil is in trouble with his lesson to help him out, but undoubtedly it is a mistake on the teacher's part to give any help until the pupil has first made a serious attempt to help himself. A single victory gained

by the pupil is worth a hundred which the teacher wins for him. Even when help must come from the teacher, he should do no more than put the pupil on his feet by giving him a hint here and there, often a single one is sufficient, and then let him do his own traveling.

But there is another side to this question. Some teachers absolutely discourage their pupils by expecting and demanding too much of them. The result is that they get less work and of a poorer character because of their own imprudence.

No teacher has a right to be continually saying to his students, "You are doing poorly, you will surely fail on examination. You can't expect to reach the standard with such recitations as these," and the like. All this operates against both teacher and pupil, both become irritated, in time, and all thought of earnest study is driven away. Ridicule is an effective weapon when judiciously used, but ridicule in the hands of a tyrant is a dangerous weapon, and one that is more apt to work harm than good. This is particularly true of the older class of students, who have sufficient intelligence and whose sensibilities are sufficiently developed to feel the full force of a foolish teacher's sarcasm.

In brief, nothing so surely gets good work out of pupils as commendation where it is really deserved and a kindly silence where the commendation has not been earned. This by no means shuts out proper reproof when the case demands such a course, but teachers are apt to indulge in reproof where silence and the chidings of the pupil's own conscience would be productive of better results and leave the temper of all unruffled.—*Educational News.*

IT IS A new era—this which our teachers represent—an era of intelligence, of virtue, of progress; for this we work; to the maintenance of this we are to devote our labor and our energies. It is worth all it costs.

"Level Up."

BY JAY JAY STONE.

Boys, if in the race of life,
You should find
Yourself behind,
Never mind!

Do not falter in the strife;
Keep working up,
Nor pause to sup
Of Envy's cup,
But "level up."

If in knowledge you should lack,
Books and leisure
In tull measure
Brings this treasure;
Study hard and turn not back;
Thought, reaching up,
Aspires to sup
Of reason's cup
And "level up."

If in refinement you're behind,
Improve each chance;
You may advance
And enhance
Every noble power of mind;
Drink Learning's cup,
E'en sup by sup,
'Twill not disrupt,
But "level up."

When you go out to take your place,
Look to your needs;
See that your deeds
Support your creeds;
And firmly, calmly set your face
Looking ever up,
Let nought corrupt
Sweet conscience cup,
But "level up."

Physical Training.

What system shall we have in our public schools?

A call for the discussion of the above question was the reason for a lively stirring-up of those already in the work of physical training and of those whose broad minds are interested in all vital educational topics of the day. From many parts of our own country, Wisconsin not excepted, from Canada, England and France, the steamships and steam cars brought men and women to Boston, the so-called centre of culture and city of conventions. Both the public press and private opinion agree, that no more notable meeting has been held there for years; notable for the intellectual character of those in attendance; for the harmony with which the discussions were carried on; and on account of its being

a conference instead of a convention, for the absence of business, which so often drags its slow length, consuming much time which properly belongs to discussion. In all the sessions, lasting two days, there was but one resolution passed. Every session began and closed on time.

Going directly from the train to Huntington Hall, Institute of Technology, I was shown to a seat by a cadet in full uniform, a seat from which I could well study the personnel of the audience. With some of the faces I was familiar, and by dint of some questioning, I was able to locate medical men and women, high in their profession, college presidents and professors, business and professional men who hold seats on school boards, and teachers; some in this and others in widely differing fields of work.

It is always so pleasant to see and meet persons, whose names and work we know, and in whom hereafter we take an added interest because we know how they look.

The presiding officer was U. S. Commissioner of Education, Wm. T. Harris. At first it seemed as if the platform would be a battlefield on which the advocates of the American, German and Swedish systems would fight for supremacy, but nothing unpleasant occurred to mar the dignity of the occasion. The claims of these three systems were brought before the conference by able representatives, who could both talk well, and show by their personal possessions that their systems produced well-built bodies and full resonant voices.

Two definitions of education, I think worth quoting: "Education the actualization of the ideal," "Education, that which seeks to realize in the individual, the best in the race."

It was refreshing to find that it was not necessary to prove that bodily training ought to be a part of every school course, for the opinion was general that brains were being overworked, that arms and legs, chests and trunks were being neglected, and that as the state made mental training compulsory, so it should introduce as complete a scheme of physical training, as could be devised, as an offset. The question was, what shall constitute the drill which will allow the scholars to leave cramped positions, relax mind and muscles, and really recreate them after a moderate period of study

or recitation. That this shall be a feature of "The Coming School," about which an excellent article has lately appeared, is a foregone conclusion.

I have quoted two definitions of education, let me quote one of physical education, given by Dr. Hitchcock of Amherst College: "Physical education is such a cultivation of the powers and capabilities of the student as will enable him to maintain his bodily conditions in the best working order, while providing at the same time for his greatest efficiency in his intellectual and spiritual life."

It is time that we tried to realize this ideal, not only in a few favored schools and colleges, but all over our broad and beautiful land, where so many students, old and young, are feeling the ill effects of a one-sided culture. No idea was more frequently brought out than that the coming man was to be a rounded man, not round in the back, but with a good round chest which should mean vitality and vigor which should serve the mind. You will notice that I used the word scheme, instead of system, for I believe with Dr. Emerson of The Monroe College of Oratory, that, if an arbitrary system be fixed, then all progress stops and "there will be no growth except towards China."

Miss Hill, a bright spirited young lady who has charge of the girls at Wellesley College, called her system "eclectic" because she uses the best methods of all so-called systems.

The remarks of Dr. Seaver of Yale and of Dr. Anderson, of Brooklyn, seemed to meet with loudest applause. They maintained that the Americans were capable of taking the best of every system and evolving a happy combination of methods, based on the soundest principles. M. de Combertain of France said the same thing, very wittily; "If your neighbor has a good thing, take it." The German system does much with apparatus, while the Swedish does entirely without it in public school work. There is in the free movements very little aim at grace. Quick movements, a sudden muscle strain, and as sudden a relaxation was the character of them; while the Delsarte work which is steadily gaining in favor, is slowness, precision, definite aim, self-command, poise, a sense of freedom; its work being a gradual putting forth of tension up to a certain limit and as gradual a withdrawal of it. It is certainly a grand thing

to be able to stand well, to sit well and to walk well, each organ being held at its proper altitude by the uplifting power of properly energized chest muscles, to which the Delsarte teachers pay special attention.

Dr. Emerson made a good point when he said, "the stomach of a confirmed dyspeptic was always from one to four inches too low." The obstacles in the way of the introduction of systematical physical training were spoken of, viz.: lack of time, of space and of properly trained teachers. Let me speak of the second point first. We can use the seats and aisles of our schoolrooms if we can do no better. I met a lady holding a high position in New York who said that quite frequently she had a yawning and stretching exercise, without the children rising from their seats, which seemed to rest them wonderfully. Many schools have basements which might be cleaned out, heated and lighted, making as good gymnasiums as I have seen in richly endowed institutions. Corridors and hall-ways have good floor-space for moderate-sized classes. Now when can we get the time? One speaker facetiously said, "That what we want is a system, which practiced five minutes a day, would make strong men and women." Not five minutes, but six times that, divided into two or more periods would, if used rightly, produce results which would be worthy of consideration. What shall we do if every minute is already occupied? Drop out one of the ologies (not physiology) and put the scholar into a better condition of mind and body to understand and use all of the other branches which he studies.

Where shall we find teachers? We must have them, good, enthusiastic, thoroughly trained teachers to teach, teachers and to exercise a supervision over their work. The best plan would not be to have all the teachers taught, but an adequate number in each school to conduct the work in all grades. Something is already attempted in many schools by teachers who make up from books of instruction or borrow from other sources, movements which strike their fancy; and some succeed, more by their own personality than for any other reason, in making the exercises bright, recreative and beneficial, while others and I fear, the majority, conscientious though they may be, by a dull routine, by a lack of

the imaginative, especially in teaching little children, and by too obvious discipline create a distaste for the work and it becomes drudgery to both teachers and scholars. This ought not to be. The teacher ought to have a play or rest spell as well as her pupils; she will teach the better for it.

Many of our schools are arranged so that several rooms can be thrown into one and a musical instrument can be used to accompany the work. It need not be a piano, for a violin or even a drum is inspiring.

Much was said in the conference for and against music, but the "ayes" were more loudly applauded than the "nays." Counting wearies the teacher, disturbs the rhythm of movement and is always accompanied with more mind tension on the part of the pupil. Music is inspiration and its harmony increases the psychic influence which every enthusiastic teacher has over the minds of the pupils.

Women make excellent teachers and were highly recommended by Dr. Channing. Chicago has a good plan by which the teachers after they have mastered certain series of movements under the training teacher, with a published manual to refresh their memory conduct the work with the help of eight assistants of the director for the city schools. It works well and is being followed in other cities, which are progressive in educational matters.

My stay in Boston for several days after the conference closed, gave me opportunity to visit Harvard and Wellesley Colleges, the Y. M. C. A. and other city gymnasiums, the schools of oratory, which pay a great deal of attention to physical training, and to observe the work in the Boston High School.

I shall never regret my long journey, for I have experienced such courtesy from those united in a common cause; have seen such indications that side tracks to the road long traveled in education will prevent many wrecks of brain and body, that it is easier to wait for the full dawning of a day bright with promise for the youth of our land.—*M. S. Dunn, in Wis. Journal.*

Our teachers constantly co-operate in the work of a higher civilization. We ought to be careful how we undertake to circumscribe or to abridge their influence.

Two Boys on Smoking.

"What do boys smoke tobacco for?"

"I don't know, do you?"

"Does it make their teeth white?"

"No, it makes them black."

"Does it preserve the teeth?" "No, it destroys them."

"Does it sweeten the breath?" "No, it makes it foul."

"Does it aid digestion?" "No, it hinders it."

"Does it make a boy look manly?"

"No, it makes him look like an unweaned calf."

"Would you like to see your sister or your mother smoke?" "No!"

"Would you like to see your father smoke?" "I should not like to say; father might not like to hear what I have to say on the subject, so let us drop it."

"And I will drop the pipe," said the father, who overheard the conversation.

A Letter Game.

Get half a dozen wide-awake people around the table, and then put a letter-box in the hands of some steady head who can be trusted as umpire. He will throw a letter in the center of the table, and the first one in the circle who can tell a geographical name beginning with the letter in sight takes the letter; and the one at the conclusion who can count the greatest number, is the winner of the game. Any name of any place under our sun which is of sufficient dignity to possess a postoffice is legitimate to use; or that of any lake, river, mountain, or sea.

The teacher at his best and in his real work, is surrounded on all sides by boundless ideas and objects in the unfolding life of his pupils. These innumerable thoughts on-flowing come to be to him like a million of lights fusing into one blaze of brightness. This is his hour of insight and inspiration. The golden age will always re-appear to the intelligent person.

A REMARKABLE GATHERING.

Carrying Out an Agreement Made at Grosse Ile May 2, 1855.

[We clip the following from the Detroit Free Press.]

"We part, to meet again!"

Such was the phrase expressed by fourteen boys in attendance at the school of Rev. M. E. Hunter, Grosse Ile, May 2, 1855.

In the full flush and buoyancy of youth, these gay young pupils, fresh from their books, conceived the brilliant idea of running a race with old Father Time, to draw up, duly sign, seal and certify a compact to the effect that all who subscribed their names would some day meet again, in the far away, dim and hazy future; to meet, in short, for a grand reunion, after twenty years should have passed away.

What an idea for brave young hearts! It was to be a sturdy race with old Father Time, and there was no thought of the result. Life was too bright and buoyant to conjure up unpleasant thoughts of what the years might bring; and one can well imagine that there were no thoughts of gray hairs or of the trials and tribulations that are garnered with life's harvest of years, as the brave school boys dipped the pen in the ink to sign in childish characters the compact that was to endure despite the ravages of time, and that was to gather them together after the flight of twenty long years.

One of the paragraphs in the original contract is noteworthy thus:

" — we agree to meet again precisely twenty years from this date — and it is earnestly desired that each subscriber will — take such care of this agreement that he will be able to discover its whereabouts at any time — so that he need but glance at it to remind him who are his companions in this uncommon but sentimental agreement. Wishing each other uninterrupted happiness, we affix our names as follows:

John R. Thompson, Flint; Chas. M. Cleveland, Adrian; De Witt C. Clark, Adrian; Andrew J. Scheffer, Adrian; *William J. Stephens, Detroit; Elliott T. Slocum, Trenton; *Henry S. Waite, Toledo; Wm. Wallingford, Detroit; Aaron M. Wilcox, Painesville, O.; Henry W. Lord, Jr., Pontiac; Irvin Matthews, Columbus, O.; Christopher C. Waite, Toledo; Horatio S. Young, Toledo.

At last the twenty years passed away. One bright morning in May a little band of men, now in the prime of life, gathered once more in the old familiar school hall on the island. Of the original signers of the compact all were present, except two, beside whose names had been set the cold asterisk of death. There were songs and stories of the olden time. The day was spent by the little group as only such a day can be spent by those endeared to each other through two decades of unbroken friendship. They wandered about the old, familiar scenes, drank from the old bucket in the well, sang to the echoes in the grove, or, reclining at full length under the spreading branches of the elm trees that shaded the school, rehearsed the tales of other days. The school house was unchanged, only that it seemed smaller and more dingy; and as the pupils, after their long absence, sat again in the old forms and observed how, twenty years before, their boyish hands had carved their rude initials on the rustic desks, many a heart softened at the reawakened echoes of the olden days in school, and many an eye grew misty as the mind conjured up unutterable thoughts of the ruthless flight of time. Just as the day closed the good old schoolmaster took his stand under a spreading elm tree, and gathering his pupils about him, waxed eloquent over a noble theme, ending with a benediction on the heads of all present, and expressing the hope that all might meet again.

Ten years more passed by, and faithful to the old agreement, the lit-

tle band, now smaller than before, met once more at the old school house. The master, an added half score of years upon his venerable shoulders, was still beside his old pupils. The day passed as pleasantly and as memorably as did the meeting of ten years before; and on parting a new pledge was taken to meet again after five years.

And those five years were told in full on the evening of June 7, 1890.

A third of a century the little band had been bravely fronting it with Father Time; and although there could be but little doubt as to whom should be the ultimate winners of the race, that fact was not allowed to cast a shadow on the feast of last evening. The members met in the Hotel Cadillac, where they and their friends, other Hunter boys, as they love to call themselves after the old master, sat down before an ample board. Of the fourteen original signers there were left—but three, old men now, with grown-up sons and daughters of their own, with children and with grandchildren to brighten life's decline. The old master was absent, being now too aged to risk stirring out at night, but still with his pupils, having come all the way from Virginia to gather them together on Sunday under the old elm tree at the island and speak to them as in the olden time.

What passed at the meeting that night the world shall never know. The old remembrances, conjured again into life around the board after a third of a century has gone, are sacred to the venerable group of whose lives they have now become such an inseparable part. Certain it is, however, that on the opening of the meeting the old compact drawn up on faded blue paper, was passed around the board and inspected with glances of affectionate remembrance, while even the boyish scrawls, appended years ago in the old school house, seemed to have assumed an added significance the more the ink

that traced the names has faded with the lapse of time.

Will this brave little band, who have fought so valiantly against time ever meet again? Will they meet again in five years, as they promised that night, when they had pledged the last toast to health and happiness? Or will the race, that unequal race with Father Time, as all such races needs be, will it be completed before the next five years are gone? Of the original fourteen boys but three remain, Elliott T. Slocum, A. M. Wilcox and C. C. Waite. May they meet again, yes, many times again. Such was the hope of all the Hunter boys present that evening, and such, no doubt, is the kindly wish of you who read these lines to-day. "We part to meet again"—all hail!

At 8 o'clock in the morning the Hunter boys will take a yacht for Grosse Ile, where, about 11 o'clock, the venerable Dr. Hunter will preach. At 1 o'clock lunch will be served. In the evening the party returns to this city.

Those present at the banquet at the Hotel Cadillac were: Elliott T. Slocum, Detroit; A. M. Wilcox, Cleveland; E. M. Carrington, Port Huron; J. L. Edgar, Detroit; William Keith, Bay City; C. C. Waite, Columbus, O.; T. H. Eaton, Detroit; Daniel Reaume, Grosse Ile; Wm. S. Biddle, Grosse Ile; Wm. Hanna, Detroit; H. L. Kanter, Detroit; R. A. Barry, Adrian.

Short Chat With Young Teachers.

Looking back over the early years of my life as a teacher, I remember very vividly this remark, "The enthusiasm of the young teacher is worth as much, if not more to her, than the experience of an older one."

This remark given with all the vigor of a firm conviction in its truth, by an old gentleman, a member of the school board, who had been an interested listener to several of my early attempts at teaching language, made a deep impression upon me at the

time; for I realized fully, as the weeks passed, that lacking the staff of experience, I had only the wings of enthusiasm to depend upon to carry me over the vast tracts of unexplored territory before me.

True, I was not without resource, for I had a plan or map of the territory as it were, which I had carefully prepared and studied while at the Normal school; but every one realizes the vast difference between studying the map of a country, and exploring that country in all its detail.

In a word, I found stumbling blocks in practice never suspected in theory; pit falls into which one might easily sink, since no warning signal was there to arrest me in my ramble; for ramble I did, and very aimlessly, I fear, since school journals and summer schools of perfected methods were yet in their infancy, but as time passed experience came, and if bitter, I retained her teachings.

Out of my own experiences, then, I shall speak to you, in order that you may thus avoid some of the hindrances that beset the path of every young teacher, and may the sooner learn to combine with the blessed enthusiasm of the inexperience of your untried life a knowledge of the results of the experience of one who has spent some of the most profitable years of her life in the school room learning from the daily intercourse with little children.

If you were to ask me, "What must be my first aim in teaching language to young children?" I should say "To interest them to such a degree in the subject of the lesson that they will unconsciously and naturally express their thoughts aloud at a suggestion from you."

Were you to ask me, "What should be the goal to which I shall direct the thought of the children?" I would answer "Concentration always, diffusion never, if you would look for results;" for every thought must follow the preceding in some regular order, while a thread, pliable in one sense, yet tena-

acious in another, must connect them; but pliable and tenacious as the thread may be, and carefully as the pearls of thought have been strung upon it, the result of the labor will be of little value unless this thread is firmly fastened at the end; therefore, the motto I would give you to hold in mind would be, "Fasten off the threads in all your teaching, but particularly in the teaching of language."

One can learn many a lesson from the simple, homely incidents of every day life, and I have never given, or listened to an unfinished lesson without mentally comparing it to a seam sewed either by hand or by machine where the thread has not been firmly fastened at the end, and sooner or later the inevitable result must be loose edges, a gap, or perhaps an opening of the entire seam. To repeat then the substance of my chat with you to-day, keep these three points in mind, as you enter upon this year's work in teaching—

1. Interest the children thoroughly and thus awaken thought to be expressed.

2. Concentrate this thought that you may lead the children to the particular point you have arranged as the limit of your lesson.

3. Know thoroughly the ground over which you lead the children, and when you have reached the goal that you have held in mind, stop and lead them to make a finished mental photograph of all the phases of the landscape, that the journey may go on from this point, later, with no needless retracing of steps.—*Anna B. Badlam.*

CREATION and invention are the stamp of intellect and genius—so do not copy a dead, dry "method." The road to success is not the route of a mere "method."

Do NOT wrap life and the world in a shadow for your pupils; the morning dawns always and reveals light and beauty. Let us, as teachers, be purveyors of light and beauty.

Miss Linnie Leech, '90, teaches near Burgettstown.

Mr. F. P. Cotton, '90, paid the Normal a visit recently.

Miss Avie Kinder, '86, is attending Franklin College, at Athens, O.

Moses Lowers has a position in the office of the Belle Vernon Enterprise.

Mr. U. S. Orange has given up his school and accepted a position in a store at Charleroi.

Miss Ada Goe and Miss Annie Kinder, of the class of '89, visited the Normal recently.

Miss Ida Gumbert, '90, teaches the Jenny Lind school, in Lincoln township, Allegheny county.

Mr. Wm. McCullough, '90, principal of the Fayette City schools, was a visitor at the Normal lately.

Miss Allie Baker has resigned her position in East Pike Run township and accepted another in Webster.

The N. E. Journal of Education says of Dr. Noss' lectures at the Allegheny County institute, that "he packed them with good things."

Among the speakers at a Sunday school picnic at Flatwoods recently, we notice the names of Rev. M. E. Dunn, of Allegheny, '84, and J. M. Layhue and Jesse Arnold, '90.

On the afternoon of Thursday, October 9th, Miss Nora Shaw, of Connellsville, was married to Supt. L. M. Herrington, of Fayette Co. The REVIEW tenders its congratulations.

A correspondence class, similar to the one conducted two years ago, has been organized for the study of Latin and Algebra. Those who expect to enter the Junior class next Spring, and feel the need of further work along these lines, should join. Write to Dr. Noss for circular giving full information.

If you are in arrears for the NORMAL REVIEW, a good time to pay up is when the first month's salary comes in.

Miss Minnie Powell, for several terms a Normal student some years ago, is attending the Pittsburgh Female College.

A new fraternal insurance order has been organized with headquarters at Monongahela City. Mr. Chas. McIlvaine, a former student of the Normal, is one of the supreme officers.

Prof. J. I. Humbert, class of '84, and for several years principal of the schools of Connellsville, has entered the Western Theological Seminary at Allegheny for a three years' course.

Prof. Bell, of last year's faculty, paid the school a visit at the close of the first week. He has resigned his position in the South to accept a professorship in Lindley Institute, Wheeling.

Mr. Grant Kendall, a student of a few years since, and brother of Principal J. C. Kendall, of Homestead, has been chosen principal of the schools of Somerset. Mr. Kendall graduated this summer at Lebanon, O.

In the N. E. Journal of Education for Sept. 11 appears an article by Dr. Noss giving an account of a personal interview, had during his European trip last fall, with Roger Guimps, the last surviving pupil of Pestalozzi.

Five students passed the Fall examination for admission to the Senior class: Mr. C. H. Dils, Old Frame; Miss May Reis, Pittsburgh; Miss Annie Mathews, Pittsburgh; Miss Edith McKown, Coraopolis, and Miss Lily Moyle, Sharpsburg.

Rev. H. W. Camp, a member of the class of '79, has been appointed pastor of the M. E. church of California for the coming conference

year. His many friends in California and about the Normal give him a hearty welcome and wish him God-speed.

We wish to apologize for the late appearance of the REVIEW this month and last. It happened from causes beyond our control, and, having changed printers, we hope to be more prompt in future. The work is now done in the Messenger office, in California.

Homestead employs five teachers who claim the California Normal as their Alma Mater: Principal J. C. Kendall, and Misses Minnie Jones, Bertie Jones, Anna Powell and Becca Reeves. Two others, Misses Mary Norman and Emma Menk, have been students.

At the Allegheny County Institute this Fall, an organization of the California students teaching in the county was formed. Prof. J. C. Kendall, of Homestead, was chosen president. It was decided to hold a banquet at some time during next year's institute, and a committee of arrangements was appointed. The number of California graduates in the county is increasing noticeably from year to year. For several years similar meetings have been held in Fayette and Washington counties, but this year for the first time in Allegheny.

A new monthly has been started by E. L. Kellogg & Co., of New York and Chicago, called "Our Times." The plan of this paper is to give a clear idea of what is going on in the world from month to month. Though designed specially for teachers, it is of interest to all who wish to keep track of the current events of the world that contribute to its real progress. It gives all the important news of the month without the murders and scandals. A clear, comprehensive review of the contents is also given with numerous suggestions as to teaching them.