

The Normal Review.

VOL. VI. No. 5.

CALIFORNIA, PA., JANUARY, 1891.

50c. A YEAR.

Entered as second-class matter.

Mr. J. A. Brant has resigned the editorial chair of the Ligonier Echo.

Miss Amelia M. Fee sang at the Clinton Co. Institute, Lock Haven.

Profs. Hertzog and Smith visited the Uniontown institute for a few days.

Dr. Noss attended the Blair Co. Institute during the second week of vacation.

Prof. Hall and wife spent their vacation with Mrs. Hall's parents, near Centerville.

A long-needed improvement has been made in putting gas and water in the apparatus room.

Miss Nell Whiting, a Junior of '87, is vice-principal of one of the ward schools of Pittsburg.

Rev. H. W. Camp, of the M. E. church, and his father, visited the Normal the last week of the term.

Mrs. Ethel Danley, '87, is chairman of the Washington county committee on permanent certificates.

Mrs. L. Z. Birmingham, (Miss Sallie A. Williams, '82,) of Pittsburg, will move to Atlanta, Ga., in the spring.

We are sorry to hear of the death of Mrs. Thos. Martin, of Pittsburg, (Miss Kate Torrence, '83,) a month or two ago.

Principal W. D. Cunningham is receiving the compliments of the press from every side for his new catalogue of the schools of West Newton.

Mr. Lee Smith is chairman of the Fayette county committee on permanent certificates, and Mr. W. L. Gans, secretary.

Miss Downer attended the Westmoreland Co. Institute during the last week of school, returning in time for the close.

Miss Ruff visited Washington, D. C., during the holiday vacation. Our readers will be interested in an article in another column giving her impressions of that place.

Prof. D. C. Murphy, of Ridgway, a former member of the faculty, is doing institute work. Among the institutes he has attended are those of Fayette, Indiana and Beaver counties.

Mr. N. B. Countryman, class of '90, who has been principal of the Duquesne schools, has resigned that position and has accepted one in Los Angeles, Cal., at \$90 per month, with a promised increase of \$35 per month.

Married.

On Dec. 24th, '90, Miss Allie M. Snyder, '83, of Coal Center, to Mr. Wm. E. Lytle, of Elizabeth.

On Dec. 25th, '90, Miss Lizzie W. Lytle, of Elizabeth, to Mr. Anson Ailes, of California.

On Dec. 9th, '90, Miss Grace E. Judd, of Limestone, N. Y., to Prof. W. L. Cooper, '83, of the Derrick City, Pa., High School.

On Jan. 1st, '91, Miss Bessie Gates, of Kittanning, Pa., to Rev. J. H. Sutherland, '83, pastor of the Second Presbyterian church of Kittanning.

Westmoreland County Institute.

At the Westmoreland County Institute, Dec. 17, 1890, a meeting of the alumni and former students of California Normal was called.

Mr. Morgan, '78, was appointed chairman, Miss Fannie Greathead, '90, secretary.

On motion it was decided to form a permanent organization. The officers elected for the ensuing year are: President, Mr. Morgan; vice-president, W. D. Cunningham; secretary, Gertrude Richards; treasurer, W. R. Scott.

The following handed in their names as members of the organization: '78, Mr. Morgan, H. W. Griffith; '83, Sadie Peebles, Sue Weitzel, Ida Blackburn; '84, Belle N. Stahl; '86, Eve C. Downer; '87, W. D. Cunningham; '88, Van A. Powell; '89, Lillian Brown, Anna Berthel; '90, Jennie Thomas, W. R. Scott, Gertrude Richards, F. P. Cotton, W. S. Kreger, Anna Hurst, Fannie Greathead, Ida Gallagher; Nettie Overly, J. S. Weaver, Josie Williams, J. B. Weddell, P. M. Weddell, G. F. Thompson.

An executive committee consisting of Miss Blackburn, Mr. Griffith and Mr. Morgan was appointed, after which the society adjourned to meet at the next county institute.

One of the most interesting and instructive features of the Westmoreland county institute was the discussion of the question, "Should Pennsylvania have a Compulsory Educational Law?" by W. S. Kreger, '90. To those who have heard him on other occasions we need only say that he surpassed any of his former productions.

To those who have not heard him we can do no better than to give what Col. Parker said of his discussion, which was to this effect: "I thought I said some good things, Dr. Winship did grandly, and Prof. Excell beautifully, but this young man's discussion is the best thing I have heard this week."

It is needless to say that "Californians" and especially Mr. Kreger's classmates who were present were very highly gratified. In fact the institute as a whole was delighted. There is no doubt but that Mr. Kreger will make his "mark" in the world, and will, of course, attribute much of his success to his training at the "Normal."

SECRETARY.

An Evil Habit.

Nearly every state in the Union have passed laws requiring temperance teaching in the schools, and we are glad to know that there is a cordial spirit among teachers in taking up this new study. The good work goes bravely and hopefully on, and the information given by the teacher, if not apparent at present, will, without doubt, be of lasting benefit when the boys of to-day are the men of to-morrow. There is, however, little danger that the habit of indulging in intoxicants is acquired by boys and girls while in their school age; the benefits of the teaching is rather prospective.

There is one topic which properly comes under the head of temperance teaching, which requires on the part of teachers more attention than is now given to it. We refer to the baneful habit of cigarette smoking. This habit, which is almost always acquired by boys in their school age, is most to be guarded against and dreaded. Physicians are unanimous in their condemnation of the habit, and announce that it is impossible to exaggerate the evil effects of the cigarette habit on the undeveloped youth.

The extent to which this habit is practiced is appalling. A principal in a large school in Boston said recently, that noticing a number of his boys smoking one evening, while passing through his school district, determined to find out, if possible, how many in his school were cigarette smokers. He took twenty boys out of the lowest grade in his school and questioned each one separately, and to his astonishment and dismay he discovered seventeen out of the twenty smoked cigarettes.

In no case did the parents of the boys know of their boys smoking, and their surprise was great on learning the facts. Each parent knew his neighbor's boy smoked, but would not believe his own boys smoked until confronted with the fact.

Teachers can do a great work in breaking up and preventing this habit. The evil of it should be painted in no uncertain colors, and parents should be warned immediately on suspicion of indulgence by any boy. The habit is thoughtlessly acquired by a boy, but when once formed is most tenacious in its force. Prevention is far better than cure in this as in every habit, and if the teacher will give herself to the task she can make the habit so obnoxious, so filthy, so vile, that she will not only dissuade non-smokers from acquiring it, but probably reform those addicted to it.—*The American Leader*.

Methods in Geography.

BY PROF. MACKINDER, UNIVERSITY OF OXFORD, ENG.

We must first settle what are our aims in geographical teaching, else we shall be like men blindfold, trying to find their way out of a field with but one gate. All teaching aims at discipline, or information, or both. Geography, as hitherto taught, has aimed solely at information. Even the leading authorities have supported this view. Thus a General, a distinguished member of the Geographical Society, lately complained to the lecturer of the brutal ignorance displayed by society in general, because at a large dinner party his wife was the only guest who knew where Nassau, New Providence, was. Such geographical lore I heartily despise. It might have

been of use before the invention of Gazetteers; now it is utterly useless. Yet some geographical information is worth having, though discipline is the main thing. Thus the question turns up—Where is Allahabad? A reference to the Gazetteer will tell us, "Allahabad is the capital of the North-West Provinces of India, situate at the junction of the Jumna and the Ganges." To the uneducated person these statements will convey nothing more than a vague impression that Allahabad is somewhere in the north of India. One who has been trained in geography will at once picture to himself the centre of a great and popular province, standing in the great plain which lies at the foot of the Himalayas. If the teacher has thus given a skeleton into which details may be fitted, he has not merely supplied information, but also developed capacity. Acquaintance with great facts, vividly and familiarly known so that they are part and parcel of the mind's furniture, is indeed discipline; for it involves the grasping of contrasts, analysis, learning to deal with ideas.

The basis of geography teaching must undoubtedly be *Heimatskunde*—knowledge of the pupil's home and surroundings; but this sound pedagogic principle has, of late, been pressed to the verge of absurdity. Professor Geikie, in "The Teaching of Geography," went so far as to leave all the geography out, and teach everything else under the sun. We are told that the professor must teach his class the homologies of the limbs of animals and the various styles of architecture. Such general knowledge is most valuable, but there is a danger of not seeing the wood for the trees. In the same way, if the reform advocated for elementary schools to combine geography

and natural science were carried, geography would be pretty certain to go to the wall. True, geography, with one exception, is a late subject, and must be based on physiography; but it is best to keep the two names separate. Physiography is an old term, brought into fashion again by Professor Huxley. The Science and Art Department has just given it a more extended meaning than it bears in Professor Huxley's book with that title, and includes under its astronomical phenomena the laws of gravitation, etc. Such physiography we do not need as a preparation for geography. All a child need know is, the meaning of the common world around him, the air he breathes, the water he drinks, ice, snow, rain, clouds. These facts of common life might be imparted at a very early age, and were best imparted by parents. At present parents are too ignorant to teach them, and they must be taught first at school. The exception above referred to is the instilling of rudimentary facts which are to geography what the multiplication table is to arithmetic. Without these facts, such as the outlines of continents and oceans, which cannot be taught inductively, no generalization, is possible; and if they are to be indelibly impressed on the mind, and form part of the groundwork, they must be learned very early. The *why* of geography cannot come till considerable portions of history and science have been answered. These outlines, our multiplication table, must be taught by maps; they are purely a question of eye memory. We want neither maps full of details (the old error), nor a single map of a country with only twenty names in it (the modern error), but

a number of maps, each one accentuating some single feature and showing the country in some new connection. Such maps should be produced very cheaply, and we might have a whole series of them. Even grown-up people rarely know the look of a country except in one connection, and are unable, in turning over an atlas, to recognize a map at a glance without the help of the name in the corner. So, in map-drawing, we require far too great elaboration. What we want is, to enable a child to reproduce from memory a rapid outline of Italy as a peninsula of S. W. Europe, again as part of the Mediterranean coast-line, and so on. The old school of teachers, who insist on lists of names by heart, argue that "we are bound to train the memory," and that "the memory is strongest in the young." They do not perceive that they are arguing in a vicious circle. If the memory is strong, what need to cultivate it specially? What is needed is to supply it with facts worth remembering. "Give plenty of facts, and some are sure to stick." Granted, but these are likely to be the least important. From my school lessons on the geography of Italy, I retain the one fact that twelve miles north of Milan there is a village famous for its cheese-making.

Text-books are useful as a guide to the teacher, and as a record of what has been taught to the pupil. The old way of using them—"Get up the next three pages; now shut your books; name the departments of France and their capitals"—is a parody of teaching. Nor is the modern fashion of lecturing, by itself, much better. A lecturer can stimulate and direct study; he cannot supply accurate information; he cannot adduce knowledge or test its soundness.

Teachers, by blindly following text-books, fall into the vicious method of taking one country at a time. They should go over the same ground again and again, each time in a new connection, showing the physical, commercial, political connection of one country with other countries. For this we need variety of apparatus—maps, sections, models, views, magic lantern slides, and, above all, the blackboard. Lastly, the pupil must have practical experience in the field. When he has been taught how to observe and record the natural features of his own immediate vicinity, he should be taken to another district, and be taught by contrast. Such is the practice of German schools, but here we are told that the thing is impossible, that excursionist teaching would end in anarchy. Yet headmasters find no difficulty in taking ball teams to play distant schools. If they themselves knew or cared for geography, the difficulty would vanish. Such is, in briefest outline, my ideal of geography teaching in schools; but the lecturer can only propose—it is the examiner who disposes.

Suggestions.

A FEW POINTS TO BE REMEMBERED.

Remember the more interesting you make your work, the more you weave into it the tissues of pleasure, the greater your success, the less your weariness.

Remember, when you have failed to find the best way in teaching or in governing, that you are not shut out from good company, since all earnest workers have sometimes made mistakes.

Remember it takes but a little thing to make a child happy, and that if 'no profit grows where is

no pleasure ta'en," the reverse is equally true.

Remember that good housekeeping is desirable in the school as well as in the home, and that a tidy yard, a tidy room with the school furnishings and the school work attractively arranged, go far toward making a good impression on visitors and pupils.

Remember that rest, too, is duty, and that there are hours in the twenty-four of each day into which the thought of school should not be allowed to intrude.

Remember an outside interest is often as helpful as sleep in resting a tired, school-room brain, and, like sleep, may become one of the teacher's safeguards.

Busy Work in Arithmetic.

As many of us are pressed for time in school, and are hence compelled to resort to busy work to keep our pupils employed, I would call attention to a device which may prove useful to such teachers as have to work small country schools single-handed. Set down on the board, from the children's dictation, two or more problems in addition. Then instruct the class, after working these problems, to pick out from them for themselves and work as many subtraction exercises as they can find.

It is a good plan to encourage children to look out for such numbers in each column as when put together will make up ten. Thus the teacher may bid the children tell her what figures to set down as she dictates the four numbers—367, 89, 403, 541 for addition. When she has set these numbers down under the direction of her pupils as to proper placing of figures under one another, the teacher bids them add these numbers together.

The quicker children will at once see the two tens gained by the addition of the 1 to the 9, and the 3 to the 7. Taking this twenty they will pick out the eighty to make one hundred, then adding forty to the sixty they will have a second hundred. These 200 they will quickly add to the 300 of the top line, and then singling out the 500 of the lowest line to make up the thousand, they will give 1400 as the sum total of their addition. Meantime the slower children will have been adding up the figures in the order in which they stand, and in a few minutes will have on their slates, or will be able to give when asked, the same answer as the quicker children have already found out by intuition, or rather by simple inspection.

Another way of treating similar sums is by asking the children to keep their thoughts on each number as a whole, and then adding them roughly together in their heads, to say how many hundreds there ought to be in the answer. In the case given, the brighter children will see that the two lower lines give nine hundred and nearly half a hundred, and that the two upper lines give four hundred and more than a half. They will, therefore, be able to say, "about fourteen hundred."

I have found from experience that this habit of looking at each number as a whole is a real boon to the children, and saves them from falling into stupid blunders in working sums. This habit also saves the teacher's time in the end, that is, when the children have once mastered it, although its inculcation necessitates patience at the beginning.

The four lines above given as an addition exercise, will also supply abundance of good practice in

subtraction to be worked by the children alone, while the teacher is attending to another class. To this end it is well to give the letters A, B, C, D, E to the four lines and their sum. The children can then be told to take B from A, from C, from D, and from E. Similarly they can be told to subtract A from C, and both A and C from D, as also, of course, from E; and, again, C from D and from E, and D alone from E. Then, again, the class may be told to add A to B, and then to take their sum from D and from E; also to take C from the sum of A and B. The addition of B and C will supply a subtrahend for D and a minuend for A. The addition of C to D will supply a subtrahend for E, and the remainder of that subtraction again will supply a minuend for C and a subtrahend for D.

Hence out of this original addition problem of four lines we have already got more than twenty other problems. Now the saving of time hereby affected is no small boon to the teacher, and the responsibility thrown upon the children of finding out for themselves thereafter all the possible problems they can set themselves from four or five rows of figures dictated must needs exert a valuable stimulus, and do them good in many ways both directly and indirectly.

It must, however, be borne in mind that it is only where children have been from the outset thoroughly well-grounded in number that they can be thus profitably left to improve themselves. I have spent time developing this simple plan, because I have often seen teachers covering blackboard with numbers of problems. If they would only adopt some such short cuts as are here hinted

at, they would get better results with less trouble and drudgery.

Lessons in Punctuation.

BY M. P. S.

In teaching young children it is important to select matter adapted to their comprehension, to arrange it properly, taking the simplest first, and to stick to one thing at a time, presenting it in as many ways as possible, to familiarize the children with it. Thus, when pupils are able to place the proper marks at the close of sentences, I teach them the use of the comma in separating nouns and adjectives in series, and follow with its use in address, or, to illustrate:

1. Apples, pears, peaches and bananas were on the table.
2. We had apples, pears, peaches and bananas.
3. That large, black, shaggy dog is mine.
4. My dog is large, black and shaggy.
5. Anna, are you going?
6. Are you going, Anna?

In teaching quotation marks, I observe the following order:

- She said, "I am going."
 She asked, "Are you going?"
 "I am going," said she.
 "Are you going?" she asked.

These simple sentences may be followed by others in which the quotations are broken, and the uses of the comma illustrated in the first set of sentences may be reviewed in sentences containing quotation marks.

In teaching punctuation, my method of proceeding is somewhat as follows:

First, I call the pupils' attention to the point under consideration as illustrated in the day's reading lesson; then I require them to find other illustrative sentences in old lessons which I have previously selected as containing a number of examples. Next they select sentences from new lessons, and,

lastly, they furnish original sentences. Of course, at any and every stage, sentences may be dictated, to be written on the blackboard, or on slates, or on paper. All this may seem like devoting a great deal of time and attention to one point, but it is my experience that the best way to impress anything upon the mind is to concentrate upon it while it is fresh, or, in other words, to "strike while the iron is hot."

Geography of the Living Present.

BY W. W. BARNETT, HUSTON, TEXAS.

Not long since one of the greatest achievements of the nineteenth century took place—the overthrow of an empire and in its stead a republic proud and free. The formation of the new government, the United States of Brazil, deserves the attention of every teacher of geography. This live geography—something of the living present. How many readers took notice in their schools of the above named fact. Let us read the newspapers, and school journals, and know what is going on outside of our narrow school room walls. Below is a letter by a pupil to the teacher the next day after the press gave the news. Pupils should be encouraged to read the papers. It is a good plan to have a bulletin board on which you record the news once or twice a week. Have the topics discussed and reported by the pupils.

Below will be found a progressive geography lesson, in the form of a letter written by Katie Kennedy, of the Fifth grade Elysian street school:

RIO JANERO, Brazil, November 20.—
 Dear Teacher: I thought I would drop you a few lines to let you know how I like it up here. Rio is very warm, and I think I

shall like it. I came on the steamer *Louise* on the Atlantic. It was the first time I took such a long ride on the water. When I was out walking, viewing the city, I met an old schoolmate of mine. I guess you know her. It was Fiorella Perkins. She and I went in a boat to see the islands, and then went upon the mountains. The scenery of the mountains was beautiful, but I will go on and tell you about the city. It is the great commercial city and the capital of Brazil. It is dotted with islands. You would be surprised to see all the coffee and how it is carried. Some wagons are used, but it is generally carried by negroes. They go in long rows with a sack of coffee on their heads. I was only here a few days when they changed the empire into a republic. I was surprised for all this to be done in the space of twenty-four hours. While I am writing I think I will tell you something about Dom Pedro. The soldiers came to his summer house and gave him the message and told him to leave Brazil within twenty-four hours. They told him they would give him \$2,500,000 to leave and a pension of \$450,000 a year. He said he would, but he hated to leave his native country, where he had lived all his life. Then he made a speech and he and his family left for Europe. The president's name is Fonseca. The king of Portugal offered Dom Pedro half the empire to leave in. Dom Pedro thought that he would live in his castle as emperor the rest of his days, but in twenty-four hours he was turned out of his country. Brazil is now flaunting a new national flag, which is red, white and yellow, with nineteen stars in a blue field. Yours truly,
 KATIE KENNEDY.

READING.

A Few Helpful Suggestions.

BY A TEACHER OF EXPRESSION.

The question is often asked, "Why do we find in our public schools so large a percentage of poor readers?" It would seem, upon consideration and investigation, that there could be but one answer to this. Because so little attention is paid to the subject, and because, as a rule, the teachers do not understand just how reading should be taught. From the lower to the higher grades, the same faults are noticeable; the

same defects, tracable to the same causes almost invariably.

A pupil stands up with open book, printed over with letters formed into words, which after all are nothing but dead forms, until the human voice makes of them living influences. Now he begins to read, to repeat these words, and, as nothing is said to him about making the language his own, he feels that the principal thing to be accomplished, is to pronounce the words correctly, and *mind the stops*. He reads in a sing-song, ding-dong fashion, pausing after every "and," stopping so long at a comma, so much longer at a semi-colon, and finally letting his voice fall at a period. The result is machine reading, or if at times his emphasis is corrected, the best we can call it is parrot-reading, the teacher going over a line or phrase, the scholar imitating, so far as he is able.

From personal experience in this particular branch of education, I have found this to be an entirely wrong method towards the development of natural intelligent reading; and something should be done to call the attention to the fact that too little thought is given to this branch of study, too little time devoted to it, and, from a lack of knowledge, teachers who have at heart the purest intentions and the welfare of each pupil, often become careless and many times discouraged. The subject is so large that it would require many pages to do the matter justice; so it will be my aim in this short article to help, if possible, some struggling teacher who really would like much to see an improvement in a branch of study where it is so much needed. We will, therefore, imagine before us

a class, books in hand, ready for reading, and will give an outline of a lesson conducted in such a manner as to get the best results from the material at hand, without going into the details of the need of bodily development, vocal training, or anything like a systematic course of work. It must be remembered that each boy and girl has his or her own personality, which should not by any means be overlooked; each an individual voice, has peculiar faults not found in every other voice. These things require special attention; but we will now take the class as it stands and proceed with our lesson.

Teacher.—John, you may read the first paragraph. John reads in the usual stereotyped manner.

Teacher.—Now, John, try and think that you are not reading, but just telling me something that is written out before you. This author has, of course, used grammatical pauses, that we may get the full meaning of his thought, for without them it would take us a long time to work out the thought ourselves, and in many cases we would never get his true meaning without these aids. Now make the thought your own, and do not give so much attention to the pauses, for after you once have the thought the pauses will take care of themselves. Tell it to me, say it to me; but do not read it in a sing-song way.

John tries again, and this time you find a little improvement, just by giving him a principle to work from; something that he can master. From this you can, from time to time, go on from the purely intellectual to the mere emotional, by telling him to think how he would feel if he were in some of the places and really taking a part in some of the scenes he is repre-

senting by his voice. Show him the difference between the time in telling of the swift lightning pace of the horse that dashed through the streets with Paul Revere on his back, carrying the news, "through every Middlesex, village and farm," and that to be given in telling of the measured tread of horses marching to the measured tread of the funeral drum.

Teach the children early to picture; to tell things as if they really made up the words they were using, and after a while every teacher will be surprised to see how quickly the little girls and boys will catch the spirit of a story before them, and the happy result will be natural, intelligent, spirited reading, with more attentive readers and listeners. It will be seen, also, that by this method, we bring out what is in each pupil. We develop the possibilities of each; and while all are of different natures, surrounded by different circumstances, we cannot expect all of them to make equally good readers; but we give them a chance, we inspire them with feelings entirely different from those engendered by the kind of teaching, ever so faithfully pursued, that makes of each pupil a kind of machine, a sort of receptacle that is to be filled with a knowledge of words and pauses, simply as words and pauses, when the words should be made to represent what is back of them, and the pauses as aids in mastering the thought. Of course it is very important that each word should be correctly pronounced, its meaning thoroughly understood, and that every scholar should have a thorough knowledge of the grammatical pauses; but giving to this alone the most careful attention can never make a good reader.

Proverbs.

These are not only to be memorized, but explained:

Dress slowly when you are in a hurry.

Drink nothing without seeing it; sign nothing without reading it.

Too far east, is west.

Force is no argument.

Enough is great riches.

Envy is its own torture.

In every fault there is folly.

Every excess becomes a vice.

Feasting makes no friendship.

An evil life is a kind of death.

Earnestness is the soul of work.

An elephant does not catch mice.

Empty wagons make most noise.

He that falls by himself never cries.

Fondness for fame is avarice of air.

A jade eats as much as a good horse.

It is folly to sing twice to a deaf man.

Good swimmers are oftenest drowned.

A friend at one's back is a safe bridge.

It is easier to blame, than to do better.

Build golden bridges for the flying foe.

He who excuses himself accuses himself.

No gale will equally serve all passengers.

The noisiest drum has nothing in it but air.

Eagles fly alone, but sheep flock together,

The eye believes itself, the ear the people.

Nothing is fashionable until it be deformed.

He who asks fewest favors is best received.

Follow the river and you will get to the sea.

A coward never forgave; it is not his nature.

To squeeze an eel too hard is the way to lose it.

Expect to be treated as you have treated others.

Fortune can take from us only what she has given us.

Get a name to rise early, and you may lie abed all day.

It is easy to add to things that have once been invented.

A wise man may look ridiculous in the company of fools.

You may pay more for your schooling than your learning is worth.

Composition Writing.

BY M. P. S.

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

I found it necessary at first to furnish the outline *in toto* myself, after talking over the matter with the children, but by a little care and patience they soon learned to suggest appropriate topics, which I placed on the blackboard, and with the help of the children arranged in suitable order. Next I called on them to bring to me outlines which they had prepared at home, and lastly, to write letters without any help from me. Thus, by easy steps, they learned to write very readable letters, quite free from the hackneyed expressions which almost invariably form the bulk of the first lessons written by the children in our public schools.

The outlines are by no means perfect, and are given merely as suggestions.

Letter to a friend in the country.

1. Tell how glad you were to get her last letter.

2. As, if she goes to school, and whether she enjoys it, and what she studies.

3. Tell how you enjoy school, and mention something interesting which you do in school.

4. Tell what you do out of school.

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

1. Refer to visit previously made at friend's home and speak of your enjoyment of it.

2. Invite her to spend the vacation with you.

3. Tell her how you will entertain her.

4. Give items of family news.

5. Messages to others in family.

6. Hope she will accept the invitation.

Letter asking a friend to send you a book.

1. Speak of your lessons in school being simple, so that you have time for reading after school is over.

2. Tell what books you have been reading, and what kind you prefer.

3. Ask your friend to lend you one.

4. Promise to take good care of it and return promptly.

5. Original remarks.

Letter to a school who is ill.

1. Express sympathy, and regret for absence.

2. Give school news.

3. Inquire how she employs or amuses herself.

4. Offer books, visits, etc.

5. Good wishes for recovery and return to school.

He who is unwilling to submit to undeserved blame should remember to refuse undeserved praise.

CLIONIAN REVIEW.

MOTTO—*Pedetentim et Gradatim Oriamur.*

J. W. BOWMAN, Editor.

Mr. Layhue, a Clio pillar of last year, spent a day at the Normal last week.

Miss Florence Burke and Miss Reis were the only students that remained at the building during vacation.

Messrs. Layhue and Arnold will conduct a Summer Normal at New Salem next summer. May success attend their efforts.

Miss Maggie Stockdale, class '83, has accepted a position as a member of the faculty of Bethany College, Bethany, W. Va.

Miss Downer visited friends in Hazelwood and Pittsburg and then attended the Fayette county institute to spend the remaining days of vacation.

One need not listen long to Col. Parker's entreaties in behalf of the pupil until the qualities which characterize his pupil, Miss Downer, are seen.

Mr. E. C. Higbee, of Dawson, has kindly consented to deliver his much lauded oration on "A Nation's Self Defense" in Clio Hall in the near future.

New year's evening Miss Ruff attended the wedding of Mr. J. H. Sutherland, '83, pastor of the Presbyterian church, Kittanning, Pa., and Miss Gates.

We were pleased to see Misses Smith and Brown, who left early last spring, return. They brought with them friends which will help swell the ranks of Clio.

Messrs. Brightwell and Martin attended an institute at Layton's Station, Dec 20. The gentlemen are enthusiastic workers both in

society and other branches of the school, and we hope to hear of them in the educational line in the future.

It is gratifying to know that Normal graduates are in such demand as the offer of a \$90 position in Los Angeles and acceptance by Mr. Countryman indicates.

Miss Bertha Carroll, an energetic Junior and an earnest, faithful Clio of last term, will not be with us during the winter, but expects to return again in the spring.

Prof. Jackman, Messrs. Van Powell, Geo. Darsie and Arch Powell, Miss Ida Millhollan and Miss Anna Powell, all Clionians of yore, paid the Normal a visit holidays.

The new addition to the faculty, Prof. Welter, has very favorably impressed the students, and Clio especially, as she is the recipient of his name as an honorary member.

Clio's best wishes go with Mr. Walter Cooper, of the Derrick City, Pa., High School, an ex-Clio, and Mr. Will Lytle and Miss Allie Snyder, class of '83, who were married during holidays.

Clio begins work this term with as earnest a corps of workers as she has hitherto known. There is not a member that would blemish her untarnished record or sit idly by and see her sink to quiescence.

It is encouraging to think that the society gives an earnest worker sufficient ability to address a county institute, and merit the recommendations Colonel Parker gave Mr. Kreger at Westmoreland institute.

The literary work of Clio's members is recognized and appreciated

by Washington and Fayette county teachers, who frequently solicit their aid at the local institutes, and their acceptance proves that they are interested in the work.

We trust the writer of the following letter, who was known at the Normal as Miss Anna Plasterer, will pardon the liberty we take in printing it, as it will interest many of her old friends to know of her health and happiness:

ANADARKO, OK. TER.,
Jan. 19, 1891. }

DR. NOSS—*Dear Friend:* Find enclosed fifty cents (stamps) for THE REVIEW. My time and mind are occupied with so many other things that I have simply neglected sending my subscription sooner. I am glad to know of the great success attending the school and hope it may continue to prosper. I shall take great pleasure in writing you that six-page letter, for which you asked, but cannot possibly find time just now. Miss Ada Overly, who is spending the winter with me, may be induced to add a line on the healthfulness of Indian Ter., (now Ok. Ter.,) considering the fact that she gained 20 pounds in weight during the first two months of her visit. We trust our friends will not believe *all* the newspapers say in regard to this Indian excitement, for much of it is not true, and no one heed fear our safety. Sincerely,

ANNA R. FAIT.

Rev. J. S. Patton, pastor of the C. P. church in Brownsville, familiarly known to Normal students of ten years ago as "Joe Patton," will be married, Jan. 28th, to Miss Irene Knight, of Brownsville.

Philomathean Galaxy.

MOTTO—Non Palma Sine Pulvere.

C. H. DILS, Editor.

Miss Ada Goe, '89, is doing successful and appreciated teaching in Jefferson township.

Miss May Reis spent part of the vacation at the Normal and part in visiting relatives in town.

T. A. Jeffries, at present principal of the New Salem schools, will enter the Normal in the spring.

Springhill township, Fayette county, furnishes two new students this term, T. W. and W. L. Gans.

The entertainment at Fayette City, Dec. 20th, under the direction of Principal McCullough, was a success.

Three new students hail from West Newton, Misses Latimore, Gallagher and Vankirk. Philo takes them all.

We are glad to see our earnest worker, Mr. S. N. Dague, who was here during the winter term of '90, back with us again.

Miss Ray Whitsett delivered an excellent salutatory at the meeting at the beginning of this term in a very happy manner.

Philo extends a hearty welcome to all new students and visitors. Come to see us. We are willing to stand on our own merits.

J. M. Murtland, director and teacher in Lower Tyrone township, Fayette county, expects to enter this school in the spring.

Philo had a grand meeting, Jan. 9, '91. The performances, music and all, were excellent. Eleven new members were initiated, and six who have been members in terms past.

The following pleasant faces of last term are missed from Philo at present: Misses Latimer, Giles and Newcomb, and Mr. Ralph Whitsett.

W. R. Scott, class of '90, who is teaching the Felger school, East Huntington township, Westmoreland county, is having excellent success.

Willard F. McVay, class of '90, is teaching at Prosperity, and we learn from reliable authority that he is doing good work, which is much appreciated.

Many of the students and teachers attended the Fayette County Teachers' Institute, and all unite in pronouncing it the best ever held in Fayette county.

The valedictory delivered at the close of last term by Mr. R. M. Day was of a superior order of excellence, and reflected much credit on both the society and the orator.

The following officers will have charge of Philo's governmental machinery this month: President, R. M. Day; vice-president, Miss Edith McKown; secretary, Miss Ray Whitsett; treasurer, Miss Lily A. Moyle; attorney, Ralph Whitsett; critic, Miss Lou Jennings; marshal, Mr. Lilley.

Can you state many facts? Can you give endless information on an infinite variety of subjects? Then you would make a good school master. Can you "ring a rising bell in the dormitory of the soul?" Can you assist the mind in finding proper material for growth? Then you would make a good teacher.

If the Prince of Wales wishes to develop a strong right arm, how can he obtain it? Can some one else give it to him, or exercise for him and so secure the desired result? No; the Prince himself, as well as the lowliest peasant, must exercise his own arm if he wishes to grow in physical strength. Just so in education. No man can educate you; and in this sense every man who is made at all is self made. Friends, it's time we understood and appreciated the truth of this matter of education. Education is not to gain more knowledge, to increase what we know, but to augment what we are. We know of no better mental gymnasium than our society; but rest assured you will never grow by simply standing idly by and observing others lifting the weights of debate, swinging the dumb-bells and Indian clubs of oratory and declamation, or watching others climbing the ladder of happy expression.

Dr. and Mrs. Vankirk, of West Newton, visited their daughter at the Normal a few days ago.

The chair of Natural Science has been filled by the election of Prof. Welter, of Wilkesbarre, who has entered upon his work and is giving complete satisfaction. He is a graduate of Syracuse University, the Alma Mater of Dr. Noss.

The well filled chapel, when the students have assembled for morning prayers, would give one who knew the school as it was a few years ago, the impression that the spring term had opened. The winter attendance was never so large as at present.

Language Teaching.

BY LILLIAN ROBERTS, WASHINGTON,
D. C.

Since ideas are expressed in two ways, by speaking and writing, our language-study must aim to teach clearness and ease in both these directions. The oral work naturally comes first. Small children learn to converse fluently before they are able to write much. On the other hand, written work can be introduced earlier than it often is.

Conversational lessons about animals or surrounding objects may be made very interesting and profitable. With pupils who are old enough, use current topics also as conversational material. In writing upon any such subject, it is well to give the children an outline which they can use as a guide. If some domestic animal is the subject, the topics might be, 1. How it looks. 2. What it eats. 3. What it is used for. 4. Some of its ways or habits. In my own school I have found my pupils enthusiastic over stories from history. Many such have appeared in excellent form in the *Educator*. Such stories have the advantage of helping to lay the foundation of a taste for wholesome reading, and they also prepare the way for the study of history.

With these stories, too, something of an outline is helpful. If the lesson had been about Columbus, questions like the following might be used:

Where was Columbus' home?

What did he believe about the earth?

What did most other people think about it?

What did Columbus want to do?

Who helped him?

What did he discover?

How did the king and queen treat him afterward?

I have found the questions a help in introducing the story-writing, especially to less ready pupils. Later on, the question outline could be made more concise, the topics for the same subject might be

1. Early life.
2. Opinions.
3. Assistance received.
4. Discoveries.
5. After life.

A similar plan can be pursued with almost any subject.

Geography furnishes excellent material for language lessons. Let the pupils write a description of the town or city in which they live:—its dimensions and population, its history, its surface, rivers or lakes, its industries, objects of especial interest, the prettiest portions of it. Encourage the tendency to find the beautiful and the interesting close at hand. With pupils who are old enough, an exercise on the municipal government is profitable.

The geography of the State gives matter for another lesson, working from a list of topics similar to the above. More attention can be given to the industries and productions in discussing the State. After one's own State has been written upon, a few other States, especially distinguished for some industry or for their scenery, may be taken up in the same way. For older classes a country or a city is an interesting subject. The younger the children, the more rarely should we select as a topic anything that does not come at least somewhat within their observation.

Stories for reproduction have taken their places among the standard language exercises. It often adds interest to give no title to the story and no names to the characters, that the children may supply them. Encourage them to enlarge the story with details of their own

originating. If they seem a little backward about titles for the stories, have a few suggested from which they may choose before they begin to write. You will not need to do this more than once or twice. Picture stories are excellent to develop originality and imaginative power, and are so well known as to need no comment.

Dictation exercises are stimulating to the memory, unless too much repeating is done, and are good tests of spelling, punctuation and the use of capitals. Some one has suggested a quick, quiet way of calling attention to mistakes in a dictation lesson. Have the exercise written upon the blackboard and covered by a curtain until the children have finished writing. The curtain is then drawn back, and the pupils can compare their work with the correct form.

Utilize holidays and vacations in language work. It may be necessary to help about the spelling of some words before the children begin to write. Sometimes the origin of the holiday may be included to good advantage in the account of the pupils' own experiences. These latter subjects make good material for letter writing.

Letter writing ought to be taught very early, and constant practice in it given all along the school course. It takes long and patient teaching before all the pupils will remember and put in practice the correct arrangement of the opening and closing lines. There are some children that seem to lose all idea of the sentence when they begin a letter, thus showing the need of help in recognizing a sentence as the expression of a thought or question, followed by appropriate terminal marks.

Some classes need more drill upon addressing letters than they

would receive from the number of letters they write. The following plan gives practice in directing envelopes.

MISS NELLIE E. TURNER,
2451 Oak St., Philadelphia, Pa.
Mr. Jas. L. Smith, Farmington,
Franklin Co., Me.
Gen. G. D. Armstrong,
151 Wabash avenue,
Chicago, Ill.

Mrs. Wm. A. Lee, Box 27,
Ayer, Mass.

Place upon the blackboard a list similar to the above, let the children draw on their slates outlines of envelopes, and address them to the persons named. Have them indicate the proper place for the postage stamp. It may interest the pupils to use names of some of their own number.

Occasionally give lists of words for the children to use in sentences. These lists may be made up of words with which the pupils have previously had difficulty, and upon which they need especial help, e. g., their, there; or they may be the more difficult words of the next reading lesson. Such lists are useful for busy work.

A teacher whom I knew used to have delightful conversational lessons that she and her school called "talks." They occurred once a week, and subjects were selected a week in advance. The topics were historical, geographical, or biographical, or they concerned some interesting manufacturing process, or important event. Every pupil was to try to find some item to contribute to the "talk." It was conducted somewhat informally, and the exercise was both helpful and pleasant.

In all language work, one of the important aims should be to keep up the enthusiasm of the school. Select such subjects as the pupils'

mind can grasp, yet which are not too easy for them. When a conversational lesson succeeds a written one, end the oral work while the children still feel they have much to say, and then they will go to work with energy and interest to write out their thoughts.

—Educator.

"Short Cuts" in Arithmetic.

There are certain legitimate "short cuts" in arithmetic which every teacher uses and generally carefully guards against disclosing to his class. There can be no valid objection to the use of these aids by the teacher, and there ought to be no objection to giving the pupils the benefit of these helps. Of course the teacher gives an evidence, more or less pleasing to himself and marvelous to his scholars, when he is able to make use of these rapid contractions in his work and arrive at results before his learners have the work to be done fairly under way. Why not give the scholars the benefit of this knowledge?

I generally give to my class, the most advanced in the school, some of these helps or "short cuts," and I find they are duly remembered and correctly used.

1. To square any number containing the fraction one-half, multiply the whole number by the next higher whole number and annex one fourth to the product. *e. g.* What will be the cost of $8\frac{1}{2}$ yards of cloth at $8\frac{1}{2}$ cents per yard? *Ans.* $72\frac{1}{4}$ cents.

2. In multiplying two mixed numbers together when the fractions are small, to avoid reducing to improper fractions, a considerable amount of time can be saved by multiplying, first, the whole numbers together, then the upper digit by the lower fraction, the lower

digit by the upper fraction, and then the fractions together; these four products to be added,—*c. g.*, multiply $8\frac{2}{3}$ by $9\frac{3}{4}$. It should be written down

as follows: 72

Frequently the intermediate work can be done mentally and carried in the mind, requiring only

the product to be written down. In the example

given opposite, the value of $\frac{3}{4}$ of 8 and $\frac{2}{3}$ of 9 each being 6, can be carried and added to the product of 8×9 , and immediately set down, leaving the fractions to be multiplied together for the other operation.

3. To square any number ending in 5. Omit the 5, and multiply the number, as it will then stand by the next higher number, and annex 25 to the product. *c. g.* What is the square of 85? *Ans.* 7225. What is the square of 625? Multiply the 62 by 63, and to the product annex 25. *Ans.* 390625.

4. The "short cut" in multiplication is a valuable aid and time-saver. 1955

Multiply 85 by 23 in a single line. Multiply the units together and set down the unit figure: $5 \times 3 = 15$; set down 5 and reserve the 1 ten to carry. Multiply the tens by the units and the units by the tens, and add in the one from the first multiplication. $3 \times 8 = 24$, $5 \times 2 = 10$; $24 + 10 + 1 = 35$; set down the 5 and carry 3, and multiply the tens by the tens and carry the 3: $8 \times 2 = 16$, and $16 + 3 = 19$, which set down. The process is very simple, and is readily learned and remembered. In finding the square of 625, 62 is multiplied by 63 in a single line, and the operation is a very short one.—Allan Dale.

The Cold Wave.

BY ESTHER CONVERSE.

The night had been very cold, and at the Ashburton-street school-house at half-past eight the mercury stood far below the regulation figures designated by the school board. A half dozen teachers, muffled in shawls and wraps, gathered around the radiator in room No. 6. There was Miss Truesdale, the veteran, so called because of her twenty years' service in the building; Miss Houston, the popular teacher of the A class; and Miss Ames, her intimate friend. Apart from the others sat a younger lady engaged in correcting exercises. Her hands, blue with cold, moved rapidly over the pages that absorbed her attention.

"How can you work in this frigid atmosphere, Miss Kline?" asked the veteran; "you work altogether too much."

"She will outgrow it," said Miss Warren, interrupting. "Young teachers invariably work too much or too little. She belongs to the former class now; but in time may come,"—

"Let us hope not," interrupted Miss Kline, looking up from her work; "yet a little, well done, would avail more than all my labor."

"You shall not depreciate yourself and your work," said Miss Warren, earnestly. "We all think you are doing well. If you would but think so, the battle would be soon won."

There were tears in Miss Kline's eyes as she hastily gathered up her papers.

"How discouraged that child is," remarked Miss Ames, as the door closed. "I wish we could help her."

At this moment a lady, en-

veloped in wraps and veil, came hurriedly into the room.

"Oh, girls, how cold it is! My fingers are numb. Do help me off with my veil, Kitty. And I have bad news for you," she continued; "a cold wave is coming."

"Coming! It is *here*," said Miss Houston.

"Another cold wave is coming, I should have said."

"Have you a paper? Do read the report," begged Miss Ames.

"That is just what I wish to do. Listen. The area of low pressure now central over the superintendent's office is expected to move rapidly toward Ashburton-street School. Snow, ice, and wet blankets will be followed by great depression in that region. The fall of mercury will vary from 10 to 150 degrees in the different rooms of the building. Clearing weather may be expected, however, in the near future."

"What do you mean, Sadie Hibbard?"

"Where have you been? asked one, impatiently.

"I've been to the superintendent's office. I've seen the new incumbent; and, girls, he isn't a bad looking man, but I'm afraid of him. Oh, I'm going to tell you all about it. Mr. Colton, our local, was there, and after I came out I stopped in the hall a moment to tie my veil. I had no thought of listening, but I distinctly heard him say, 'Well, Mr. Wilde, we will leave it with you, but it is our opinion that she is unfit for the position, and should at once be removed. Let us know your opinion as soon as possible.'"

Apparently the predicted cold wave had reached Ashburton-street School, and a wet blanket had descended upon the ladies gathered in room No. 6. Even

Miss Houston, the popular, and Miss Warren the confident, looked not quite at ease."

"Poor Miss Kline," remarked the veteran, placidly; "of course Mr. Colton meant her. She is so nice and lady-like I should be sorry to lose her."

There was no time for further remark, but as the teachers separated it was evident that their anxiety was not wholly selfish, and that Miss Kline was a favorite. Later in the day Mr. Wilde, the new incumbent, visited Ashburton-street School. The mercury had risen perceptibly since morning, but the superintendent was not insensible to a chill that seemed to prevade the building. The veteran greeted him with dignity that that was intended to be crushing in its effect: the popular teacher with nonchalance that bordered upon superciliousness. The lack of cordiality was not inspiring, and as he passed from room to room he felt his usual complaisance deserting him. It chanced that Miss Kline's room was the last in his round, and as he entered he found himself quite in sympathy with the embarrassed teacher.

Miss Kline was conducting an exercise in number, and the ability of the teacher was apparent, notwithstanding the agitation and timidity that detracted from its success.

"You gave the lesson remarkably well," Mr. Wilde remarked.

A flush of surprise and pleasure rose to Miss Kline's face. "Thanks," she said, gratefully; "I often feel that I am not doing anything well."

"She is simply discouraged," thought Mr. Wilde, as he left the room. "If she can regain her self-confidence she will succeed. She is more agreeable than those other

teachers; there's so much in her favor."

After the close of school five teachers gathered in Miss Hibbard's room. Miss Kline was not present.

"I think the superintendent discovered the precise locality of the 'low pressure area' this morning," remarked Miss Ames.

"Yes," replied the veteran, "he could scarcely fail to locate it in my room."

"No, in *mine*," cried Miss Houston; and then it was discovered that in each room a chilling reception had been accorded him.

"I couldn't meet him cordially," said Miss Ames. "I feel that he is another obstacle in the way of Miss Kline's success. The poor child has been fettered and disheartened by committee and superintendent until she is nearly crushed. I had hoped she would find a friend in Mr. Wilde; but here he comes forewarned and forearmed. You know we generally find what we look for, and she will surely be frightened into failure."

"Yes," said Miss Hibbard, "it will be creditable neither to his judgment or discernment to differ from the honorable members. Unless he has more independence of character than I think, he will say: 'You are right, Mr. Colton; Miss Kline seems to lack—a—executive ability, or ability to concatenate her ideas or—a—power to command the attention of the class,' and then Mr. Colton will beam upon him and say, how very important the class is,—as if there could be an unimportant class,—and express his regret that Miss Kline is so deficient in accentuated individuality or some other nonsense, and then that horrid Miss Higgins will have the position,"

"Girls, I have an idea!" cried Miss Warren. "Let us do the most unselfish thing a teacher can do. Let us sacrifice ourselves to save her."

"You mean by continuing to enact this 'cold wave' role? Will that help her?"

Don't you see? By contrast. If we are ungracious, and avoid putting our best goods in our show windows,—we all do that,—showing our classes at disadvantage, occasionally, her class will shine!

"We may lose our positions without helping her," said Miss Snow, timidly.

"I'm not afraid," said the veteran. "We will simply astonish him, later, and we may confess our little plot some day, if we succeed. Miss Kline is worth saving." So it was arranged. A few days later Mr. Wilde again visited Ashburton-street School. "I wonder what is the matter with these women, anyway," he thought, and again he passed into Miss Kline's room, almost grateful for the kindly, timid glance that welcomed him. He already saw improvement in the self-possession and bearing of the embarrassed teacher, and again he left her cheered and hopeful.

At the next board meeting Mr. Wilde reported improvement in the class in question. "Indeed, he said, 'I think it compares favorably with others in the building,'" Mr. Colton politely expressed surprise. "In fact," continued the superintendent, "I find that building less satisfactory than some others. Miss Kline's class is quite as good as the average."

Evidently Mr. Wilde had independence of character.

"Your advice and assistance will doubtless be of value to Miss Kline," said the local, ignoring the disparaging remark.

Mr. Wilde could not retreat from his championship of the teacher unappreciated by the board. His judgment would be called in question should he do so. He determined that Miss Kline should succeed, and his friendly interest and kindly criticism contributed largely to the end. When her success seemed assured, when the local committee in full board conceded the satisfactory condition of the class, Mr. Wilde noticed, also, corresponding improvement in other rooms in the building. "You seem to be waking up all along the line," he remarked genially, one day, when several of the teachers chanced to meet at his office. "You not only seem more amiably inclined, but there is a different atmosphere in your rooms,"

"Mr. Wilde," replied Miss Hibbard, gravely, "the area of low pressure has been lifted, and is moving off toward the lake region. We have been suffering from the effects of a cold wave."

"*You*, suffering! I have been the sufferer," exclaimed the gentlemen. "Let me know when a 'cold wave' centralizes again over Ashburton-street School, that I may avoid the locality."

"There is nothing more effective than a counterirritant," remarked Miss Hibbard to her companions. "Like setting a prairie fire was our 'cold wave'; cold currents found no place in rooms already fifty degrees."—*The American Teacher*.

Kindergarten Work in the Primary School.

Our knowledge of the nature of man determines the aim of life and of education; hence the recognition of man as an organism, subject to the laws of organic development, is

a turning point in educational history. Before man was looked upon in this light, but little importance was attached to early education. Psychology and philosophy had occupied themselves with the grown man only. But growth is complete in the adult; hence he furnishes no clue to the principles of development. With the idea of growth, the child became the object of study; for in him lay the solution of a problem of great importance to the world.

The principles of growth, as applied to the human being, yielded but little fruit before the time of Pestalozzi; and by his recognition of the instincts of childhood as the basis on which education should rest, he laid the corner-stone of modern educational science.

To gain a knowledge of the operations of mind-development, Pestalozzi studied the laws of the physical system, and, as in the order of nature-exercise the use of power acquired is as necessary to complete development as the food which produces it, the same must be true of the growth of mind. If education is, as it must be, the generation of power, the power itself must serve some purpose in the child's development, for nature wastes no force.

In the process of growth, then, Pestalozzi recognized two distinct phases; the receptive,—that which concerns itself with nutrition, and the expressive,—that which is concerned with exercise-action of some kind.

The laws that govern the first of these were clearly enunciated by Pestalozzi; the true relation of the two, and the discovery of the principles on which the second is based, was reserved for his successor, Froebel.

The productive or creative phase of development occupied the greater share of Froebel's attention. He saw that in the history of race, *doing* preceded *knowing*, and art, science; and he held that this order should be repeated in the individual, for *doing* gives the necessary and sure conditions of *knowing*.

He recognized also that *doing* has a higher office. Science is the outgrowth of art; but until the principles of science are understood, art is complete, and progress merely accidental. *Doing* results in knowledge of a certain kind, sense perception, the importance of which cannot be over-estimated; but it is a knowledge that leads the mind upward to a higher knowledge,—the recognition of laws and principles. Is knowledge, then, the end and aim of life? Assuredly not, but rather a means to the ultimate end,—action, harmony with recognized law. These distinctions, in the nature of activity, Froebel kept clearly in mind. Through action comes knowledge, through knowledge, action of a higher order,—creative action.

The law of creative activity was the next object of Froebel's thought. He saw that the mind is first awakened by contrasts,—*i. e.* things opposite in qualities. Why should not the same law of contrasts govern the synthetic processes of mind? In the discovery of this, the law of opposites as the law of constructive activity, we have convincing proof of Froebel's deep insight into the soul of man; but in the invention of the gifts and occupations of the kindergarten, we see the final expression of his genius.

That the activity of childhood

should be utilized in his development, Froebel considered a fundamental truth; but {this activity should be the spontaneous activity of play. Hence, the means of educating the young child must satisfy the wants of his intellectual nature, and at the same time conform to all the laws of his being.

In the gifts we find the fundamental truths of nature embodied in logical sequence, and in such a way as to produce unmistakable impressions upon the consciousness of the child.

His impulse to do, to analyze, is gratified; for the gifts by their character invite experiment and discovery. With these and with the occupation material he can express himself through his creations, at every step, completing and fixing by synthesis the knowledge his analysis has given him.

M. C. VANDERWALKER.

CAPTALIZATION AND PUNCTUATION.

An Outline For Primary Schools.*

BY AGNES ROUNDS MATHEWS.

There is a popular idea that capitalization and punctuation are two essentials of correct composition quite beyond the comprehension of children, hence they are allowed to go on making mistakes until they do not care to correct them.

The following outline will suggest those points which may be profitably taught in the various grades of school.

*This outline is given in topical form because it is thus more readily taught. The ordinary rules of punctuation do not hold for this style of composition, and the teacher must not criticise from that point of view.

SECOND YEAR.

First, Simple declarative sentence,—“telling sentence.”

a. Begin a telling sentence with a capital and end with a period; as, This is a rainy day.

Second, Interrogative sentence,—question—“asking sentence.”

a. Begin a question with a capital and end with a question mark; as, Did you go to Boston last Saturday?

Third, The exclamation.

a. Use the exclamation-point after an exclamation; as, What fun!

THIRD YEAR.

First, The use of capitals.

(*a*) Begin with a capital, *names* of

1. People; as, Alice Grey. Richard Marston.

2. Days of the week; as, Sunday. Monday.

3. Months; as, January. August.

4. States; as, Massachusetts. New Hampshire.

5. Cities; as, New Haven. Cambridge.

6. Streets, etc.; as Beacon street. Broadway. Fifth Avenue. Union Square. Province Court. Spring Lane. Temple Place.

7. Rivers, etc.; as, Charles River. Atlantic Ocean. Boston Harbor. Massachusetts Bay.

8. Books; as, “Seven Little Sisters.” “Stickney’s Second Reader.”

9 † Stories; as, “Cinderella and the Glass Slipper.” “The King of the Golden River.”

10. Holidays; as, Christmas. Easter.

(*b*) I and O should be capitals when they stand alone.

† Where two or more words form the name, as in “Cinderella, and the Glass Slipper,” explain all the words beginning with capitals are parts of the name. *And* and *the* simply join these parts, and thus do not need to begin with capitals.

FOURTH YEAR.

First, The use of capitals.

(*a*) Begin with a capital

1. Words made from words that begin with capitals; as, The Christian religion. The American people.

2. Titles of honor; as, Aunt Mary. Cousin Ralph.

3. Official titles; as, President Harrison. General Grant.

5. The first word of a direct quotation (unless it is a single word, or part of a sentence;); as, Jack shouted, “We are all going skating.”

Second, The use of the period.

(*a*) Use a period after

1. Abbreviations; as, Dr. etc.

2. Roman numerals; as, Vol. II. Louis XIV.

3. Headings; as, Language Examination. The Story of Little Red Riding Hood.

4. Signatures; as, John Day. Ella A. Wilson,

Third, The use of the caret.

(*a*) Use a caret to correct

1. An omission; as, what a dreadful ^{storm} it was.

2. An error; as, Did you see the seals ^{seals} perform?

Fourth, The use of quotation marks.

(*a*) Use quotation marks to enclose

1. A direct quotation; as, “Must I go to school today?” said Jack Lazybones.

2. The parts of a quotation, if it is divided by remarks thrown in; as, “Where,” asked papa, “do you suppose I found your doll?”

3. Any punctuation-mark which belongs to the quotation; as, “What a story!” cried all the children in a chorus.

Fifth, The punctuation of quotations.

(*a*) Use the colon to separate a direct quotation from the rest of the sentence, in most cases; as, Be assured of the truth of this saying: “A clear conscience is worth more than gold.”

(*b*) Use the comma to separate a direct quotation from the rest of the sentence when the two are closely connected; as, Alice was crying, “Supper is ready, supper is ready,” at the top of her voice.

Christians ought not to be victims of worry, of anxious care, of depression and forebodings. Nor is Stoicism a philosophy of the Christian life. We are called neither to undue worry and complaint nor to frigid insensibility to suffering. To the Christian man there is the ear of the Father open, into which we may pour the story of our troubles and adversities whenever they oppress us, and by speaking get relief; and there is also the life of the Elder Brother, who, although absolutely self-contained, yet did not shut out human sympathy by cold indifference to his followers, but asked that His companions watch with Him in the Garden, and took them with Him in “the desert place.” These two truths must be held together: “Take no thought for the morrow,” “Weep with them that weep.”

Self-denial is the triumph of the higher self. It is only one class of feelings putting the curb on the lower ones. By the exercise of it we rise to a higher plane of self-respect. We restrain the mutiny, or put down the rebellion, of our lower nature, and thus keep the empire of self in an orderly condition. Loyal to our better instincts, we suppress the disorderly mutterings of a mob of inferior cravings, and the result is a moral victory which in its reflex blessings is even greater than in its immediate and direct ones.—*R. W. Lowrie, D. D.*

Impressions of Washington.

DEAR REVIEW—We were in search of new sensations, for we believe in the efficacy of impression in education, especially if the impression be along the line of the ethical and aesthetic, and have for its objective reality a delicate bouquet worn by a pretty pupil teacher, or a handsome necktie adorning the spotless shirt front of the opposite sex; and no doubt it was largely this belief that impelled us to utilize the past two weeks of vacation for a visit to the capitol.

Nor were we disappointed; for, although we landed at the Central depot at 11 o'clock at night, our walk even across the street impressed us with the largeness of Washington. Like the author of "Our Country" when he had crossed the Mississippi, we found ourselves "outside for once," and with sufficient room to turn around; and certainly the idea of largeness did not diminish, as our eye followed the long avenues from the rotunda of the Capitol, and caught sight of the white shimmer of immense public buildings and the magnificent Washington monument piercing wedge-like the sky above, while in the distance the steamer McAllister, like a white swan, skimmed the waves of the beautiful Potomac, past many historic spot of the late war, on to Mt. Vernon, autocratic like Hollywood in its unmarred naturalness, and like Hollywood possessing that charmed spell that ever lingers around the dwelling-place of the great dead.

In another day we were ourselves to board the McAllister, and in a few hours wander at will over the broad stone verandah of the Mt. Vernon mansion, mingle reverently with the ghostlike shadows "The Banquet Hall," and place our hand on the exquisite mantle-piece given by Canova to Washington, which still adorns its wide open fire-place; soon we were to peer between iron bars into the death-chamber of America's true patriot, and in imagination see the white form upon the canopied bed borne down the shaded avenue to its home in the simple tomb near the mansion, where it lies to-day, side by side with that of Mrs. Washington, in a plain marble sarcophagus adorned with a wreath of immortelles.

But how impossible to put in one letter all the impressions Washington gives a visitor even in three or four days! Some, indeed, we did not want to remember; for we had no sooner left the Medical Museum than we began effacing all the impressions we received. What we could not erase we covered over with the curiosities of the "War Department," the

faces of the President and Mr. Dinsmore, and the expectant countenances of pedagogues who were assembled in the "East Room" of the White House for a glance at His Excellency, the President of the United States.

Nor did we stop here. One after another we stamped upon the canvas of our mind the delicate form and finish of "The Greek Slave," the almost angelic light that illuminated the face of "The Peri at the Gates of Heaven," or the meditative mein of "Penseroso" and the "Veiled Nun," that almost spoke a welcome to us from out the quiet niches of the "Corcoran Art Gallery;" again and again we drank in the suffused tenderness from the eyes of "Charlotte Corday," so life like, it seemed as if the canvas were a transparent veil, half hiding the great soul that looked from out the wonderful eyes and broad brow behind the prison bars. Nor was it wholly imaginative that we stopped, startled by the figure of an Angelo almost starting from the canvas, or a Raphael, with "his rapt soul sitting in his eyes," moving from out the corner of a large painting to gaze upon the wonderful curve and expression of an Apollo Belvidere or Venus di Milo.

How much we should like to tell you, dear REVIEW, of the reverent and half sad feelings that filled our heart as we watched the dear old ladies of the "Louise Home," with snow white hair and caps, glide one after another down the broad stairway of the court to their Christmas dinner! And much more we would like to tell you of the interesting things in the "Navy Yard," and above all of the interesting people that always make sight-seeing delightful, but it is all too much for one time. Already we fear we have talked you to sleep recounting the new sweet impressions of the city we Americans so much delight to honor; and so while yet the strange weird fancies of the holly and the marble are around us we will say good-night.

ELMA RUFF.

Mrs. J. C. Carter, known in the Normal as Miss Jennie Adams, of the class of '81, and the first colored graduate of the school, died recently at her home in Beaver, Pa. Mrs. Carter was highly respected by all who knew her, and the bereaved husband has the sympathy of all his friends at the Normal in his loss.

Prof. J. C. Gilchrist has taken charge of the College of Didactics, a department of the University of the Northwest, Sioux City, Ia.

Mr. G. W. Snodgrass, class '86, now student at some Theological Seminary, preached an able sermon on "Christ and Character" in the C. P. church, Coal Center, Dec. 28.

A district institute was held at Claysville last month, under the direction of Supt. Tombaugh. The attendance was large, the exercises interesting, and the Normal well represented by its former students.

An interesting institute was held at Layton, Dec. 20th, by the teachers of Perry township. Among the Normalites in attendance were Alva Chalfant, Rebecca Snyder, Carrie Snyder, Wm. H. Martin and W. D. Brightwell.

The Model school closed the fall term with an informal entertainment on Friday afternoon. Quite a number of the patrons visited the school and were highly delighted with the exercises, and with the specimens of work done during the term.

Miss Ola Hawkins distinguished herself recently as commander of a fire brigade. The school house in which she was teaching caught fire, and she not only directed the efforts of the boys in extinguishing it, but took a prominent part herself, getting on the porch roof and passing buckets of water to those still higher.

Prof. W. S. Kreger, of the class of '90, addressed the Greensburg Institute on Dec. 19th, upon the subject, "A Compulsory School Law," a subject now receiving much attention among leading educators. The address was highly complimented by Col. Parker and by all who heard it. Mr. Kreger will be remembered as one of the strong members of our last class.