

# The Normal Review.

VOL. VI. No. 4.

CALIFORNIA, PA., DECEMBER, 1890.

50c. A YEAR.

Entered as second-class matter.

Next term begins Jan. 5th. Many new students are expected.

Dr. Noss spends the last week of the term at the Mercer county institute.

Rev. A. S. Flanigan, '87, is pastor of the M. E. church at Dows, Iowa.

Geo. D. Jenkins, a student of a few years ago, is reporting for the Monongahela Record.

J. C. Longdon and J. I. Blaney were on the programme of an institute held at Brownsville, Nov. 23d.

Last week's California Messenger published in full the commencement oration of Miss Anna Duncan, class of '90.

Messrs. Beazell and Paxton, of the borough school board, visited the Normal a short time ago.

Miss Belle Day will be one of the instructors at the Farmers' Institute to be held in Canonsburg in January.

Miss Stella Armstrong, of West Alexander, a former student, was married, Oct. 15th, to Mr. Wm. Patterson.

Prof. C. W. Parker, principal of the Gastonville schools, teaches a night school in addition to his regular daily duties.

Among the teachers of Bedford county are Charity E. Tewell and Lillie C. Cook, both students of last Spring term.

Three of the counties of Pennsylvania have superintendents who are graduates of the California Normal: Washington, Supt. Tombaugh; Fulton, Supt. Peck, and Bedford, Supt. Potts.

Mr. W. N. Butler, '90, has entered the Junior class of Geneva college, Beaver Falls, Pa. He is taking the classical course.

Three graduates of the Normal are attending Washington and Jefferson college: A. A. Guffey and J. F. Mayhugh, '87, and Harry Chalfant, '86.

Mrs. Eva D. Kellogg, well known to many of our readers, has an interesting article on Psychology in the N. E. Journal of Education for Nov. 6th.

The Misses Burke received a short visit at the Normal recently from their father, Prof. S. Burke, who is well known in south-western Pennsylvania as a music teacher.

Three graduates of the Normal are pursuing the theological course in the Allegheny seminaries: L. W. Lewellen, '85; J. I. Humbert, '84, and L. O. Sutherland, '83. John Pollock and C. L. McKee, former students, are also there.

Miss Belle McClintock, of Meadville, well known as a vocalist to many of our readers, was married on Wednesday evening, Dec. 3d, to Mr. H. C. Fry, an attorney of Rochester, Pa.

Rev. H. W. Camp, of the M. E. church, California, and Rev. Macurdy, of Fayette City, were welcome visitors at the Normal a few days ago. Rev. Macurdy is a brother of the Misses Macurdy, who were students last Spring.

Prof. W. D. Cunningham, '87, principal of the West Newton schools, has had his salary increased from \$85 to \$105 per month. A well-deserved increase. West

Newton is now the second best paying position in Westmoreland Co.

Dr. Noss reports a successful and interesting institute in Bedford county. Supt. Potts, a member of the class of '80, who has been very successful as a teacher in Bedford county, has been justly promoted to the superintendency, where equally great success is attending him.

A correspondent of the Belle Vernon Enterprise speaks in quite complimentary terms of Prof. McCullough's success as principal of the Fayette City schools. He is getting up an entertainment, the proceeds of which will be used to purchase maps, books, globes, etc., for the use of the school.

A correspondent of the Uniontown Genius of Liberty says: "We are pleased to hear from time to time, of the successful work being done by one of our Franklin boys, Mr. J. M. Layhue, in the Conneville schools. Mr. Layhue was one of our most successful teachers at home, and from all accounts is fast making himself popular in his new field of labor. He is a hard-working, ambitious teacher and his many friends are pleased to hear of the success accompanying his untiring efforts wherever he goes."

We visited on Wednesday the Cochrane and Duquesne schools being taught at present by Messrs. N. B. Countryman and Arch Powell, as principals. Although laboring under somewhat of a disadvantage, the buildings being just finished, the schools are doing excellent work and their organization shows a great deal of tact and talent on the part of their principals and reflects much credit upon them.—California Messenger.

### Supplementary Reading.

The meaning of the word Supplement is, that which fills up, perfects or completes something to which it is added; and makes good a deficiency. This is what we claim for the use of Supplementary Readers in the Public Schools; they supply a deficiency which will always exist where children are confined to a single reader. I suppose the course we pursued for many years in the schools of our district is still followed by most schools in the county and throughout the State. Monroe's Readers, as most of you know, are divided into 5 or 6 numbers. No. 1 we use in the lowest Primary, No. 2 in the next, and so on to the Grammar room, where we use No. 5 and 6. It was found more especially with the three lower numbers, that the children in the rooms in which they were used soon became familiar with the contents of the books long before we were ready to promote them. Many of them when called to the reading class could recite from memory the lesson for the day. Of course they lost interest in the book, and when children lose interest in a study it is almost an impossibility to make any advancement.

There was evidently a want here which ought to have been supplied, and this want was not only felt by us, but by many others. It was to supply this that Cowperwait & Co. published a set of Readers entitled Supplementary Readers. They are excellent readers, the selections are good and they fill in a great measure the want for which they were issued; we introduced them into our schools and the improvement

was marked, the interest of the children increased in their reading lessons; it was a change. It was something new, and children like a change or variety as much as grown people. The old adage, "Variety is the spice of life," is quite as applicable to school days as to those which follow after.

Some year or two ago, Appleton & Co., of New York, published a series of readers, called 'Natural History Series'. They are divided into numbers, No. 1 containing short stories of cats and dogs, familiar objects to every child; No. 2 is entitled 'Friends in Feathers and Fur'; No. 3, 'Neighbors with Wings and Fins'; No. 4, 'Neighbors with Hoofs and Claws'; the whole containing a fund of information, useful not only to the child but valuable in after years. They are written in a pleasing style, calculated to interest children and at the same time almost imperceptibly storing their minds with useful knowledge. I examined a set of these Readers which were sent to me, and was convinced that they were what we wanted in our schools. I brought them to the attention of the Board; they approved of them, they were introduced into the schools, and the result was not only satisfactory, but the interest taken in them by the pupils surprising. We use them two or three times a week, and the days on which they are used are looked forward to with pleasure. It is not my intention to advocate any particular publication; my desire is simply to call the attention of Directors to the importance of using supplementary Reading in the Public Schools, hoping that

they will give it their consideration, and believing that if they will give it a trial, the result will not only prove satisfactory to themselves, but of great advantage to their schools.—*Penn. School Journal*.

### Some Teaching Devices.

IN GEOGRAPHY.—Let the pupils take some common salt and moisten it just enough to make it pack well. Now it is ready for moulding. Let them mould on an inch board (or perhaps, a half-inch will do), any map they can do nicely. When done place it in an oven and bake it. The map becomes hard, adheres to the board, and can be hung in the class room.

NUMBER STORIES.—We use the usual devices of giving number stories and requiring them from the children. I find great danger that this may become mechanical and lifeless. The object being two fold, to give the drill on facts and to induce the child to picture the conditions clearly and to form a habit of thinking in objects that will be sufficiently strong to resist the tyranny of figures later. I frequently question them on what things are, where they are; if alive, what they are doing; as for instance when a child tells me he has two cats and gets two more. I want to know their color, where he gets them, etc. Right in connection with this, comes the "picture problems" which are merely the same thing with the same object and training the same powers, with the addition of a habit of expression of drawing.—*Ex.*

IN READING.—A good way to secure attention is to have re-

sponsive readings. Let pupils of every other row read one sentence in concert, while the pupils in the other rows read the next sentence, alternating through the entire chapter. Of course great attention must be given to the inflection and emphasis. The same exercise as above may be tried with this variation: Beginning with the right hand row each row of pupils reads a sentence in concert.

Try the same with this variation: Have the first row read the first sentence, and all the other rows respond; the first three rows read the next, and all the rest respond; and so on till only one row responds. Then have the last two rows read a sentence and repeat the exercise, going to the right.—*Ex.*

IN LANGUAGE WORK.—Geography and History are studies peculiarly adapted to language work. For a review lesson in Geography, the class may become a band of imaginary tourists, each one reading a short letter which which he has written upon some topic previously assigned by the teacher. For example, if the lesson is about Egypt, one pupil may write from Cairo, describing the manner and customs of the Egyptians; another may write from the summit of the Great Pyramid, describing the surface and scenery of the country; a third, from Port Said, his topic being the Suez Canal; a fourth may write about the Nile, giving an account of an imaginary voyage down that wonderful river; a fifth may describe the ruins of Thebes; while a sixth writes from the desert, explaining why there is so little rain in Egypt. In

History, also, a vivid interest may be awakened by thus introducing the personal element, in accounts of discoveries and settlements, of battles and sieges. What child can read Holmes' poem, "Grandmother's Story of Bunker Hill Battle," without a new and thrilling conviction that the portraits of '76 were real, living men and women, not mere impersonal characters in history? It is because the poets transports us back to the time and the place, among the people and the scenes that he is describing. Almost unconsciously the pupil learns to relate historical events in graphic style, if he has frequent practice in this kind of imaginative writing. He may, for example, be asked to write a letter from Salem in the olden times, giving some account of the witchcraft delusion; or from Valley Forge, relating the experience of the army during that memorable winter; or from the field of Gettysburg, giving reminiscences of the battle.—*S. E. Lockwood.*

#### A Vital Institution.

Hon. Oscar H. Cooper, State Superintendent of Public Instruction in Texas, in his speech before the N. E. A. at St. Paul, on "Compulsory Laws and their Enforcement," said:

"The public school has become a vital institution of the whole people. It reaches more effectively the masses of the people than any other system in any great nation. The testimonies of experts from the old world who have studied our institutions is conclusive as to the superiority of our people in regard to general intelligence and morality. Bryce,

in his "American Commonwealth," states that the average of knowledge is higher, the habit of reading and thinking more generally diffused than in any other country, and the average of temperance, truthfulness, chastity and general probity is somewhat higher than in any of the great nations of Europe. To this result the American public school has contributed most largely. Some of the advocates of compulsory education, while they hold it is unnecessary for our native white population, maintain that it is needed to Americanize the foreign element especially to fit the freedmen for citizenship. The danger point for the Southern States from this source has been passed. No people in any age of the world have made so much progress in popular education as has been made in the last ten years by the old Southern States. This progress has been made without the aid of compulsory education, and the experiment of compulsory education in these States would imperil the cause of the public schools. The great need of the South, and indeed of the whole country, is not more stringent laws to compel attendance, but better schools."

#### Suggestive Paragraphs.

Make a list of misused words that you notice among your pupils. Teach their correct use. Many mistakes would disappear from the country if every teacher would follow a plan of this sort. "I hain't got no book" is a common mistake. "I don't like these kind of apples" is another. "It don't make no difference" contains two mistakes that are often

made. How easily the first one could be corrected when the pupil knows that *don't* means do not! It do not! No one would say this. "He don't know me." Would you say "He do not know me"?

A teacher in a public school has been accustomed to require her pupils to say, "The equator is an imaginary line, passing round the earth," etc. It never occurred to her that the boys and girls of her school had no idea what an imaginary line meant, until one day a visitor asked them how wide they thought the equator was. Some thought it was 5,000 miles wide, others 2,000 and others said they could jump over it. The visitor then asked how they thought ships got over it. One pupil said he thought the crews got out and drew them over, and another said he had read that a canal had been dug through it. "What is the name of the canal?" was asked. "The Suez Canal," was the answer.—*Sci.*

It often happens in a school that there are now and then there are a few odd minutes left over, at a time when studying is impracticable. Such may be utilized for short lessons on such subjects as common science will afford; rain, dew, fog, hail, snow, wind; effect of trees and vegetation on climate; food plants, clothing plants, fuel plants, woods for building, medicine plants; characteristics of common poisonous plants and animals; value of different foods in the body, sources of human energy, work the old illustration of an engine for all it is worth; constellations visible each night, value of sun's heat and light, changes of moon, influence of

planets, sun and stars on earth; how soils are made; agricultural chemistry; —there are millions of subjects. Make out a list and have it ready for these scraps of time.

#### Blackboard Questions for General Exercises.

##### GEOGRAPHY.

- 1 How are Salt Lakes formed? Name the two largest.
- 2 In what country are the largest and the most numerous icebergs formed?
- 3 Into what five races are the inhabitants of the earth divided?
- 4 What is the area of Alaska compared with that of the United States?
- 5 How many States are now in the Union? Name the capitals of the four new States.

##### PHYSIOLOGY AND HYGIENE.

- 2 For what class of people is walking the best exercise? For what class is carriage driving?
- 2 What are the uses of the finger nails?
- 3 Why should salt be used in large quantities, habitually, as an article of food?
- 4 State four evil effects of rapid eating.
- 5 How would you arrest a hemorrhage from an artery? How one from a vein?
- 6 If a fish were emersed in water entirely free from air, what would result? Why?
- 7 Where does the change from venous to arterial blood take place? Where from arterial to venous?
- 8 What rules would you give for the use of the eyes at night?
- 9 How is the long sight of old persons caused? How may it be corrected?

##### AMERICAN AUTHORS.

- 1 "Who wrote "Uncle Tom's Cabin?"
- 2 Name three leading female authors of American literature.
- 3 Who is called the "Quaker Poet?"
- 4 Who is the author of "Snow Bound" and the "Barefoot Boy?"
- 5 Mention two long poems and two short ones written by Longfellow.
- 6 Name three works of Washington Irving.
- 7 Who wrote "The Scarlet Letter?"
- 8 Name three living leading American authors.

##### ADVANCED ARITHMETIC.

- 1 A note of \$1024, dated June 5th, 1869, was paid March 1st, 1872, with interest at 8 per cent.; what was the amount paid?
- 2 A merchant having a quantity of pork asked  $33\frac{1}{3}$  per cent. more than it cost him, but was obliged to sell it for  $12\frac{1}{2}$  per cent. less than his asking price. If he received \$7 per cwt, what was its cost?
- 3 What is the surface of a rectangular block 8 feet long, 7 feet wide, and 5 feet high?
- 4 What is the capacity in gallons of a cylindrical cistern 8 feet in diameter and 10 feet deep?
- 5 If a bin which is 8 feet long, 6 feet wide and 8 feet deep, holds 309 bushels, how many bushels will a bin hold that is 14 feet long, 4 feet wide, and 9 feet deep?

##### LANGUAGE FOR INTERMEDIATE CLASSES.

- 1 Write the plurals of—
- |       |         |        |         |
|-------|---------|--------|---------|
| lady. | day.    | tooth. | negro.  |
| tidy. | boy.    | eye.   | potato. |
| body. | valley. | foot.  | motto.  |
| baby. | money.  | calf.  | cargo.  |

pony. goose. donkey tomato.

2 Write an inquiry about—

A carpet. The train.

A knife. The time.

3 Write a statement, an inquiry and a command.

4 Write a sentence containing ten words, and requiring four capitals.

#### USE OF HOMONYMS.

Write the following words on the blackboard; require the pupils to learn the spelling, their meaning, and use them in sentences:

browse	cask	cause
brows	casque	caws
cane	candid	cede
Cain	candied	seed
calendar	canvas	ceil
calender	canvass	seal
cannon	caster	ceiling
canon	caster	sealing
cereal	capital	cellar
serial	capitol	seller
cite	cell	clime
sight	sell	climb
site	cholera	collar.

#### How to Become a Good Teacher.

Study methods of teaching and then originate your own; study the character of your pupils, and then adapt your teaching to the peculiar traits of each disposition. Don't try every new method, neither continue in the old ruts simply because you were taught that way. Don't make a machine of yourself, but put active life into every action, thought, and expression. Don't give way to discouragement because a pupil appears stupid and incapable of being taught, but try plan after plan, and you will eventually succeed if the boy has any mind at all. Your work as an instructor of boys and

girls is an exceedingly noble one, and as a teacher you can and ought to be one of the best.—*The N. C. Teacher.*

#### The New Campaign.

Each year opens the campaign of education. Teachers and pupils and school officials, we ought to be now in the best condition for an effective campaign, so much the more effective because the vast majority in this glorious war against ignorance and its helplessness are well trained veterans in the service, having spent three, five, ten or more years on the same bloodless and triumphant battle fields.

From great victories already won it is a matter of course that we can win yet greater in future, as we have greater resources in ourselves, and also in the partially educated scholars and the better school rooms and more extensive apparatus furnished us.

We must outdo ourselves in the new campaign, acting on the truth that the powers and operations of the mind are capable of indefinite or unlimited enlargement and efficiency—as a highly endowed and thoroughly educated musician like Albani, Annie Louise Cary, Adeline Patti, Emma Abbott, Theodore Thomas or Gilmore, a jurist like John Marshall, William M. Evarts, L. Q. C. Larmar, or a dainter like Bierstadt, Munkacsy, Verestchagin or Rosa Bonheur, can produce results that seem wonderful and marvelous because of *continuous* and well directed effort, renewed many times during successive years, each in his chosen field; so can the teacher and the scholar constantly gain power and skill in his chosen

field—and it is the sacred duty of each to be constantly improving, not merely the great body of teachers, the rank and file of the educational army, but even more surely and rapidly the teachers and professors who occupy the higher and more responsible positions in which the development should correspond with the duties they have to fulfill. All such ought to be growing year by year, with the whole force of their nature, availing themselves of all resources within reach.

Is it too much to say if a teacher stops *growing*, he should stop teaching? Pedagogy is a science and an art. If it drops down into the rut of a mechanical art, a treadmill round, the effect is disastrous alike to teacher and pupil.

The growing teacher will amass new material and devise new ways in using it, even on all familiar topics in order to sustain or to increase the enthusiasm of his work, will read, and reflect, will see and hear whatever revives and stimulates him to fresh zeal. As Rufus Choate was in the habit of reading Cicero and Plato and Lord Bacon, during leisure hours, to keep his own mind keyed up to concert pitch, by and with such great thinkers, so will every right minded teacher use the proper means to retain and to augment his own intellectual acumen. As is the teacher, so is the school. As is the general, so is the staff of officers and the brigade.

As Lord Nelson gave out the battle day at Trafalgar: "England expects every man to do his duty," so does our country expect every teacher to do his duty, not grudgingly nor stintedly with

scanty measure, but with all fullness and fervor, not as a hireling but as a patriot, training up citizens for the best country and the best government on earth. To such the plaudit shall be: Well done, good and faithful servant.

L. W. HART.

#### What the Public Schools Have Done.

It is not unusual to hear and read complaints against our schools and the work they have done and are doing. Some regard them as a panacea for all ills, and because they are not perfection declaim against them. It is, hence, refreshing indeed to meet commendation where one would hardly expect it. In the *Century Magazine* for November Joe Jefferson, the noted actor whose *Rip Van Winkle* is a household word, publishes the opening chapters of his *Autobiography*. Among the incidents of his early life we find the following. No stronger compliment was ever paid the schools than this, and it is all the stronger because no one would look for it from such a man in such a work:

"At the end of the season—which does not seem to have been a very eventful one—our company, under the same management, traveled up the Mississippi River to St. Louis, acting there during the summer. The only occurrence worth noting, so far as I was concerned, happened on the night of Fourth of July, when the company was called on by the management to sing "The Star-Spangled Banner." I was in a feverish state of excitement all day, having been selected to give the first stanza. I had studied it and re-

studied it so often that I knew it backwards; and that is about the way I sung it. But I must not anticipate. The curtain arose upon the company partly attired in evening dress; that is to say, those who had swallow-tail coats wore them, and those who were not blessed with graceful garment did the best they could. We were arranged in the old conventional half circle, with the "Goddess of Liberty" in the center. The "Mother of her Country" had a Roman helmet—pasteboard, I am afraid—on her head, and was tastefully draped with the American flag. My heart was in my mouth as the music started up, but I stepped boldly forward to begin. I got as far as "Oh, say, can you see?" and here the words left me. My mind was blank. I tried it again: "Oh, say, can you see?" Whether they could see or not, I am quite sure that I couldn't. I was blind with fright; the house swam before my eyes; the thousand faces seemed to melt into one huge, expressionless physiognomy. The audience began to hiss—oh, that dreadful sound! I love my country, and am, under ordinary circumstances, fairly patriotic; but at that moment I cursed our national anthem from the bottom of my heart. I heard the gentle voice of the Goddess of Liberty say, "Poor fellow!" The remark was kind, but not encouraging. The hissing increased. Old Muller, the German leader, called out to me, "Go on, Yo!" But "Yo" couldn't go on, so "Yo" thought he had better go off. I bowed, therefore, to the justice of this public rebuke, and made a graceful retreat. My poor mother stood at the wings in tears; I threw my-

self into her arms, and we had it out together.

Of course I intend this anecdote to illustrate one of my early professional distresses, but it has another and a more important side to it. The hissing and jeering that was so liberally bestowed on me will never be vented again in this country for so slight an offense. The well-dressed, decorous audience of to-day, when an accident occurs, sits quietly, bearing it with patience and consideration, and when it is righted they break forth in encouraging applause. Look at the decorum observed by the vast assemblages that go to witness our national games. Disturbances are very rare. It would have been indecorous, if not dangerous, when I was a boy, for ladies and gentlemen to visit my public grounds containing such large masses of people, whereas now they can do so with perfect safety. What lies at the foundation of this improvement? People went to church in those days as readily as they do now, and the laws were administered quite as rigidly. There is only one solution to this problem—the free school has done this work."—*Wisconsin Journal of Education*.

#### The Basis of Knowledge.

Observation is the basis, absolutely, of all knowledge.

Children, in the schools and at home, talk of what they see.

They must have something the eye can rest upon, to properly locate places mentioned in the geography, reading and history lesson to aid the mind to hold on to the facts stated.

Hence the necessity of provid-

ing a set of Maps for every school. if you would have pupils read and study properly and successfully.

If children are reciting lessons about the State in which they live or about St. Louis, Chicago and New Orleans, Boston, New York, San Francisco, Galveston or any other city, they must have a map before them to locate properly these places or any others of which the lesson treats.

With *maps* hanging before them the children will link State to State and City to City, and trace not only the boundaries but the important commercial relations of each to the other.

In fact, the important news of the day, coming as it does from all parts of the country and the world, cannot be intelligently understood by the children in the school or at home without the liberal use of maps.

A whole class can be taught at once with these Maps before them, and the teacher instructs ten or twenty better and more clearly with them than they could instruct one pupil without them; hence they can do as much more work if these maps are furnished every school as there are pupils to be instructed.

With these maps then every lesson learned is linked to the work and interest of every day life.

What do we produce more than we consume?

Where do we sell it?

What do other States and Countries produce that we buy and use?

Where does our coffee, tea, sugar, spices and clothing come from?

We must learn all these facts,

and with a set of maps by which to *locate places distinctly* we avoid the details which burden the minds of the children with useless information and enable them to get in a short time what it would take years to learn without these helps; hence every school should be furnished at once with a full set of Maps.

They can be had now with a Globe and a set of Reading Charts for such a trifling expense when the great advantage they give to every child is taken into consideration—together with the time saved.

These advantages are so obvious and clear to intelligent school officers that it only remains to point out where they can be had. We give you the evidence of their help and value by those who have proved what can be done with them—by the test of experience.

#### Fault Finding in the Teacher.

A prominent lady teacher, in writing on the subject for an educational journal, some time ago, expressed herself as follows:

“There is no influence emanating from a teacher, during recitation, which so completely paralyzes the mind of the pupil as the practice of scolding or ceaseless fault-finding, once so prevalent, but now rapidly disappearing from the public schools. The temptations to petulance and snappishness on the part of teachers are manifold and at times almost irresistible. Lack of faithful preparation, of quickness of preception, of moderate reasoning power, of interest, of enthusiasm, of uninterrupted attention, of just appreciation of the object and advantages of recitations, are causes

of irritation to be found in almost all classes. Those who possess but little love of the work of education, who regard neither the present happiness of children nor the future welfare of individuals and States, who, in short, work in the educational vineyard exclusively for dollars and cents, or because more congenial fields of labor are not immediately accessible to them, are peculiarly liable to infuse this kind of narcotic influence into all the intellectual exercises of the school.

PUBLIC good faith with the people demands that the common school in every State shall be established and perfected until every child is brought under their enlightening and beneficent influence. Only in this way can we establish equity and justice.

After this mournful harvest of prejudice against our common schools let the teachers everywhere sow the seeds of intelligence.

Why spend so much time in teaching spelling? Some seem to think it necessary for the child to spend the greatest part of his time in learning to spell. This seems to be a mania in some schools, and to a careful observer the thought occurs, Can the teacher teach anything else and is she not doing this to ‘kill time.’ The same thing might be said of arithmetic. We know of a teacher that would like to commence in the morning with arithmetic and close at night with arithmetic. We may have a preference for a study but our better judgment should not allow us to make a hobby of it.

# Clonian Review.

MOTTO—*Pedetentim et Gradatim Oriamur.*

FLORENCE V. BURKE, Editor.

Clio promises an entertainment of the highest order during the term.

Miss Celia Patton, '82, is taking a vacation from the school room this year.

Our best wishes go with Mr. Geo. B. Jeffries, attorney at law, Uniontown, Pa., and his bride.

Miss Anna Duncan, of Uniontown, graced the halls of her Alma Mater one day this month.

Messrs. Burns and Wilson, of Allegheny City, and Miss Lee McClain, of Woods Run, were among our Thanksgiving visitors.

Rev. Mr. and Mrs. Childress, of the Coal Center C. P. church, recently favored the young ladies of north dormitory with a call.

Mr. Bert Lewis, class of '89, now principal of the Broadford schools, Fayette county, spent Thanksgiving at his home in California.

Mr. L. W. Lewellen, '85, student at Allegheny Theological seminary, was present at the social given by Dr. Noss on Wednesday evening.

We regret that Miss Smith will not return to school until after the holiday vacation; we are glad, however, that her sister will probably enter the winter term with her.

Wedding Bells—A Clonian Bride—Miss Mary E. Pratt and Mr. Fisk, a Jewell City, Kansas, banker, were married in September, 1890. We unite in extending hearty congratulations.

Misses Lizzie Atkinson and Lizzie Ross, Clonians of last term, are teaching this year. The former at Pennville, Fayette county, and the latter in Unity township, Westmoreland county.

Of the seventeen teachers employed in the Uniontown public schools, it is interesting to note that Misses Baker, Bierer, Longaneker, McKean, Weltner and Woods have been students at the California State Normal.

Clio was strongly represented at the Masontown teachers' institute, Nov. 28 and 29, by Messrs. W. E. and John Crow, Bert Morgan, I. L. and C. L. Smith. Their wide-awake, spirited talks elicited well-deserved admiration.

The official duties of society were assumed on the evening of the 15th by the following: President, Mr. Dickey; vice-president, Miss McClure; secretary, Miss Powell, attorney, Mr. W. Hertzog; chorister, Miss Burke; critic, Mr. Martin; treasurer, J. R. Boyd.

One of the most enjoyable events of the term was the musical and literary entertainment given by Miss Ewing, of the music department, and Miss MacPherson, of the elocutionary department. The programme throughout was received with heartiest enthusiasm.

Among the many society visitors since our last issue are Rev. Mr. and Mrs. Camp, of the M. E. church; Mr. W. E. Crow, editor California Messenger; Mrs. Newcomb, of Charleroi, honorary member; Mrs. Hall, of Wellsburg, W. Va.; Prof. Hall and wife, Misses Ruff, Downer, Ewing and Dr. J. B. Smith, as well as several ever-welcome friends from our sister society.

Few facts mark with truer accuracy the superior work done by Clio than her steady ingathering of members. She is even surprised herself at a review of the solid

phalanx ready for engagements on each winter evening. Since our last issue she has swelled her glittering ranks by six gallant braves, Messrs. Buffington and Kenney, Miss Sylvester and a trio from the "beautiful West Virginia hills," Miss Hattie Burke, Messrs. Chas. W. and G. S. Furbee.

Thanksgiving Returns: Miss Ruff reports a delightful visit with Miss Coursin, of McKeesport; Miss MacPherson with Miss Jennings, of Hazelwood; Misses Downer and Ewing with Misses Foster and Reed, of McKeesport; Prof. and Mrs. Hall at Centerville; Misses Esselius and Armstrong with Miss Chester, of Woods Run; Miss Carroll with Miss Gabler, of Brownsville; Mr. W. E. Bowman with Mr. Corneille; Mr. B. Morgan with Mr. John Crow, of McClellandtown. The majority of the other students spent the day at their homes. Those who remained in the dormitories enjoyed the cordial hospitality of Dr. and Mrs. Noss on more than one occasion.

How much of that which is best in us is due to the tint of sympathy retouching our soul colors! How much of that which is worst in us is the result of our living within ourselves! In our school life no provision of food and clothing, instruction and advice can compensate for the lack of loving sympathetic words, looks and acts that are the promptings of pure sentiment. It is a power that lives and sways mankind. Are we, as pupils, possibly soon to become teachers, in quest of a key to touch the great throbbing heart of humanity? Find it on the golden ring to fully sympathize with our fellow-men. Would we have those about attain to the stature of the perfect man; would we develop into our best possible selves? Let us cultivate the power to hear the silent voices of souls and go out in sympathy to answer them.



# Philomathean Galaxy.

MOTTO—Non Palma Sine Pulvere.

WILL J. LATIMER, Editor.

Many of the students spent Thanksgiving at home.

About 300 new books have been added to the Normal library.

Miss Ruff spent Thanksgiving with Miss Minnie Coursin, of McKeesport.

The Seniors have finished their first classic and are working on their orations.

Philo was highly entertained by the Granville orchestra on Friday evening, Nov. 21.

Miss McKinney and Miss Boyd, two faithful Philos, expect to enter school next term.

D. W. McDonald, Esq., of Uniontown, expects to visit Philo in the near future.

A pure and noble character is the result of earnestly and persistently striving to be good.

Misses Ewing and Downer spent Thanksgiving with Misses Foster and Reed, of McKeesport.

Prof. J. M. Luckey, class of '89, and a faithful Philo, is teaching in Allegheny county this year.

Misses Anna Reed and Bird Foster, two loyal Philos, class of '90, visited the Normal, Nov. 14th.

On account of the absence of many of the students there was no society on Friday evening, Nov. 28th.

Prof. N. W. Fenneman, principal of the Greensburg schools, has been elected an honorary member of Philo.

Our faculty was represented in the Washington county institute by

Dr. and Mrs. Noss, and Profs. Hertzog and Hall.

The entertainment given by Miss MacPherson in the chapel on Saturday, Nov. 22d, was well attended and highly enjoyed by all.

Miss Nettie Overly, who was in school last term, is teaching school near her home in Mt. Pleasant township, Westmoreland county.

Mr. R. M. Day will deliver the valedictory at the close of this term, and Miss Mary Zook has been appointed salutatorian for next term.

Miss Maggie Dickey, of Claysville; Miss Jennie Thomas, of Webster, and Miss Hattie Fergus, of Elizabeth, visited the Normal on Nov. 21st.

Philo hall has recently been furnished with gas. This is quite an improvement over the oil lamp. It is much more convenient and gives better light.

For the past four weeks the Seniors have been delving into the mysteries of electricity, and although they have received many shocks and witnessed many wonderful manifestations of this most subtle force of nature, they are still asking the question, "What is it?"

The following officers have been elected for the next term of four weeks: President, H. W. Cornille; vice-president, Miss Mary McIntyre; secretary, Miss Bessie Taylor; attorney, Mr. Carson McIlvaine; critic, Miss Mary Zook; treasurer, Miss Patterson; marshal, Mr. John Hart.

The teacher should remember

that the education of the head is only a part of the education of the child. If the child is ever to develop into a man or a woman, the heart and hand must be educated right along with the head. What this world needs most at present, is not men and women who are able to write books that make us marvel at their intellectual powers, but men and women whose hearts are filled with sympathy and whose hands engage in gentle charities.

December is again here. Another year is drawing to a close. A few more weeks and this term of school will close. Already many of us are looking forward to vacation as a time of rest. Let us for a moment, instead of looking forward, look backward over the year that is now nearly ended. How many of us feel that we have done our best all through the past? If we have, we have certainly done well, but if we have not, we can not change the past by vain regrets. The past is gone and the wasted moments can never be recovered, but let us profit in the future by the lessons of the past. Fellow Philos, let us start in upon the new year's work with the firm resolve to do better work, to have better lessons and to be better in every way than we have been in the past.

#### Has Won a Place For Herself.

Miss Amelia Fee, of Connellsville, Pa., who sang at the institute last week, is one of the most pleasing singers that ever appeared before that body. Her selections were interesting, and teachers and town people alike were delighted with her voice, her distinct articulation and her unaffected stage manners. Should she return to another institute she would be warmly welcomed, and her audience may rest assured that they would have the benefit of whatever improvement may arise from conscientious work and study in the meantime.--Washington Journal.

## Proving Addition.

The following simple proof of addition will be found useful in primary arithmetic:

123457	15
234461	23
345612	27
456123	32
847910	19
617282	24

2,624,945    2,624,945

The sum is obtained in the usual way: then, begin at the units column, add downward, writing the full sum, fifteen units, without carrying; add the tens column in the same way, writing the result, 23 tens, so that numbers of the same order shall fall in the same column,

After every column has been added in this way, and the sum written in its proper place, then add wherever one figure falls under another and compare results. —Mrs. J. L. Long.

## How Spelling Should Be Taught.

The most important branch of study in the common school course is spelling. The penmanship may be almost illegible, the composition may be a little awkward, and due allowance will always be made for these faults, but nobody can tolerate incorrect spelling. It is the inevitable mark of ignorance.

This being undoubtedly true it is important that the very best and most thorough method should be adopted for teaching a child to spell correctly.

In North Carolina we find some teachers trying to teach spelling without the use of a spelling-book and daily exercise in memorizing

words. They try to work in spelling with reading and a dictionary. Such a so-called method will always fail. It has never made a correct speller and never can do so, and the time consumed in such devices is utterly wasted.

The dictionary is a good thing. Scholars and literary people cannot do without it, but to say that a child must use the dictionary for learning to spell, and that it must not memorize the orthography of thousands of words of which it may not at present know the full meaning, is the most senseless of nonsense.

The dictionary is a text-book of definitions. To require a child to refer to it constantly for the correct spelling of words that it wants to use is as silly as to keep him from memorizing any facts in geography, history, grammar or other study and require him to refer constantly to these books whenever he wants to talk! How absurd! and yet this is the plan adopted by numbers of teachers, and they have named it the "New Education." It is undoubtedly "new."

The correct orthography of each word in the vocabulary which the average person is likely to use can be fixed in the mind of a child only by memory. Words must be memorized as *words* whether the meanings of them may or may not be known. When a word is heard or used the memory must furnish the correct combination of letters which make that word.

Definitions of nine-tenths of the words which a person will ever use will come by using the word. But the correct spelling of all the words must be perma-

nently fixed in the memory, perhaps many years before some of them will be used.

To memorize the words of our vocabulary is not a very difficult task for a pupil. He has eight or ten years at school for doing this. Millions of English-speaking people have memorized their vocabulary, and it is the only way by which correct spelling has been or can be taught.

If you want to be a thorough teacher do not let any theorizer try to persuade you that it is "not necessary to require a child to commit to memory the spelling of long lists of words from a spelling book." Such an adviser is an unsafe educational leader.

Do not be induced to abolish from your schools the daily spelling lesson from some good spelling book. Have an exercise in spelling by the entire school at least twice a week. Let your best speller stand at the head of the class until some other pupil wins the honor. An occasional "spelling-bee" is a most interesting and valuable exercise. In this way only the eight thousand words of the average vocabulary can be really learned.

Your pupils may not have the slightest idea as to the meanings of such words as "homogeneous," "fastidious," "polyglot," "synchronism," "hypothesis," etc., etc. Neither did we, but we learned how to spell them all the same; we afterwards learned what they meant when we had occasion to use them, heard them or saw them, and so will your pupils.

In addition to your daily spelling exercises it is well to have every other day a lesson from some good school dictionary,

where both the orthography and definitions will be memorized.

Much has been written in favor of abolishing the spelling-book from the school-room, but the argument has been pure and unadulterated chaff and nonsense and unworthy of any teacher who really desires to teach.—*V. C. Teacher.*

#### Teaching Music in Public Schools.

Vocal music should be taught in our public schools, and the elements can be as easily taught to primary pupils as the elements of arithmetic or geography. Thirty minutes a day, for nine or ten months, will produce very satisfactory results in vocal music, and the exercise be most pleasing to teacher and pupils. One need not be a professional to begin this work. In most, if not *all* normal schools, vocal music is taught, and teachers should make this knowledge as practical as any gained at such schools. If one has not the privilege of being a "normal" teacher, and can sing a tune, one hour's study from any book on music will fit any one for the first week or more of lessons, then increase the knowledge to supply the demand. It will not be labor lost, for the teacher gains as much as the pupils. Music helps much in the discipline of a school. It has a soothing, calming effect, if of the right kind, and if done in a pretty, decorous manner. It is simply torture to be in some of our schools during so-called devotional exercises. Teachers and pupils will, perhaps, repeat the Lord's Prayer, or one of the psalms, then immediately sing, "Captain Jinks." or something of that character. Even should they

sing "Jewels," or "I am so Glad that Jesus Loves me," it would be in loud, strained voices, and no *music* at all. Every one who teaches anything, has methods peculiar to him or herself. This is my method of teaching vocal music to primary scholars, and I find it very successful. At the end of six months term (spending from twenty to thirty minutes every day), my school of sixty pupils, ranging from six to ten years of age, learned to read by note in four different keys, and sing two parts. Begin with the scale. Write it upon the board, just as we find it in all instruction books. One week may be spent on this, teaching staff and use, letters, notes, cleffs, bars, measures, etc. When children become familiar with all this, put the scale upon the board in the form of a ladder, showing the whole steps and half-steps. On one side of the ladder write the names of the notes, *do, re, mi,* etc., etc. On the other side write the numbers, 1, 2, 3, 4, 5, 6, 7, 8, numbering from the bottom upwards. This ladder helps much in teaching the use of flats and sharps. Practice the scale in many ways; for instance, all on one side the room sing up the scale, then all on the other side sing down, and change about. Then alternately, teacher singing *do*, pupils *re*, teacher *mi*, and so on. Teach the chord *do, mi, sol, do*, by signals, viz., the hand closed tightly, *do*, signifying a solid, firm tone, hand spread out, palm down, *mi*, a soft, smooth tone, hand perpendicular, *sol* a full, square tone, and finger pointing upward, high *do*. Singing to these signals will give children taste and expression. Teach the length of

notes and time, both counting and beating double, triple, quadruple, and sextuple time. Copy or improvise some simple exercise upon the board, making cleff, bar and time figures, and call for definitions and uses of each. Read the exercise first by simply speaking the notes, then count, and beat the time through. Now we are to sing. Teacher gives the key-note, "*do*" and if the exercise does not begin upon "*do*:" sing up the scale until we come to the note upon which it does begin, and all sing it squarely and fully, then sing on through the exercise, teacher singing also. Teacher and pupils are both surprised that it is so well done. Compliment the little ones on what they have done, then let them sing it without help. They may fail the first time, but will soon sing it, and feel very proud of their work. Now learn the alto of the exercise in the same way. Then, teacher sing alto and pupils soprano, and *vice versa*. Divide the school into parts, one part sing alto, while the other sing soprano, and change about until all are familiar with both. After singing and learning two or three exercises in the key of C, go to G, D, F, etc.; and it is no harder to sing one key than another after getting started.—*The Educationist.*

Why should the average boy or girl be taught much about the parts of speech? Can anyone tell what benefits are to be derived from learning to analyze long sentences a-la Reed & Kellogg? Why spend so much time in parsing and conjugating when the only use the pupil will ever make of such knowledge is possibly in his

class examinations. Better teach a proper application of the language, "Learn to do by doing." Composition work and letter writing are more important than all the rules we can learn. Our Language series by Knox: Heath, is one of the best in use, and good results will follow if the teacher follows the plan of the authors. Too often the teacher is astonished—this will apply to normal as well as high school graduates—at the profound ignorance of pupils in not knowing what a noun or verb is. Pupils are set to learning the parts of speech, when they are daily making use of such expressions as "I have saw it," "I have did it," "he done it," "he has wrote." Does anyone presume to say that teaching a child grammar will correct his speech? Let us have more language work and less grammar; more letter writing and less diagramming; more composition and less parsing,

A GEOGRAPHY GAME.—This game has for a foundation some direction found in an old school paper years ago. Each pupil is to be prepared with pencil and paper. I allow a certain time, say five minutes, for writing all the geographical names beginning with a certain letter which I name, after all directions are given. At the end of the time, the one, the one who has the largest number of names tallies ten.

One pupil is called upon to read his list. As he names each, those who do not have it, raise hands. If no other has the word, if he can tell of what it is the name and where it is, he tallies a number equal to all in the game

excepting himself. Otherwise each of the others tallies one.

After his list is finished, others are called upon, until all names are read. Then tally marks are compared and the winner announced.

It is not expected that any name will be used more than once on a paper, even though like Minnesota it be the name of a state and a river.

Other conditions might be added; as, if pupils speak too low or indistinctly, let each of the others tally one; or, if a name be repeated after having been read by one pupil; or, if it be not the name of a natural or political division.

—E. C. Powers.

#### The Reading Taste.

The taste for good reading is usually acquired. It is the result of education, of patient training. We have no right to expect or demand that a child love good books unless he has been aided effectually by teachers or parents. We hear people attribute the lack of love for good reading to a natural weakness or depravity of the child, when it is really the weakness or neglect of those whose business it was to establish the habit and create the taste for good reading. A child must learn to love good reading by practice in good reading. There are many ways in which he can be made or tempted to read good books until he does enjoy them.

Almost no child likes to practice upon the piano for an hour a day, but the parent is so anxious for her to use her fingers skillfully that she hires, teases, coaxes, and if need be requires her to sit at the piano for an hour a day and thump on the instrument. The child prefers play out of doors, prefers her companions to the solitude of the music room, but she is made to see the advantage of

being a good player, and how impossible that is without this practice. And then a teacher is employed once a week or oftener to give her an hour's lesson for her to practice upon for another week, whether she likes it or not.

Now, consider how much more important, even, it is that a child be taught to like good reading. How much it would mean through life for a child to have an expert teacher come to the home for an hour once a week and talk to the child about some first-class book; tell all about the man who wrote it; about the way he came to write it; what men have thought and said about it; how much good it has done; what good it will do to know all about it; read the preface to the child; talk about some of the leading characters; read some descriptions of the leading characters and prominent scenes, and talk about the special truths to be emphasized by the book. After that the child might be called to read aloud by himself, or before the family if he chose, for half an hour a day, and at the next lesson the teacher could talk about it, and if he had not gotten hold of it, he might read it over again as he would practice a piano lesson.

It would be a comparatively easy matter for any child to acquire a taste for good reading if the parents were earnest in their desire that it should be acquired. But it is not necessary that expert teachers of reading be employed for the average child. The school can and should accomplish this. It is not the teacher's work merely to hear children read, but rather to secure a taste for good reading. It is more important that a teacher be an expert in securing this taste than that he do any other part of the school work well. Normal schools, summer schools, and institutes should devote themselves especially in this matter. The teacher should know how to take a book, a great book, and spend a half hour talking to the

class about it as indicated above, and then the children should be assigned as much as they can read carefully for half an hour a day, and every few days the teacher should talk with them about it, or place upon the board questions for them to answer in writing. Much less time is needed above the primary grades in the average oral reading lesson, but too much time can scarcely be given to aiding children in doing good reading, to the intelligent reading of good books by themselves, to the end that a taste for good reading be acquired. Parents and school officers will appreciate this work.—*N. E. Journal of Education.*

#### Teachers Whom I Know.

BY WARREN WINTHROP.

Miss P——, a highly sensitive nature, suffered greatly from the fact that she was not a normal school graduate, not even a high school graduate, and was much inclined to leave teaching, by marriage or otherwise, simply because she had not been trained for it. It was only by the most persistent effort on the part of myself and others that she was induced to remain where she was doing in many respects the best work I have ever seen.

A few months from graduation her health failed temporarily, and some months were devoted to regaining physical vigor. When strong she was induced to go into a school as a substitute, and without any desire on her part she was elected to a permanent position. Through much reading and school visiting she learned what she could from others, but fortunately she was forced to rely on her own tact.

Miss V—— was an experienced teacher whose percentage results were all that could be desired. The pupils of no teacher showed such intellectual power, but she promoted a much smaller per cent. than any other teacher, and the pupils not promoted suffered

for years from her vigorous treatment.

John—— was one of those characters who certainly could never be promoted from Miss V——'s room. It was a misfortune that he was allowed to go to her room. He rebelled at her treatment, would not study, accepted her verdict that he was stupid, and vexed her in every possible way. He was determined to leave school, his father was equally determined that he should not. Miss V—— had kept him after school to the utmost limit of her regulations, had punished him by every art and device she could invent, and finally demanded his expulsion.

One member of the committee suggested that he be transferred to Miss P——'s room in the same grade, and it was so arranged. Miss V—— rebelled, said it was disloyalty to her, demoralizing to the school, unfair, unkind, etc., etc. She finally threatened to resign, but fortunately the committee had the strength of purpose to go forward, and of course she did not resign. John's scheme had been to get expelled, and he was no better pleased than Miss V—— at the turn in affairs. Study he would not. One day Miss P—— discovered him taking an old watch to pieces at his desk. She asked him to stop a moment after school. He expected a sensation, but she merely said: "Are you interested in the works of a watch? Do you think you could take the clock to pieces and put it together without harm coming to it?" To both of which questions he answered in the affirmative, assuring her that if it was not all right he would pay for having it made right, for he would like to do it. She arranged for him to take it apart the next Friday afternoon, and explain the working to the school, and decided to give up the entire hour for general exercises to this work. When the hour came she acted as his amanuensis at the blackboard, writing out the vari-

ous points of his explanation. She had the class copy this outline afterward, and gave as the subject of the compositions a week later, "John ——'s Explanation of the Clock."

From that hour he was interested in his school work, and studied with all his might. There was no more loyal boy in the whole school. The teacher had no truer friend, and his rank became respectable; not only so, but Miss P—— thereafter found a subject for every composition day in which some dull pupil could be specially interested, and something he could do as well as though he were more bookish.—*American Teacher.*

#### Discount.

Discount presents itself in ordinary business in three forms; (1) Commercial, (2) Bank, (3) True. The teacher needs to get a clear notion of these three forms.

Commercial discount is merely the simplest form of percentage. To illustrate this form of discount take a simple problem as follows: A merchant buys a bill of goods amounting to \$1200. The dealer from whom the goods are bought agrees to deduct five percent from the amount of the bill if the merchant will pay the cash. Five percent of \$1200 is \$60. This is the commercial discount. In this form of discount the element of time is not considered.

Bank discount is simple interest paid in advance. Three days of grace are always to be added to the time in this form of discount. Days of grace are not considered in other forms of discount. To illustrate bank discount suppose the following:

I borrow money by giving my note in bank for \$200 due in 90 days at eight percent. The banker estimates the interest on \$200 for 93 days at eight percent:—in this case, \$4.18. This interest the banker retains in his possession as the bank discount, and gives me the remainder of the \$200 to use. At the end of the 93

days I return \$200 to the bank and take up my note. Bank discount is applicable only in cases in which the transaction is with a bank.

True discount presents two cases; (1) in which sums of money which bear no interest are paid before due; (1) Cases in which interest bearing sums are paid before due.

In the first of the two cases just mentioned, it is necessary to find what sum should be deducted from the sum owed, in consideration of its being paid before it is due. To illustrate, suppose the following: I owe \$200 due in 90 days without interest. If money is worth eight percent what sum would pay the debt now? It is evident that a debt of \$200 due 90 days hence is not worth \$200 now. What sum now is worth \$200 in 90 days? In other words what number of dollars put at interest now at eight percent will amount to \$200 in 90 days? One dollar at eight percent in 90 days will amount to \$1.92. It will therefore take as many dollars to amount to \$200, as \$1.02 are contained times in \$200. This gives \$196.08 as the present worth of the \$200 due in 90 days. The true discount is the difference between these sums, \$3.92. To find the present worth of a debt due without interest, divide the debt by one dollar plus the interest on one dollar for the time.

The second case of true discount is more difficult. To illustrate this case, suppose the following:

If I owe \$200 due in 90 days bearing six percent interest, what sum should be deducted if paid now, the rate of discount being ten percent? This problem requires that we shall find what number of dollars now at ten percent interest for 90 days will amount to as much as \$200 at six percent for the same time. To find the present worth of this debt divide the amount of \$200. for 90 days at six percent, by the amount of one dollar for 90 days at ten percent.

\$200 at 6 percent for 90 days amounts to \$203.

\$1 at 10 percent for 90 days amounts to \$1.025.

$203 \div 1.025 = 198.05$ .

\$198.05 = present worth.

\$1.95 = true discount.

In discounting notes or debts that bear interest, estimate the amount of the note or debt, and discount this amount for the time at the given rate of discount.

In presenting discount to classes, employ very simple and plain cases with which to illustrate the principles that are involved. Having made the principles clear practice much in the solution of ordinary problems. Illustrate the subject by using many extemporaneous examples. Leave the more complicated problems until the class has thoroughly mastered the elementary forms of the subject. Business problems are usually not very complex.

#### The Three Kings.

Three Kings came riding from far away,  
Melchior and Gaspar and Baltazar;  
Three Wise Men out of the East were they,  
And they traveled by night and they slept  
by day,  
For their guide was a beautiful, wonder-  
ful star.

The star was so beautiful, large and clear.  
That all the other stars of the sky  
Became a white mist in the atmosphere,  
And the Wise Men knew that the coming  
was near

Of the Prince foretold in the prophecy.  
Three caskets they bore on their saddle-  
bows,  
Three caskets of gold with golden keys;  
Their robes were of crimson silk, with rows  
Of bells and pomegranates and furbelows,  
Their turbans like blossoming almond  
trees,

And so the Three Kings rode into the West,  
Through the dust of night over hills and  
dells,

And sometimes they nodded with beard on  
breast.

And sometimes talked, as they passed to  
rest,

With the people they met at the wayside  
wells.

"Of the child that is born," said Baltazar,  
"Good people, I pray you, tell us the  
news,

For we in the East have seen his star,  
And have ridden fast and have ridden far  
To find and worship the King of the  
Jews,"

And the people answered: "You ask in  
vain;

We know no king but Herod the Great."  
They thought the Wise Men were men in-  
sane,

As they spurred their horses across the plain  
Like riders in haste who cannot wait.

And when they came to Jerusalem,  
Herod the Great, who had heard this  
thing,

Sent for the Wise Men and questioned them,  
And said: "Go down into Bethlehem,  
And bring me tidings of this new King."

So they rode away, and the star stood still,  
The only one in the gray of morn;  
Yes, it stopped, it stood still of its own free  
will,

Right over Bethlehem on the hill,  
The city of David where Christ was born.

And the Three Kings rode through the  
gate and the guard.

Through the silent street, till their horses  
turned

And neighed as they entered the great inn-  
yard;

But the windows were closed, and the doors  
were barred,  
And only a light in the stable burned.

And cradled there in the scented hay,  
In the air made sweet by the breath of  
kine,

The little child in the manger lay—  
The child that would be king one day  
Of a kingdom not human but divine,

His mother, Mary of Nazareth,  
Sat watching beside his place of rest,  
Watching the even flow of his breath,  
For the joy of life and the terror of death  
Were mingled together in her breast.

They laid their offerings at his feet;  
The gold was a tribute to a king;  
The frankincense, with its odor sweet,  
Was for the priest, the Paraclete,  
The myrrh for the body's burying.

And the mother wondered and bowed her  
head,  
And sat as still as a statue of stone;  
Her heart was troubled, yet comforted,  
Remembering what the angel had said  
Of an endless reign and of David's throne.

Then the Kings rode out of the city gate,  
With the clatter of hoof in proud array;  
But they went not back to Herod the Great,  
For they knew his malice and feared his  
hate,  
And returned to their homes by another  
way. —Henry W. Longfellow

### Harry's Christmas Message.

Cuddling down on the sheep skin rug,  
 Fleecy and warm and white,  
 Three little happy children talk,  
 Talk low in the warm fire-light.  
 "It is Christmas Eve!" says Harry;  
 "It is Christmas Eve!" says Grace;  
 "'Tis Kismas Eve!" lisps little Kate,  
 Lifting her dimpled face,  
 "And Santa Claus is coming to-night,  
 Coming when we are asleep;  
 And mother says he is sure to bring  
 Just what we want, to keep."  
 "Then he will bring me a golden ring."  
 "He'll bring me a doll, I know."  
 Said Harry, "He'll bring me a ship,  
 With sails as white as the snow."  
 So they spoke of their coming joys  
 In the ruddy fire-light's glow.  
 And Harry said, in a whisper,  
 "Oh, wouldn't I like to know  
 Where tather is sailing to-night—  
 Father, away on the sea!  
 Mother says it is Christmas eve  
 Wherever his ship may be."  
 Then three little white-robed figures  
 Went hand-in-hand up stairs,  
 And three little tender faces  
 Bent low for their Christmas prayers.  
 The doll and the golden ring  
 In slumber were soon forgot;  
 But Harry, with open eyes, lay still.  
 Heart-full of a tender plot.  
 When the house was very quiet  
 He crept to the chimney place.  
 Tucked a tiny note in his stocking,  
 And fled with a happy face.  
 'Twas only a little boy's message,  
 By some passing angel taught,  
 Only a sweet unselfish wish,  
 Only an exquisite thought.  
 A message to Santa Claus; it read:  
 "My father is off on the sea;  
 Please fill my stocking with kisses,  
 And take them to him for me."  
 Ah, surely the good God read it,  
 For the ship came home that night,  
 And Harry was clasped in his father's arms  
 At the dawn of the Christmas light.  
 —*Mary A. Barr in Harper's Bazar.*

### The Two Little Stockings.

Two little stockings hung side by side,  
 Close to the fire-place, broad and wide.  
 "Two?" said Saint Nick, as down he came,  
 Loaded with toys and many a game.  
 "Ho! ho!" said he, with a laugh of fun,  
 "I'll have no cheating, my pretty one;  
 I know who dwells in this house, my dear;  
 There's only one little girl lives here."

So he crept up close to the chimney-place  
 And measured a sock, with a sober face.  
 Just then a we little note fell out  
 And fluttered low, like a bird about.  
 "Aha! what's this?" said he in surprise,  
 As he pushed his specs up close to his eyes  
 And read the address, in a child's rough  
 plan,  
 "Dear Saint Nicholas," so it began,  
 "The other stocking you see on the wall  
 I have hung for a child named Clara Hall.  
 She's a poor little girl, but very good;  
 So I thought, perhaps, you kindly would  
 Fill up her stocking, too, to-night  
 And help to make her Christmas bright.  
 If you've not enough for both stockings  
 there,  
 Please put all in Clara's; I shall not care."  
 Saint Nicholas brushed a tear from his eye.  
 "God bless you, darling," he said with a  
 sigh.  
 Then softly he blew through the chimney  
 high  
 A note like a bird's when it soars on high.  
 When down came two of the funniest mor-  
 tals  
 That ever were seen this side earth's por-  
 tals.  
 "Hurry up!" said Saint Nick, "and nicely  
 prepare  
 All a little girl wants where money is rare."  
 Then, oh, what a scene there was in that  
 room!  
 Away went the elves, but down from the  
 gloom  
 Of the sooty old chimney comes tumbling  
 low  
 A child's whole wardrobe, from head to toe.  
 How Santa Claus laughed as he gathered  
 them in  
 And fastened each one to the sock with a pin!  
 Right to the toe he hung a blue dress.  
 "She'll think it came from the sky, I guess."  
 Said Saint Nicholas, smoothing the folds of  
 blue  
 And tying the hood to the stocking, too.  
 When all the warm clothes were fastened on,  
 And both little socks were filled and done,  
 Then Santa Claus tucked a toy here and there  
 And hurried away to the frosty air,  
 Saying, "God pity the poor and bless the  
 dear child  
 Who pities them too on this night so wild!"  
 The wind caught the words and bore them  
 on high  
 Till they died away in the midnight sky,  
 While Saint Nicholas flew through the icy  
 air,  
 Bringing "Peace and Good Will" with him  
 everywhere.  
 —*Sarah Keables Hunt in Little People's  
 Speaker.*

Intelligence and enthusiasm,  
 such as our teachers communi-  
 cate, almost work a transfigura-  
 tion in some children.

How they kindle and glow and  
 expand under the inspiration of  
 such instructors. Can we esti-  
 mate the value of such an one?  
 No—not in this world. Can we  
 make their compensation too  
 liberal or honor them more than  
 they deserve? We fear that so  
 far the tendency at least is in the  
 other direction. We hope to  
 show the people a better way.

This conquest of intelligence,  
 of which our teachers are the van-  
 guard, in its effects upon the  
 property, progress and commerce  
 of the people is incalculable.

When the wisest, the most en-  
 lightened, the most virtuous gov-  
 ern—then the people will be hap-  
 py. It is for this result our  
 teachers labor.

When the people fully realize  
 what the teachers of the nation  
 have done—when one of them  
 passes, coming generations will  
 be taught to say, "There goes a  
 hero!"

When we consider that the  
 whole tone of a community it af-  
 fected by the character of their  
 schools, that the standard of con-  
 duct and morals in general is set  
 by them; in fact, that society  
 through and through is so largely  
 what the common schools have  
 made it—then we say, it is well  
 that our good people set such a  
 great store by their home schools.

The teacher should be always  
 in the forward ranks of thought  
 as well as information.

A merry Christmas and a happy New Year to all our readers.

Miss MacPherson spent Thanksgiving with Miss Lou Jennings, of Hazelwood.

Prof. Hall is one of the leading educators of Washington county.—Petroleum Exchange.

Profs. W. D. Cunningham, J. M. Laybue and Byron Tombaugh paid the Normal a visit on Oct. 25th.

Prof. Noss indulges in a great deal of modest, healthful humor, and has the attention of his hearers riveted upon him.—Petroleum Exchange.

Dr. Noss is becoming more and more a favorite with the teachers by reason of his broad practical views and of his earnestness and zeal in the cause of education.—Monongahela Record.

We have just received the catalogue of the West Newton schools, prepared by Principal W. D. Cunningham. It is a handsomely printed pamphlet of 72 pages and contains the course of study and other interesting matter, and reflects great credit on the principal and Board of Directors.

Miss Nannie Hornbake, '90, is making a success of her school even under difficulties. Without a desk in her school room, with primary pupils sitting on high chairs where their feet dangle in the air, with no blackboard except a small one furnished by herself, yet the directors express themselves well satisfied with the work being done.

The Washington Democrat says of Supt. Tombaugh's institute: It was a decided success and fully up to the best in former years. The attendance of teachers and others was very great and their interest in the proceedings was kept up to the last. Mr. Tombaugh has a

right to feel a just pride in his first institute. The instructors were all people of prominence, and general satisfaction is expressed. The evening entertainments were all of a high order.

Married, Dec. 15th, at her home in Guanajuato, Mexico, Miss Anna M. Rodgers to Mr. Dwight Furness. Miss Rodgers has been for several years a missionary in Mexico. Those who remember her in former days as a student, as well as those who read her interesting letter in the REVIEW last year, will join with the REVIEW in wishing all happiness to Mr. and Mrs. Furness in their distant home.

County Superintendent Tombaugh can well feel a just pride in his first institute, the result of which will be wide-reaching. The teachers of the county, who were present with very few exceptions, will return to their schools with new ideas and new methods of instruction which can not but prove highly beneficial in their work. The evening entertainments were all of a high order and afforded opportunities which many of the teachers seldom enjoy.—Reporter.

Prof. Tombaugh is just the man—at least every one says so. His little opening address was not far from being the thing. It was long enough to start the ball rolling but wasn't half long enough to make any one tired. He bade everybody welcome, told them what to do and how to do it, and then sat down. He's business from the word go. The teachers can't mistake that he is their friend, and he makes them all feel at home.—Petroleum Exchange.

The county institute held this Fall is acknowledged by every one to be one of the best ever held in the county. It certainly reflects great credit upon Supt. Tombaugh

and in every way sustains the reputation which Washington county has throughout the State for her excellent institute and good schools.

The complete success of the institute is due mainly to the untiring efforts of Supt. Tombaugh, and it proves him thoroughly competent to fill, with credit to the schools of the county, the important office upon which he has lately entered.—Monongahela Record.

It was the pleasure of quite a number of the Normal boys to attend the institute held at Mason-town, under the direction of Prof. McGinnis, Saturday, Nov. 30th.

The institute was an educational gathering to be long remembered by the people of the "Walled City."

There were many representative teachers present from Washington, Greene and Fayette counties, and a good part of the time was spent in discussing live queries.

The Normal schools were severely criticised by Dr. Hogue and E. C. Higbee, but their arguments were refuted and the Normal schools gallantly defended by the boys who are being trained in them.

There were four orations delivered on Saturday afternoon to a crowded house, and they were all masterpieces in thought. Among them was one by W. E. Crow, of the class of '90.

Saturday evening was taken up by an elocutionary entertainment given by Byron W. King. Mr. King is master of his profession and needs no recommendation to the people of western Pennsylvania.

Among the most prominent who were present, and not already mentioned, were W. N. Carr and A. M. Ross, of Greene county; J. W. Dawson, C. S. Smith and E. W. Howard, of Fayette county; I. L. Smith, Albert Morgan and C. L. Smith, of California.