

10 No. 6. Published, See p. 16.

The Normal Review.

VOL. VI. No. 6.

CALIFORNIA, PA., MARCH, 1891.

50c. A YEAR.

Entered as second-class matter.

Mr. Fred. C. Speers is attending school at Poughkeepsie, N. Y.

Mr. R. C. Crowthers, '85, is engaged as a reporter for the Pittsburg Post.

N. E. Rhoades, '81, is manager of the Waverly Coal and Coke Co. store at Smithton, Pa.

J. W. Berryman, '83, and O. S. Chalfant, '86, were visitors at the Normal a few days ago.

Mr. Geo. E. Hemphill, '75, has been elected school director in the Third Ward, Allegheny.

J. S. Washabaugh and Lizzie Higbee took part in an institute at Canonsburg in February.

Mr. J. C. Longdon, '84, will conduct a summer Normal at Burnsville, Washington county.

Dr. O. P. Dearth and Edgar A. Brashear, of Brownsville, were visitors at the Normal not long since.

Miss Lillian Hart, our former music teacher, now holds a position in the Census Bureau, Washington, D. C.

Miss Mabel Mountsier, '88, graduated recently from the Oswego training school, and is now teaching at Dover, N. J.

Among recent visitors at the Normal were Misses Neemes and Coursin, '89, and Misses Westbay, Gallagher and McKown, '90.

Rev. J. W. Sutherland and bride were at the home of the former's father, near Claysville, recently, attending the marriage of Miss Lizzie

Sutherland to Mr. Charles Underwood, of Kansas. Mr. Sutherland is one of the leading ministers of Kittanning.

Some members of the Preparatory and Junior classes have organized a debating club, which meets on Saturday afternoons in one of the recitation rooms.

An interesting discussion has been going on for several weeks, in the columns of the California Messenger, between W. S. Kreger and Moses Lowers, on the subject of Compulsory Education.

Mr. E. F. Thomas, '86, now principal of the schools of Fairchance, in renewing his subscription to the REVIEW, writes: "THE NORMAL REVIEW is a welcome visitor in my school, and is read with interest by both teacher and pupils. May success continue to crown both school and paper of the S. W. S. N. S."

In announcing the marriage of the Rev. J. S. Patton, of Brownsville, the Waynesburg Independent says: "Rev. Patton, who is now pastor of the Brownsville C. P. church, is well remembered here by many friends made during his course as a student in Waynesburg college. He is one of the promising young ministers of his denomination, and has led to the marriage altar one of Brownsville's most worthy young ladies."

The Masontown correspondent of the Uniontown News says: "The schools of this place are almost out, and it may be truthfully stated that all the teachers employed have been

a grand success. They have been loyal to duty and deserve the commendation of a community which has never before been universally pleased in the selection of teachers. Prof. McGinnis, our efficient principal, will open a Normal in April and any one wishing a Normal course will do well to attend the school."

Rev. Neville B. Fanning, a professor in the Normal in its early days, died recently in Minneapolis, Minn. He had been called as pastor of the Congregational church, of Oak Park, and preached his last sermon on the topic, "Is Life Worth Living?" Mr. Fanning was a graduate of Allegheny college, Meadville, and his connection with the Normal was before the erection of the present buildings. He was a direct lineal descendant of Miles Standish.

At a recent convention of the Normal school principals at Harrisburg, several important actions were taken. The old scientific course was abolished, and a post graduate course of one year was adopted, to include Chemistry, Zoology, Astronomy, Moral Philosophy, Advanced Psychology, Solid Geometry, Trigonometry, General History, Literature, Caesar and Virgil. It was agreed that the special fall examination should be dispensed with and none admitted to the Senior class except those passing the regular examination in June. Students failing to gain admittance to the Junior class in one school cannot be admitted to that class in another school. The Elementary course was left about as at present.

The Promotion of Pupils.

BY E. E. WHITE, LL.D., *Supt. of the Cincinnati Schools.*

The pupils in the Cincinnati schools are now promoted, not on the results of stated examinations, but on their fidelity and success in school work as estimated and recorded by their teachers at the close of each school month. These estimates are based primarily on the fidelity and success of pupils in their daily work, as remembered by their teachers, but their success in meeting the various oral and written tests that may have been used in the month for *teaching purposes* are also considered. The rules require these monthly estimates to be *without the daily marking of pupils and without the use of monthly or other stated examinations for this purpose.* They are simply the judgments of teachers based on their knowledge of the work of pupils during the month.

These monthly estimates are made on the scale of 1 to 10, the number 4 and below denoting very poor work, 5 poor, 6 tolerable, 7 good, 8 very good, 9 excellent, and 10 perfect.

The monthly estimates of teachers are recorded in a record book, conveniently arranged for the purpose, and they are averaged twice a year—in February and in June; and, when thus averaged, they are approved by the Principal, who makes himself familiar with the progress and proficiency of the pupils under his immediate supervision. To this end, he subjects his pupils in the several grades, as they advance in the course, to such oral and written tests as will indicate their proficiency and be suggestive and otherwise helpful to teachers. Once a month, or twice in two months, as may be preferred, these recorded estimates are reported to parents for their information. No estimates are recorded in first-year and second-year grades, and no formal reports of the pupils' standings in these grades are made to parents.

At the close of the year, the pupils are promoted on these re-

corded estimates, a standing of *good or higher* in each branch entitling a pupil to promotion. In case a pupil stands below good (or 7) in one to three branches, he may be promoted, provided that these lower estimates are not all in the daily and more essential branches, and provided further that the pupil's habitual diligence in study and good conduct, considered in connection with other circumstances, give satisfactory evidence that, if promoted, he will be able to do successfully the work in the next higher grade. The "other circumstances" considered, include the age and health of the pupil, length of time in grade, prior school advantages, the future opportunities, etc.—in a word, *the pupil's true interests.* The record books used for the recording of estimates are so arranged that a pupil's standing for each month, for each half year, and for the year, can be seen at a glance, and the pupil's fitness for promotion, as shown by the teacher's estimates, be quickly determined. It does not require the making of a general average for all branches, and no such general average is used in promoting pupils.

In case a parent or guardian is dissatisfied with a pupil's non promotion, such pupil's proficiency is, on the application of the parent or guardian, determined by a written examination, the results of the same being considered as additional evidence of the pupil's fitness for promotion.

What is the result?

The results of the promotions made in June, 1887, were fully stated in my school report for that year. A comparison of the teacher's estimates the last half of the year with the result of the two written examinations in the first half, showed that the estimates more fairly represented the proficiency of pupils than the examination results, and the results of the written examinations, taken by non-promoted pupils at the close of the year, strikingly confirmed the reliability of the teacher's estimates.

The promotions in June last bear similar testimony. In a single

week, twenty-two thousand pupils, including those in the H and G grades, were quietly promoted. There was no examination worry or excitement, and no over-taxing of nervous energy in cramming to make up for lack of application or loss of time, or to satisfy the anxiety of parent or pupil. These were obvious results.

Fewer non promoted pupils applied for examination than in the previous year, and these, with few exceptions, failed to reach the acquired standing, thus confirming the accuracy of the teacher's estimates. But the chief reasons for the change in the plan of promoting pupils was to free the instruction of the school from the narrowing and grooving influence of the examination system, and secure needed improvement in methods of teaching, and in the course of study. In those important directions the change has been attended with most gratifying results.

It has not only secured more attention to those studies and exercises which were neglected under the examination system, the results not being easily measured by written tests, but it has permitted and encouraged wider and more rational teaching. These desirable changes have been specially noticeable in moral training, reading, language, and geography, and in all branches there has been an increasing use of methods that look to right training rather than to the preparation of pupils to meet mechanical and memoriter tests.

It is true that the success of the new system depends much on the Principals who have the immediate supervision of the work of the teachers. In the study and adoption of improved methods, the Principal of the school must be the leader. If he is not intelligently and heartily enlisted in the reforms instituted, the progress of the teachers under his direction will be unsatisfactory. The continued use of tests that call for old results, will keep most teachers in the ruts, and a Principal may thus perpetuate in his school some of the hindrances of the examination system.

The use of tests that stimulate and encourage progress is one of the most obvious advantages of the present plan. Written tests are now used *for teaching purposes*, and not to afford a standard for the promotion of pupils. This fact makes it possible to use tests that disclose defects in instruction and suggest improvements, without sacrificing the interests of pupils. The use of such tests is always difficult when the promotion of the pupils in a class depends on the results. It certainly is not right to keep pupils in a grade an extra year because the teacher has failed to teach certain facts which the superintendent would like to see taught *in the future*; and yet the use of examination questions touching such facts is a most effective means of securing future attention to them. The attempt to prepare questions that will be suggestive to teachers and pupils, and at the same time be fair and proper tests of the pupil's fitness for promotion, is always difficult, if not impossible. Promotion questions, as a rule, are narrow and technical, and, as evidence of the actual attainments of pupils, misleading. The fact that they are usually within the *minimum* requirements of the course and are gauged to the attainments of the weaker pupils, results in the marking of pupils too high. The pupils in our schools have reached no such standard of attainment as their examination percentages have indicated. The number of pupils "perfect," or very close to perfection, has been marvellous. The pride of parents and pupils, and even of teachers, may be flattered by such results; but all have been greatly deceived. One of the most gratifying changes under the estimate plan has been a truer representation of the actual attainments of pupils.

It is doubtless too early to claim for the estimate plan complete success, and it is certainly too early to determine its final influence on school work. The system needs careful and intelligent oversight and direction, and this is true of all school devices—the better the

device, the greater intelligence required for its use.

Exercise on India Rubber.

BY GEORGE W. COLEMAN.

Every one is familiar with this article, and yet there is a very general ignorance concerning its source, the means of gathering, methods of preparation for market, processes of manufacture, including washing and drying, masticating, blocking, etc., etc. In these suggestions there is abundant material for a first-class exercise.

Qualities.—Through numerous easy, self-devised experiments draw attention to the various qualities, and from that reason out the different uses to which India rubber may be put. It will be found to be soft to the touch, flexible, tough, elastic, impervious to water, inflammable, emitting a strong odor and giving off dense smoke, its elasticity is augmented by moderate warmth and diminished by cold; will melt in very hot water or when subjected to 250° Fahr.; freshly cut edges are easily joined with the assistance of a little heat.

Uses.—As an eraser of pencil marks; cut into thin strips it serves as a brace to the bands of cotton, woolen, and silk gloves; mixed with sulphur it becomes vulcanized rubber, when it serves as ink erasers, elastic bands, door springs, gas-tubes, balls, etc.; mixed with pitch it is made into combs, watch chains, pen holders; in solution and mixed with shellac it is used as a cement by ship-builders; also used to insulate wires.

Raw Material.—Numerous plants in India, Africa, and South America yield a milky juice which becomes an elastic fiber by coagulation resulting from exposure to the air. The tapping is done at the beginning of the dry season. The collector lays at the base of each tree a number of small cups of burnt clay, with one side flattened. With an axe he makes an upward cut as high as he can reach, across the trunk, penetrating through the bark and into the wood an inch or more; the breadth of the cut also is about an inch. One of the cups

is immediately placed beneath the bruise, and fastened there with a bit of moistened clay, when the sap begins to exude, continuing about three hours. After the same manner another incision is made at the same height and separated from the first by four or five inches, and thus a girdle of cups is formed around the tree. On the following morning the same operation is performed, only on a level about six inches lower. After several days' work the last tier reaches the ground. In due time the collector makes his rounds and empties the contents of the small cups, fifteen of which hold a pint, into a larger vessel called a *calabash*.

A very different mode of procedure is pursued in some parts of South America. To a height of three feet the loose outside bark is stripped off. Near the ground a trough inclosing half the circumference of the tree is made by pasting clay to the trunk and shaping it. A series of cuts are then made which allow the juice to run into the improvised gutter, whence it is drawn off into a vessel below.

Preparation for Market.—The milk thus collected is molded on a wooden instrument resembling the paddle of a canoe, over which soft clay is rubbed to prevent adhesion. It is then well warmed in the smoke of the fire. New layers are added as the process proceeds. It soon becomes solid, and when dried is ready for the market.

Manufacture.—As the rubber comes to the manufacturer it is full of foreign ingredients, and must be washed, which is done by boiling in water for several hours and then passing through a wringing machine, very much resembling the one used in the laundry, from which it emerges in long sheets with rough surfaces. It is then dried by steam heat in 90° Fahr., care being taken to keep it out of the direct rays of the sun. It is next passed between fluted rollers in what is called a masticating machine. Finally it is molded and compressed into compact blocks and put into ice-houses to cool, where it remains until required for use.—*Exchange*.

Exhibits of School Work in Country Schools.

BY A COUNTRY SCHOOL-TEACHER.

The school which I teach is situated in the centre of a German farming community, and is "trooly rooral" in all its conditions. Owing to its patrons' limited knowledge of English, it has been exceedingly difficult to arouse in them an intelligent interest in the school, or to entertain them with the stereotyped school exhibition. Besides, there are serious doubts in my mind of the value of these exhibitions in country schools. They always greatly interrupt the regular school-work, and make heavy encroachments on the time of the larger pupils who can attend school for only a few weeks in the year, which time can generally be more profitably employed on their ordinary school studies. Moreover, owing to the uneducated tastes of both pupils and patrons, there is great danger, in making selections for such exhibitions, of catering to these tastes instead of endeavoring to elevate them.

I often asked myself if there was anything I could add to my last day exercises to make them more beneficial to my school and more interesting to the community. The exhibit of school-work at the National Educational Association in Chicago in 1887 caused me to try something on a small scale, in the same line, in my school, in connection with my "last day" exercises; and it is my experience with exhibits of school-work in a country school that I am going briefly to narrate.

For my elementary class in language, I collect from all sources, but principally from children's illustrated papers, a suitable number of pictures from which stories can be written. These, at intervals throughout the term, I distribute to the class for them to write stories about. After the stories have been written, I carefully correct them, and, if necessary, cut them down so that no one with its picture will fill more than one page of foolscap paper. I then paste each picture

in one of the upper corners of a page of foolscap paper, around which I have previously ruled marginal red lines, and have the pupils copy their corrected stories on these pages. In this work I require the utmost neatness and accuracy; and if any of it does not come up to the standard, it has to be done over again until it does.

The corrected work of the more advanced classes in language is copied on letter or sermon paper. At the close of the term I enclose each pupil's work in a pretty paper cover and bring it together with ribbons.

All my pupils who are old enough to do so, are required to write a letter and address its envelope for the exhibit.

The classes in geography draw maps on the best paper they can obtain. Generally this is nothing better than Manila, but even on this a well-drawn map looks well.

By this course of procedure I have collected at the close of the term a large quantity of material for the exhibit, which I arrange so that it will make as handsome and imposing a display as possible.

Now for the results: On the part of the pupil there has been better attendance, increased interest in school-work, and greater ambition to do as good work as possible; on the part of the parents there has been a larger attendance at the "last day" exercises, a more thorough appreciation of the value of what the school was accomplishing, and a greater desire to sustain a good school. Of these facts I have received many proofs. The larger boys who are compelled by the demands of farm-work to leave early in the spring, now remain in school longer than heretofore; and when they finally have to leave, they ask for work to be assigned them so that they can prepare it during the evenings at home. Knowing that their work is to be examined, is a strong incentive to the pupils to painstaking effort. After the exhibition, most of the work is kept with the family *laves* and *penates*. In one family it lies conspicuously on the parlor centre table; in another it adorns the

parlor walls; in another it is sacredly kept with the children's keepsakes. One little girl who had written a story from picture begged me for a duplicate picture, as she wished to translate her story into German, and send it to her mother who still remains in Germany. Other illustrations of the beneficial effects of my exhibits of school-work could be added, but the foregoing are sufficient. Perhaps I ought not to omit that they have also been instrumental in obtaining for me higher wages and a more secure tenure of office—a result that most teachers will consider the most important of all.—*Selected.*

Miscellaneous Questions in Geography.

1. How do people of Venice get drinking water?
2. What famous mining tunnel in Nevada?
3. What is the principal colony in France?
4. What is the red snow of polar regions?
5. Of what does Danish America consist?
6. To what nations do the West Indies belong?
7. What is the principal colony of Spain?
8. What possessions has France in the Western Hemisphere?
9. Where is St. Helena? To what nation does it belong? Who was once a prisoner there?
10. Where is Juan Fernandez? To what country does it belong? What story does it suggest?
11. What is the largest of England's foreign possessions?
12. What is the most northern town of Europe?
13. Over what countries are the following the present rulers:
 - a. Queen Victoria?
 - b. Emperor William III?
 - c. President Harrison?
 - d. President Carnot?
14. Give a brief description of the Andes Mountains, and the manner of travelling in those regions?
15. Why are the rivers of Siberia useless? Mention two of them. To what empire does S

long? For what purpose is the country used? What magazine has recently contained a series of interesting articles on Siberia? Who wrote those articles?

16. Give a brief description of the Tartars, their homes, property, favorite food, summer and winter dress. What great public work of the Chinese does their name suggest, and why?

17. Mention three characteristics of the Chinese, and name one of their public works not referred to in the preceding question.

* 18. Name the distinct races of men, and some nations that illustrate them.

19. What country is famous for its dikes? What bird assists in protecting them? What happens when a dike gives way? Who wrote the poem entitled, "The Leak in the Dike?" Give an outline of the poem.

20. What is the highest land on the surface of the earth? What sea is remarkable for its depth?

21. Where are Iron Mountain and Pilot Knob?

22. What people can say, "The sun never sets on our flag?"

23. What language is most widely spoken?

24. Give the following facts about Brazil: (a) Its situation. (b) Its surface. (c) Its climate. (d) Three cities. (e) Four rivers. (f) One cape.—*Exchange.*

To Make a Chart.

Very good charts can be made of white sarcomenetic cambric, the writing or figures being done with a rubber marking pen and common ink. The cambric costs eight cents a yard, and is highly glazed. The glaze prevents the ink from soaking through the cloth. The marking-pen can be bought for twenty or twenty-five cents at a stationer's or artist's material store. To make the chart more firm I make an inch-wide hem at the top, through which I put a narrow, flat stick. Rings sewed at the top, with a cord through, enable me to hang the chart wherever it is wanted.

GRAMMAR CLASS RHYME.

A noun names a person, a place, or a thing,
As *William*, or *London*, or *scepter*, or *king*,

What the noun may be like, does the *Adjective* tell;

As a *bright*, *sunny* morning, a *deep* and *dark* well.

A *verb* is to do, to suffer or be:

He *flies* and is *followed*: it *swims* in the sea.

The *pronoun* we use in place of a noun:

Tom *fight*s, and *he* *conquer*s; Sam *slip*s, *he* *fall*s down.

How the Verb does its duty, the Adverb will tell:

John *fight*ed *long* and *bravely*; he *song* *loud* and *well*.

If we mean one or any, the *Article* will say:

A *man*, any *man*; but *the* *day*, one *sole* *day*.

Prepositions are words, the nouns put before:

By the bridge, *in* the barrow, or *over* the moor.

Conjunctions our words and our sentences join:

Pull fast *but* keep steady; the Thames *and* the Boyne.

Interjections are words that call out with a cry:

As *Ha!* the great spider, *oh!* look at his eye.
—*The Child's Instructor.*

Self-Reliance.

It has been well said, that parents do their children the highest service when they teach them to rely on themselves. The pressure upon teachers is now so great that often the thought of this high service is crowded out. The teacher plans the lessons, the study hours, the busy work. When one section is reciting, she tells the other section just what to study; or, if it is to be a time for busy work, some particular kind of busy work is assigned. If there is never a variation in this custom, there is little opportunity for developing the child's own resources.

I was pleased to see in visiting one of the Boston schools, that there the little children were learning to depend upon themselves. It was a primary school and it seemed to me an exceptionally pleasant one. The pupils were at work upon examples. The teacher said to them something to this effect: "When you finish your examples I want you to find some quiet way to entertain yourselves, just as grown people do." This was to occupy the time while the

slow ones were finishing the examples. After the examples were done and corrected, the teacher took a few minutes to inquire about the busy work that had filled the waiting time. I cannot recall the questions and answers exactly, but they were somewhat like these: "Willie, what did you find to do?" "I had a story to read." "Annie, what did you do?" "I copied some verses from my reader."

"Mabel, what did you do?" "I wrote some Roman numerals on my slate."

"Harry, what was your work?"

"I drew some pictures."

"John, what did you do?"

"I studied my spelling lesson."

Then the teacher had a few pleasant words to say to the children about their work they had chosen to do, and the way in which they had done it. It is surprising to notice how few resources many grown people have when they are left to depend solely upon themselves for entertainment. For this reason, many find it a punishment to be left alone for a half day. Since this is true, it is well for little folks to learn early to answer for themselves the question: "What shall I do?"—*Exchange.*

A Reading Device.

The practice of having stories read aloud by each pupil produces better results in training children to read distinctly and audibly than almost any other plan. The first reader should announce title and author, and begin the story. If the teacher has marked the selection off into suitable lengths, indicating by pencil where each pupil is to stop, an entire story may be read with no interruption save the passing of the readers to and from their seats. This plan creates distinctness of utterance because each one knows that the rest depend on him not to break the thread of the story by poor or inaudible reading.

If the class is far enough advanced, what has been read may be reproduced for a language exercise. It is also a good plan to have a book read aloud in this way.

Our National Lack.

BY MARA L. PLATT, M. D.

There seems time always in our public schools for the teacher to talk on Arithmetic, on Language, on Reading, on Geography, on Morals, on Manners, on Hygiene, on Temperance—would it not be appropriate and opportune just now to talk one "Friday afternoon," at least on the subject of American vandalism, our national lack of reverence, appreciation or of culture.

James Freeman Clark in a sermon not long before he died, said: "In our zeal to avoid the vices of human character, let us not forget now and then to examine our virtues. Not one of them but pushed to its ultimatum may be the source of as great discord in your life and in the lives of those who touch you as the vices of premeditated malice. Are you generous? Look to it that you are not a spendthrift. Are you prudent? Look to it that you are not sacrificing the sweet things of life. Are you firm? Look to it that you are not obstinate, narrow, stubborn.

Are you generous-minded? Look to it that you are not fickle."

For over a century now we have lauded to the skies our national push and drive and independence, making it the one grand, glorious characteristic of our people. The one thing to be attained, the one thing necessary, the one thing commendable.

Is it not possible that the time has come in our people's history when that which once was so truly our national virtue and our glory may have grown to be our national vice and dishonor?

Our country is new, we grant, and there has been genuine need in the past of the daring adventurous spirit of discoverers, the sturdy grimness, the unflinching persistence, the unyielding push and drive, the absolute brute force, at times, of its defenders.

But we to-day are neither its discoverers nor, in the old sense, its defenders; we are simply its occupants, and as such have duties

and privileges as far different from those of our predecessors as are our fashions and our architecture.

The muscular Christianity of the past century was no doubt the anvil suited to that day's material; but now are time and room and occasion for a more spiritual Christianity. The sturdy hardihood and defiance of that time sustained the pioneer in his fight for his home and family; but there is need now rather for that gentleness and refinement that shall *keep* his home and his family.

The general spirit of "I am as good as thou," the very watchword of those early days, grandly lifted up and cheered the crushed and broken-spirited; but now lest its freedom ring be prostituted to the discordant clang of selfishness, let there dawn the spirit of the Golden Rule. Stern simplicity, the strict enforcement, the intense application to the thing at hand, gave to our ancestors strength and character; need they bear fruits in us of brutality, narrow-mindedness, vulgarity?

Because our ancestors cursed the stained-glass glory of the mother Church, need we hang our walls with gaudy chromos; because they railed at English elegance, need we defy the laws of common refinement; because they spurned the puny power of an unjust government, need we assume the braggadocio; because they spat upon the coarse mockery of a blue blood royalty, need we make of ourselves a proverb of ill breeding and noisy vulgarity; because they bowed not in reverence before the castle or the abbey, old in story, need we descend to common vandalism?

When a soldier is done with camp-life, he cultivates, and gladly if his valor was of the true order, the refinements of home and heart and intellect.

Are we not, as a nation, like the soldier—done now with struggling, fighting, tramping, roughing life, and ready at least in opportunity for something higher, quieter, better?

Our position among nations, our rank in commerce, our establishment in power and wealth and

reputation are upon firm material basis. Have we not time now for the cultivation of those finer qualities which mark the nature's nobleman above all rank of wealth or strength?

That our manners abroad, that the *American Child*, that our lack of fineness—are things to be prayed for deliverance from, even our respected and honored minister to England, James Russell Lowell, could not deny.

That our nation is uncultivated is proven in that *vox populi*, the daily newspaper. Here in "cultured Boston" what is the "tone" of the daily papers. What sort of things fill their columns? Which paper "sells the best?" Who will attempt to deny that it is that one which vomits forth the most gossip, the most scandal, the latest disasters, the greatest mass of those personal "slaps and slings," those wire-pulled defeats and victories which we call "politics." One, yes, two out of Boston's many dailies' boast a character tending to carry refinement into the families where they enter.

We lack reverence. "Who art thou that I should do thee reverence?" has so long represented our mental attitude that we have lost the very sense of reverence. I once heard an eminent professor of oratory say that in the tone of a little groom in England who spoke merely of his royal highness's horse, he caught a quality of delicate reverence almost impossible to be *pounded* into the average American voice.—(*Abridged*) *Exchange*.

Pronouncing Matches.

BY WINTHROP.

In the "good old days when we were young" a spelling match was one of the chief delights in our school life. Many an hour by the uncertain light of a flickering tallow dip have we coned over *Webster's Spelling Book* from the "three lines on horseback to incomprehensibility," that we might spell down our rivals and win a local fame more precious than any that we have achieved in our later days.

This oral spelling has fallen into unmerited disuse, though there is a show of its revival of late. There is much benefit in "out-loud spelling," as those who were educated by its method can evidence. It is not our purpose to discuss the merits of the vexed question of oral *versus* written spelling, but to suggest that a helpful and valuable assistant may be enlisted in the learning of our vocabulary, by having, in lieu of the old-fashioned spelling matches, or in addition to them, a pronouncing match.

Sides may be chosen by the children and the teacher give out the words to be pronounced. The words are to be spelled by syllables, and after the spelling by the teacher the pronunciation of the word is called for. The teacher must have a care that the words are divided properly. If the word *sometimes* were divided thus: *so-met-i-mes*, it would be misleading and manifestly unfair—a puzzle rather than a test of knowledge.

The value of such an exercise is incalculable. We speak far more than we write, and there is the crudest conception of the correct sound of certain vowels and consonants. In the reading lesson it is observable that more attention is given to the expression and meaning of a word than to its correct pronunciation; whereas there should be a union of all three essentials. If a teacher once gives a few lessons in pronouncing words, attention will be directed to the value of it, and the "mouthing" of our language will be greatly remedied. A few words are given which may be tried on any class and results noted. They are simple, ordinary, everyday words, but almost always mispronounced:

haunt,	aye,	February,
alpaca,	tepid,	since,
blouse,	route,	wrestle,
troche,		abdomen,
often,	Arctic,	heroine,
docile,	adult,	cupola,
catch,	bouquet,	soot.

Memory Gems.

An idler is a watch that wants both hands;
As useless if it goes as when it stands.
—COOPER.

Guard, my child, thy tongue,
That it speak no wrong.
—FROM THE GERMAN.

Truth crushed to earth shall rise again:
The eternal years of God are hers;
But Error, wounded, writhes with pain,
And dies among her worshippers.
—WILLIAM CULLEN BRYANT, 1794

There is no man suddenly either excellently good or extremely evil.
—SIR PHILIP SIDNEY.

Be good, fair maid, and let who will be clever;
Do noble deeds, not dream them all day long,
And so make life, death and the vast forever,
One grand, sweet song.—C. KINGSLEY.

"When WORK comes into a house to stay,"
Then WANT will speedily fly away;
But let Master Work once go to sleep,
And Want will in that window peep.
—SELECTED.

'Tis better far one breast to cheer.
Than bear a hero's name;
To heal one heart, or dry a tear,
Is sweeter far than fame.
—H. P. BIBBEL.

We live in deeds, not years; in thoughts, not breaths;
In feelings, not figures on a dial.
—P. J. BAILEY.

Moments are useless
When trifled away;
So work while you work,
And play while you play.
—M. A. STODART

Beautiful faces are they that wear
The light of a pleasant spirit there;
Beautiful hands are they that do
Deeds that are noble, good and true;
Beautiful feet are they that go
Swiftly to lighten another's woe.
—SELECTED.

The Months.

January brings the snow,
Makes our feet and fingers glow;
February brings the rain,
Thaws the frozen lake again;

March brings breezes loud and shrill,
Stirs the dancing daffodil;
April brings the primrose sweet,
Scatters daisies at our feet;
May brings flocks of pretty lambs,
Skipping by their fleecy dams;
June brings tulips, lilies, roses,
Fills the children's hands with posies,
Hot July brings cooling showers,
Appricots and gillflowers;
August brings the sheaves of corn,
Then the harvest home is borne;
Warm September brings the fruit—
Sportsmen then begin to shoot;
Fresh October brings the pheasant—
Then to gather nuts is pleasant;
Dull November brings the blast;
Then the leaves are whirling fast;
Chill December brings the sleet,
Blazing fire and Christmas treat.
—SARAH COLERIDGE.

Make Each Step Sure.

There are several methods by which the facts in the lesson may be fixed in the pupils' minds. Not the least important is that of good teaching, but even with this as an assured fact, there is danger that the salient points of the lesson will not remain in the children's memories. If a topic is developed logically, and the teacher by adroit questioning draws out from the children's general but nebulous knowledge, facts pertaining to the lesson, the first best step has been taken towards securing the fixity desired. The children add to their knowledge by helping to know. Repetition follows development, and this should be done with as much tact by the teacher as was employed in first teaching the lesson. A poll-parrotty repetition of certain words of a lesson is sound without sense, and time is wasted when it is given to such work. Review of the lesson after a day's interval is of course excellent and necessary, and reviews should be frequent and embrace as far as possible and practicable all previous work done in the branch of study under consideration.

Development, repetition, review, drill, are the foundation stones of the structure we build when we unfold the child's mind. Not one of the means should be lost sight of, not one should be slighted.—*American Teacher.*

CLIONIAN REVIEW.

MOTTO—*Pedetentim et Gradatim Oriamur.*

S. M. SMAIL, Editor.

B. W. Craft, class of '79, is teaching at Merrittstown.

Clio is booming as usual, and knows no danger ahead.

Sound work is being done in all classes and also in Clio society.

Mrs. F. R. Hall paid a visit to her parents, near Centerville, recently.

Mr. C. L. Smith expects to attend a local institute at New Salem, held by T. A. Jeffries.

F. P. Cottom, the poet of the class of '90, is meeting with success as a teacher.

Fred., our German janitor, has concluded to hold his position since the gas has been replaced.

The minds of all in the senior class are becoming well saturated with the facts in Psychology.

Of the numerous enjoyments connected with the school, the society work is the most enjoyable.

Clionians received a very entertaining talk recently from the Baptist minister, Rev. Ross Ward.

Quite a treat was afforded the students by the opportunity of hearing the Rev. Cooper, of Bethany College.

Chas. Graves, of class of '90, is making his mark while executing his duties as principal of the Bealls-ville schools.

Mr. Bert Lewis, class of '89, who is principal of the Broad Ford schools, we are glad to say, is having excellent success.

Miss Downer was honored by a birthday surprise party, given by the students of her table. She is (—) so many years old.

Mr. I. L. Smith, a Clio and senior, has been selected as one of the examining committee of the Mason-town school graduating class.

Clionians are looking forward to a visit to this society by C. F. Ke-fover and W. J. Johnson, attorneys-at-law, and graduates of classes '84 and '82, respectively.

The society is occasionally honored with the presence of Mr. H. W. Wilson, and will be glad to count him in her ranks at the opening of the spring term.

All new-comers are made welcome within the walls of Clio. We are willing to stand on our own merits, and also on our feet, in order that you may be seated.

Prof. A. S. Bell, while engaged in teaching in the Wheeling Linsley Institute, is killing two birds with one stone, as he is reading law under the supervision of Capt. Donovan at the same time.

The report of the death of Miss Edna Paeker's mother was heard with sorrow. The sympathies of all were aroused and all mourn with Miss Paeker, as she was a staunch class and society worker.

It is with no little pleasure I grasp the opportunity to cull from a letter of one of our last year's graduates some of the exceedingly interesting references made in a letter in regard to his surroundings:

LOS ANGELES, CAL., }
Feb. 1, '91. }

DEAR SIR—I am at present in California enjoying the luxuries of the "Golden State."

This is a fine country, and we have the most agreeable climate in the world. Instead of the frosts

and blizzards of winter we have a most delightful climate, with flowers blooming during the entire year, of which many are strange to me.

The common geranium is planted in yards, just as we plant trees, and grows to a height of from 8 to 9 feet. The trees of this clime are all strange to me. Some shed their leaves while others shed their bark. The name of the famous bark-shedding tree is "Eucalypta." California, no doubt, beats all other places in quality and quantity of fruits. Ripe strawberries are very plentiful just now. Oranges, too, are plenty, as this is the great orange season. Some of the orange trees are so loaded down that props are in demand in order to keep the trees from breaking down. Many kinds of oranges are found, but the best kind is the "Brazilian Naval," which contains no seeds. Grapes are a very common thing, and all drink wine, as it costs but 50 cents per gallon. There are so many things I would like to tell you, but space will not permit. Please do not tarry with your reply, and let me know concerning the Normal and its connections, especially Clio society.

Yours,

N. B. COUNTRYMAN.

Mr. W. R. Scott, '90, held a very successful institute at his school in East Huntingdon township, Westmoreland county, Feb. 14th. The forenoon was chiefly occupied by regular school work, and the afternoon by institute exercises proper. Many of the leading teachers of the county were present. The attendance of patrons of the school was large, showing their appreciation of Mr. Scott's work.

Philomathean Galaxy.

MOTTO--Non Palma Sine Pulvere.

LILY A. MOYLE, Editor.

Mrs. Latimore, of West Newton, visited her daughter not long since.

Misses Foster and Reed, class of '90, visited the Normal a few weeks ago.

About three hundred new books have been added to the Normal library.

Mr. J. W. Meredith, a former student, visited Mr. John Taylor at the Normal.

Mrs. Truax visited her daughter, Miss Emily, at the Normal on the 7th of this month.

Prof. McCullough, of Fayette City, paid the Normal a flying visit Jan. 24th.

Miss Maude Peairs and Miss Maggie Hester visited the Normal on the 7th of last month.

The seniors have begun to deliver their chapel orations. They are now working on their second classic.

Squire Lambert, of Coal Center, favored Philo with a visit Friday, Jan. 23d, and delivered an encouraging address.

Elder Cooper, of Bethany College, delivered an interesting sermon in the chapel, Sabbath evening, Feb. 1st.

Miss Olive Hank, graduate of '90, and Miss Nettie Callow, former student, visited the Normal a few weeks ago.

The entertainment given by the Model school, under the direction of Mrs. Noss, in the chapel, was attended with great success.

During the past month Philo has been brightened by the faces of

many of her old friends. She extends a hearty welcome to them all.

Miss Ella Neemes and Miss Minnie Coursin, of the class of '89, were guests of Miss Ruff for a few days during the early part of the month.

Miss Ida Gallagher, of West Newton, a senior of last year, visited her sister at the Normal for a few days during the second week of February.

The question, Resolved, that the "Free Coinage Silver Bill" should be passed, was ably debated in society by L. C. Crile and S. N. Dague. The discussion showed careful preparation.

Mr. G. B. Lewis, a student at the Normal during the spring of '89, is teaching a school near Prosperity, Washington county. Mr. Lewis was an earnest Philo worker, and we are glad to hear of his success.

Philo has many things to be proud of at present. She received over twenty new members at the beginning of the term. The hall has been full every night and the performances have been excellent.

Miss Laura Westbay and Miss Georgie McKoy, of the class of '90, were with us Friday evening, Feb. 7th. They also spent Saturday and Sunday at the Normal visiting their many friends.

The extemporaneous class is improving each week, and has come to be quite an interesting feature of the evening. Topics on the current news are given, and the speaking, without previous preparation, is both helpful and instructive.

The following officers have been elected for the next term: President, Mr. Crile; vice-president, Lily A. Moyle; secretary, Miss Lillie Eisaman; critic, Miss Etta Lilley; attorney, Mr. Gans; marshal, Mr. Fowles; treasurer, Miss Emily Truax.

What has influence not done for us? How can we know? Even the violet by the wayside, whose delicate fragrance is borne on the breeze, has an influence in this great world. How much more have we who are immortal! What an ever-watchful guard we should keep over our actions! In the little things, the daily cares, we should be especially careful, for it is the little things that make up life. And our society; each year its influence grows broader, like the ever-widening circles from a pebble cast into the ocean. Shall this influence which is so broad be for good or evil? It lies with us. Which shall it be?

In vegetable life there are two kinds of growth--growth by the addition of matter to the inside, endogenous; and growth by the addition of successive layers on the outside, exogenous. There seem to be two ideas of the growth of the mind, similar to those of the growth of plants. One believes in stimulating growth by sticking on fact to the outside, making the knowledge the principal thing; and the other believes in stimulating by the best environments--the soil, truth, the sunshine of love and the moisture of love--the growth of the germs of the mind. We believe in the Divine Creator, and which has given to man is unfolding. We who are preparing to teach, what kind of teachers are we striving to become? Will we belong to the endogenous or the exogenists?

FOR LITTLE FOLKS.

PEOPLE OF OTHER LANDS.

In choosing a people of another land for our young historians to study, we must try to find those whose characteristics vary but little with different classes; whose life to-day is very similar to that of years ago, where the arts of civilization have made but few changes and whose manner of life is simple.

Belonging to this class we have the Eskimo, the Alaska Indian, the Laplanders, Chinese, and, in some respects, the Samoan.

We might begin with the Eskimo. He lives in a country that is comparatively easy to picture to the child; his manner of living is exceedingly simple; his occupations few, his implements and house even so easily constructed that the child will attempt to imitate them; the dress varies but little whether made for man or woman, and yet it is all so new and strange to the child, that it never fails to interest him if properly presented. For the time he is one of them; dressed in fur from head to foot; building his igloo of ice; hurrying noiselessly over the snow with his sled, drawn by dogs; watching patiently for the seal, harpoon in hand; seated with an Eskimo family around the stone lamp, eating dried meat or drinking oil or sleeping upon the snow ledge with a bear skin for a bed.

The teacher who expects to give a series of lessons upon such a subject must first make herself perfectly familiar with a large number of facts concerning the people she is about to introduce to her children. She must make the scene so vivid to her own mind that she can picture them to her eager listeners and enter into it with all the enthusiasm of childhood. She should have some good pictures of Arctic scenery, the animals, the Eskimo himself, his lamp, igloo and boat. A doll dressed in fur, its suit made after a pattern furnished by a picture or good description will aid her

greatly in giving them an idea of how these people dress; with some slight changes a Japanese doll may be made to look quite like an Eskimo.

Do not attempt too many details in the beginning, but present at first the bold, striking contrasts of climate, scenery, house, etc., then as interest grows and curiosity is aroused the finer points may be added. Fortunately there has been a great deal written about the Eskimo.

The following outline may, by some additions or omissions, be made a guide in preparing these lessons:

Country.—Where, how extensive, climate, length of seasons, day and night (aurora, sunset, sunrise).

People.—Personal appearance, characteristics, religion or superstitions, customs, laws, money, education.

Vegetation.—Forest lands, barren lands, products.

Food.—What? How obtained? prepared? kept?

Houses.—Material, shape, size, how built, temperature, ventilation, furnishings.

Dress.—Material, how made, male, female.

Children.—Dress, sports, work, disposition, care from parents. Weapons and utensils.

Animals.

Vehicles.—Name, material, how made.

'Little People of Asia' is a book which is very interesting, and would be helpful both in class and out, when studying the little folk of that continent.—*Adapted.*

Sight Reading.

BY ISABELLA L. GRANT.

The topic suggested leads me to ask, "What is meant by *sight* reading?" It may be briefly answered by saying that it is the power by which the reader is able to take up a long or short article and call the words off readily without blundering. We must not rest satisfied with this incomplete answer; it is more than this. It is

the ability of the reader not mere to call the words, but to enter in and bring out the thought of the writer. The object is to grasp the thought at first reading, whether oral or silent.

We will speak more particularly in regard to *oral* sight reading, for it is this side of the question which is of the greatest interest to teachers.

How few persons, comparatively, out of the great mass of people, are able to take up an article they have not seen, and read before a company without feeling a little uncertain as to their ability to perform their part well and with ease. How much more pleasant and interesting, also, to the listener, if the reader be able to see ahead and look up from the book or paper. It seems to me that there is a strong point to be made right here.

We feel deeply from experience how embarrassing it is to be deficient in this too often neglected subject. We are still led to ask, "Why this great deficiency on the part of so many?" We answer, "One reason is that teachers do not appreciate the necessity of having their classes able to do *real sight reading*. This work should begin in our primary schools and should be carried on through all the grades. Its success will depend largely on the spirit the teacher brings to the work. Let us illustrate the plan by an account of "sight reading" as it is managed in our own school room, which includes the first three years of the child's school life.

This work we begin before taking up the book. For example, write a word on the board, keeping it covered so that the children cannot see it, then lift the cover, putting it back as quickly as possible, and see how many can tell the word. As the class advances, we will put two or three words, and finally more, keeping them covered as before, and calling for some pupil to tell what is written. This not only cultivates quick seeing, but is very pleasing to the children. When they gain the power to see a sentence in this way, we have a men-

ber of the class tell us something to write, using no word but what they have had, the children closing their eyes or turning around while we write. Then have them open their eyes or turn around quickly and call for some one to read.

It is much better for the teacher to have a small hand blackboard, then she can turn it at will. This the teacher can make, with little expense, by getting a light board about three feet long and from eight to ten feet wide, and tacking over it slate paper.

After the class have taken a first reader, the teacher should be supplied with one or more sets of readers corresponding to the grade the class are using, and also little leaflets such as *Vaile's Easy Lines*.

This reading should be kept entirely for class work, no previous preparation being made. Before reading a paragraph it should be looked through by the pupils, help being given by the teacher when ever necessary. This will prevent hesitation on the part of the pupil. The great aim of all this is to give such training as will lead the child to grasp several words beyond the one pronounced.

Spelling.

During the last few years since spelling books have been out of vogue, and teachers have been thrown upon other resources for words, there has been, perhaps, more bad teaching in that branch than there was during the reign of the spelling book.

The modern spelling books have been compiled carefully by competent persons, and a list of words selected, which, if properly taught, will give the pupil a good vocabulary, while many of the teachers, who are to select the words the child is to use, are incompetent, or do not give it the proper attention. They are told that they should teach all the words in the reader and other books they may use; so they torment the pupils with long geographical or physiological terms, or with such words as these taken from a third reader,

here used by fourth grade pupils: Literally, emblem, commemoration, inhaled, patrician, ignominiously, incessant, science. These are such words as they may not use for three or four years, while they cannot spell or pronounce many of the words they use every hour in conversation or writing. They talk of "My cousin being drowned," and no attention is paid to such words unless they are found in their reader.

We have used the above method here until the children have become the worst imaginable spellers, but at the beginning of this year another method of selecting words was suggested by our principal, that has given such perfect satisfaction in improvement that I should like to mention it. The spelling lessons are taken from the child's spoken or written vocabulary, adding words necessary to be introduced into it.

There are many ways of finding out the words misspelled by them; composition work in which they write their own experience or thoughts; watching their pronunciation while they are conversing, selecting the most difficult words they use orally, and giving exercises in which they will be induced to use them; and if the teacher insists on sentences which mean more than "I saw a steeple," when the child is asked to use the word steeple, she can soon find many words the child can use intelligently, but cannot spell; and for a time, at least, can get a spelling lesson every day from the sentences in the previous spelling exercises, but if the children improve as we have found they do, the teacher's ingenuity will soon be called into play, to induce them to use all the words in their knowledge. Then more new words can be developed than was at first introduced.

As for proper names, if they are spelled incorrectly, mark them and have the pupil look them up and he will soon learn them. Of course the words in the reading lesson have been developed before reading, and where the pupils are old enough, a good plan to draw their

attention to the spelling is to require them frequently to write as many words from memory as they can, or to call on different members to spell words from memory, while the teacher puts them on the board, calling for other words until all the hard words in the lesson are given. They should expect this exercise any day, and missed words should be drilled upon in spelling class. This exercise cultivates a quick perception of letters in words, and creates such an interest that the pupil soon begins unconsciously to learn new words as he reads.—*Teacher in Intermediate Grade.*

Rapid Multiplication.

Here is a device for aiding teachers in furnishing abundance of examples for practice in rapid multiplication. The teacher places it upon the board before the school and simply touches one of the numbers with the pointer, and they write the answers upon the slate in order, numbering them. They then exchange papers and mark as in the case of spelling exercises:

2X	5	12	3	8	11	10	2	7
3X	8	5	9	2	10	12	6	3
4X	12	10	5	9	2	7	3	4
5X	2	4	12	3	9	5	11	6
6X	7	11	4	12	8	3	5	10
7X	6	2	8	7	3	4	9	5
8X	3	6	10	11	7	2	8	9
9X	9	7	11	6	4	8	12	8
10X	11	3	7	4	6	9	10	12
11X	4	8	6	10	5	11	7	2
12X	10	9	2	5	12	6	4	11

The teacher points, for instance, to the third number in the first column; 6th in the third; 7th in the 4th; 9th in the 6th; 10th in the 7th; 7th in the 8th, etc., and the answers will be written 1, 40; 2, 56; 3, 88; 4, 90; 5, 77; 6, 72.

It can be used for oral exercises, which will give a more spirited exercise but will not develop as great accuracy nor as great rapidity in the direction in which it is needed. This device is taken from Venable's *Elementary Arithmetic*.

Rainy Day Methods in Country Schools.

BY LIZZIE M. WHITTLESEY.

I don't mean to imply by this caption that the suggestions are for rainy days *alone*, but rather, that some few of them may prove particularly opportune when it rains.

As the teacher arrives at the little school-house, after a half-hour "tussle" with mud and rain, she finds the room half-filled with pupils, noise and smoke. The boy whom she pays for building the fire, can't make it "go," and takes it out in growling about the wet kindlings.

If this is the teacher's first term, there will be speedily fire enough, both linguistic and combustible. If it's her sixteenth term she will remember that *her* duty is to "keep school," and the boy's to build that fire, therefore they do *not* "change works."

As it's nine o'clock, school begins. If the children are small, they will inevitably "lose the place" in the Testament reading. That is helped by taking the verses responsively.

Then comes singing. Make it particularly lively this morning to dispel that first dampness and depression.

The fire is in good burning order, and the same boy has swept up the chips and ashes. Now appoint a committee of two boys to bring a pail of water for the day. If they are absent over the necessary five minutes, that means so much less from their morning recess. Let "business is business" be the working motto in everything.

During their absence, set the school machinery going by assigning lessons, and answering necessary questions.

When that water comes, appoint some girl to collect sponges and pass the water.

That done, call the reading classes, and allow no questions except by signs, viz: One finger raised means "to whisper," two fingers, leaving the room; three

leaving the seat; four, or the whole hand, assistance from the teacher.

Vary the reading by supplementary papers and books. Don't have any two recitations exactly alike. Keep the class wide awake by requiring them to "read to a mistake," "reading to a point," etc. Then never dismiss the class until you've questioned them on the plan and story. If they know nothing of either, re-assign the lesson. Have the first class read history in this way, and occasionally give them ten written questions.

In the smaller classes have a little oral spelling and when one word is missed write it on the board to be copied by the active fingers, and that pencil that was made with a chronic "drop!" Now it's writing time, have the treacherous ink-bottles safely deposited in a *strong* box, and let the noisest boy or girl pass them quietly.

Be careful to *see* each copy-book before it is closed, insisting on the reading aloud of each copy before it is written. Give the little ones easy *written* sentences on the slate, but *no* printing.

Now comes recess. It will save a long "afterward" of muddy boots and wet stockings if all except the amphibious pupils are kept in the house. The teacher must "lay herself out" to be entertaining, and so far as lieth in *her* to keep the peace in the games and stories.

After recess comes Arithmetic. Teach the little ones number with cards, pebbles, sticks tied in bunches, anything that will make it no myth that two threes are six, and six less six is *always* nothing.

The next class is floundering in the mazes of simple analysis. Leave nothing to hap-hazard. Let each example be read in class, stated with exactness on the board, explain with clearness, even, if the entire half hour is taken up with the recitation. A rainy day, with its smaller attendance gives exceptional advantages for thorough drill.

There is just time now for the

first class. The two or three boys and girls have done good desk-work, and need only to pass in the examples worked out on paper, and are prepared with recitation of definition and rule. Last in the morning session is a written spelling exercise for the second class, and for the first a combination of physiology and written spelling.

Before dismissing, let each desk and its occupant be in perfect order. As it is still raining, appoint a committee of two girls to pass the lunch-baskets and pails, and then have a lunch party, open to general, but not noisy conversation. Then let the school pass out, and, well protected from the rain, stay outside, while the teacher, or some girl appointed in turn, sweeps and thoroughly ventilates the room. When the half-hour intermission is over, the afternoon session begins with the reading classes. In place of the out-door recess have again games, marching, and gymnastics, and then call out the geography classes.

In all these, the teacher needs to be specially guarded against indefiniteness. Make each place, whether in map questions or descriptive, a *real* place, and, if possible have some special feature emphasized.

Make the language class of practical use in correcting every day mistakes. The advanced grammar class will do good class work with sentences selected at random from newspapers or reading book.

This last hour and a half, as every teacher knows, is the most trying in the day, and emphatically so when it rains.

Meet it with as much good-nature as throbbing nerves and mental weariness will possibly allow. Have pictures and easy slate-work for the little ones, concert recitations and motion songs for the older ones, and finish with an oral spelling exercise, made as brisk and interesting as possible.

For the final send-off into the rain, have a brief memorizing of Scripture, or "Gems" followed with one or two spirited songs.

If the school is large, and the

cloak-room small, have a committee to pass the wraps to the desks, and then they can pass directly out after the roll call, omitting the usual cloak and coat skirmish in the entry.

Such is, or may be, one rainy day. Are the methods practical? Yes, if the rainy days don't come too often, and the sunshine of good nature inside, persistently offsets the gloomy exterior.

Suggestions in Teaching Language.

BY R. C. METCALF, Supervisor Boston Schools.

A few years ago there was no such term as language; it was grammar. Language includes reading, it includes writing, it includes spelling, the use of language in every way, orally and written; and it includes grammar. Language is that teaching of the child which will give him a correct and fluent use of English. I claim that it comes as a habit. We talk and express ourselves from habit. The reason that pupils cannot get up and address a meeting correctly is because habit is too strong for them. When we are not careful we forget ourselves and talk as we used to. The remedy is to fasten good habits upon children. I would devise means to have children talk and write. Give them something to talk about. Tell them just what to talk about and write about. I sometimes ask them to tell what they have done since their dismissal from the previous session of school and their attendance upon the next session, and by so doing give them a chance to talk about something with which they have been familiar. Story telling is the very simplest thing of all. We all like stories. My father, now 90 years of age, still likes to hear a story. I think teachers ought to be examined in story telling, and I would like to sit by and listen. The first thing we do in primary grades is to set the children to telling stories. They get into the habit of telling what they know and talk about

something in which they are intensely interested. This is continued up through other grades. There is everything in being skilful in telling children. Let criticisms rest upon them very lightly all the time; don't pour on too much at once, let the child have a fair chance to do what he can. Some teachers seem to think if they do not correct all the mistakes at once which a child makes they will never have another opportunity. Why, they are happening all the time. Tell a story rather than read one to the children.

Writing commences with the second or third year in school. If they write out a story it is generally a jumble, and they should be held to writing sentences. The teacher should not wait until she reaches the school-room before she prepares her dictation exercise. Prepare it before-hand, and let one exercise be such as to include capital letters, another the interrogation point, another the apostrophe, etc. Reduce your dictation to one line if need be. Write it on a slate, and thus be economical and save paper, or on a blackboard, if you have plenty of room, and let the children study it. It will become a sort of game with them to see if they can't do it right. Train them with two and three and more sentences as they progress, and by and by they will commence to study the meaning of sentences.

There should be a law to expel a teacher from a school who examines and corrects the writing of all her pupils. Her time can be better employed. Just take a jumbled sentence and put it on the board and there correct it and make English of it. Let the pupils understand that they are helping you to make English of it, and by following this up daily in a short time will find things looking better. Don't forget supplementary reading, something outside the regular reading lesson. If your school authorities don't supply you with it, bring in something and read to the children. The geography lesson will entirely change, and the pupils will become familiar with

stories. There is too much in our schools of what is known as teaching, a continual talking to children. Pupils should learn how to learn something.

Mind Pictures.

OBJECT. To cultivate imagination, and give exercise in language.

Tell pupils to close their eyes while you read to them; then when you have finished, ask them to tell of what they saw with their "mind's eye." Read slowly.

1. "I think I see a book. It is a new book. It has bright green covers. I see a good many pictures in it. The title of the book is "Robinson Crusoe." It is printed in black letters."

2. "I think I see a pond. A boat is on the pond. A boy and a girl are rowing the boat. The girl has on a large, straw hat. Her doll is in her lap. The grass is green on the shore of the lake. Some flowers are growing in the grass. I think it is a pleasant day. The sun is shining. The boy and the girl are having a good time."—*Selected.*

A Few Principles in Spelling.

If we misspell a word our brain picture of it is defective. We must think the word right.

The foundation of spelling should be the reception in the brain of forms, not sounds.

All primary spelling should be by copying words. Every word, every sentence taught in the primary class should be copied from the blackboard on the slate, and then read from the slate.

Never have one word written incorrectly if you can possibly avoid it.

Teach only those words your pupils use in language.

Teach words at first, both separately and in sentences.

Teach the most used words first.

The meaning of a word can only be taught by using it in a sentence.

Never teach the spelling of a word, the meaning of which is not understood.—*Exchange.*

The Importance of Reading,

Probably no one branch of education has been more neglected than reading. An impression has prevailed that a child will gradually and naturally acquire an ability to read as it grows older, whether it be taught reading or not. This impression is strengthened by the fact that the daily study of arithmetic, grammar, geography, etc., all require the practice of reading. This idea is fast losing ground, the merely naming of words is not reading. To be able to read requires a knowledge of the requirements and science of vocal expression, voice culture and management, articulation, action, grouping, etc. These things can only be acquired by careful study and training. Good reading and speaking is so essential a part of an education that it should not, under any circumstances, be neglected. Surely any young man will have much use for this when beginning in any business or profession. If he desires to be a lecturer, editor or statesman, or to fill any public office, then this is the vital part of his education. Milton has said, "An education is that which best fits a man to perform skillfully and magnanimously all the duties of life, both public and private, in peace and war." Then if we give our children an education, we must teach them to be ready to fill any position to which they may be called. The ancients gave much attention to this subject, but for some unaccountable reason there has not been so much attention given it, until it can now very justly be termed a modern science. However ancient the science may be, the time never has been when the need of better readers and speakers was more urgent than at the present time.

For years a deficiency in these accomplishments has been observed and deplored. Now the question arises, What is to be done? I shall answer by saying learn to read and speak. Study the science of reading and speaking. Many do not understand the great benefits which are derived from the

proper study of this science. I shall mention a few. It strengthens the throat and lungs, gives a clear, smooth, musical tone to the voice, gives grace and ease to the speaker. A knowledge of this science is very necessary to the orator and reader who would correctly portray the thoughts and passions that animate the human soul. But this science is not confined to the public speaker, it is of the utmost importance in our business intercourse and daily affairs.

The conversation of a person either attracts or repels us. Our tones and manners leave their impression upon those with whom we mingle long after the words we utter have been forgotten. How essential then that we cultivate an agreeable tone of voice, and a pleasing and engaging manner. Educate wisely—it is the understanding that comprehends. The operations of the vocal instrument being so delicate and the liabilities to false practice so great, render it a matter of serious importance that children be properly directed in its use at an early age. Parents can do a great deal of this at home. Teach your children to read aloud to you, have them commit to memory some good selections and recite them. Do not let them be excused from the rhetorical exercises at school, rather insist that they do more such work.

"'Tis education forms the common mind,
Just as the twig is bent the tree's inclined."

The child gets its first instruction at its mother's knee, and every word and action taught it there tends towards the formation of its character. Then if we would have readers and speakers of our children we must teach them this art. Have them read and recite at home, and as they grow older instead of their thinking they are too large to do those things, teach them that to be able to entertain a guest, or the family circle, adds to their dignity, which it certainly does. Encourage them to enter school debates, it will teach them

self-possession, and they will get accustomed to hearing their own voice, and will not be frightened at it. Have them read and then tell what they have read. It does one but little good to know anything if they cannot convey that knowledge to others.

The Art of Questioning.

JOHN C. HOLDER, PLUCKENIN, N. J.

There is a *science* as well as an *art* in teaching. This fact should be kept in mind by the teacher, if he would be successful in maintaining that logical order in the application of the principles that underlie the art of questioning. Questioning is, in some way, connected with all the work of the school-room.

It should be studied both as a *science* and an *art*. As an art it is founded on the *logical relation of truths to each other*, in connection with the laws of mind—especially those laws which govern the development of the mind of the child.

No series of questions should be used in the school-room without due regard to the pupils questioned, the kind of instruction to be given and the laws of thought; hence in order to secure the perfection of this art, each question in a series should be clearly expressed; should have its proper place in the series, and should not do violence to the laws of mind.

If this be done, the teacher will comprehend not only *how* questions should be put, but also *why* one way is better than another.

His questions will be conditioned on the extent of the child's previous knowledge, age, mental capacity, home influences, habits, and any other circumstances which influence or affect the powers of the child's mind.

Our public schools would be greatly improved in quantity and quality of work, if teachers, in general, would make the *Art of Questioning* a subject of close study and systematic practice. Especially in preliminary work, there is a great deal of time lost and efforts wasted on the part of teachers because

y do not, by judicious questioning, ascertain what the pupil knows what he does *not* know, and at misconception he may have. A great deal depends upon *being* right. A correct beginning often half of the accomplishment the work. By questioning properly, the teacher is enabled to find obstacles in the way of his work; to remove them, and lay a foundation.

HOW I TEACH THE GEOGRAPHY OF A STATE.

D. BITTNER, BEAVER MEADOW, PA.

Outline of the State of Pennsylvania.

I. PENNSYLVANIA.

1. Map drawn of same on slate, showing principal rivers, cities and mountains.

II. EXTENT.

1. Definite Size.
 2. Greatest length in miles.
 3. Greatest breadth in miles.
 4. Area in square miles.
 5. Comparative—by reference to the other State or States.

III. SURFACE.

1. At the home of the pupil—local geography.
 2. General characteristics; as, *a.* Level, *b.* Undulating, *c.* Mountainous.
 3. Mountains. Only the principal mountains of the State.

IV. RIVERS.

1. Description of particular rivers, *a.* Where they rise, direction they take, and into what waters they flow,
 2. Rivers of the particular locality.

V. CLIMATE.

1. As determined by latitude.
 2. As modified by particular features—Altitude or proximity to sea or Great Lakes.
 3. (At the home of the pupil, local geography.)

VI. NATURAL ADVANTAGES.

1. At the home of the pupil.
 2. On the surface of the earth.
a. The soil with reference to culture.
b. Forests—nature and use of woods.

c. Facilities for transportation afforded by rivers and railroads.

3. Within the earth.

a. Useful minerals and metals.

VII. OCCUPATIONS.

1. Agriculture.

a. Relative importance among the industries of the State.

b. The crops raised.

c. Cattle, sheep and hog raising.

2. Manufacturing.

a. Articles manufactured.

3. Mining.

a. Metals and minerals found.

b. Mines, to what extent worked.

4. Lumbering.

a. Locality of the forests.

b. What kinds of woods.

5. Commerce.

a. What is exported.

b. What is imported.

c. Means of transportation.

VIII. EDUCATION.

1. Higher institutions,

a. Universities and Colleges.

b. Schools of Law, Medicine, and Theology.

c. Normal Schools.

2. Common Schools.

a. Number of pupils attending.

b. State Superintendent and Board of Education.

c. Local School Officers.

IX. GOVERNMENT.

1. Legislative Branches.

a. Name of "Houses."

b. Time of election of members.

c. Sessions of the Legislature.

2. Executive Department.

a. Term of the Governor.

b. Name of present Governor.

3. The Judiciary.

a. Supreme Court.

b. Circuit Courts.

4. County, township or city officers.

X. COUNTIES.

1. County in which pupil resides.

2. Number of counties in State.

XI. HISTORY.

1. Early History.

a. Colonial Period.

b. Date of admission of State.

2. Subsequent growth and present population.

3. Distinguished Men.

XII. CITIES.

1. The Capital and Metropolis.

a. Population.

b. Industries pursued.

c. Description of striking objects.

2. Other leading cities.

a. Where situated.

b. On what rivers, if any.

I would have the pupils draw the map of the State on their slates while at their seats, and bring their work to class. I would expect the drawing to be neat and fairly accurate, with the principal cities, rivers and mountains of the State located. The above outline will be enough for three ordinary lessons. Having placed part of the outline on the board I would allow the pupils to use all the books on the subject that they could get for reference. I would expect them to get the subject so well as to be able to write a good description of the State after coming to class. After finishing the outline of the State I would put a stencil map of the State on the board, and have the pupils insert the principal rivers, cities and mountains. This would test their imagination as well as their knowledge of map drawing.

Here are a few questions for review to be used in connection with these lessons.

1. When and by whom was Pennsylvania founded? Why founded?

2. Bound the State and name its capital.

3. Name the principal rivers, tell where they rise, what direction they take and into what waters they flow.

4. Name and locate the principal cities; if you can, state the industries of these cities.

5. What minerals and metals are found in this State?

6. What are the industries of the people?

7. What and where are the following: Media, Erie, Blue, Altoona, West Branch, York, Conemaugh, Chestnut Ridge, Alleghany, Scranton, Laurel Ridge, Mauch Chunk, Delaware, Pottsville.

Miss Blanche Parsons taught the first public school at Charleroi.

Washington, Pa., will contribute five or six pupils to the spring term.

Dr. Noss occupied the pulpit of the Duquesne M. E. church on Sunday, March 8.

A lecture will be delivered in the chapel on Saturday evening, March 14th, by Col. Sanford.

Miss Hattie Hughes, '85, is succeeding well as a teacher in the Johnstown public schools.

Mr. John Jennings, a former student, is now managing the electric light plant at Washington, Pa.

Mr. T. R. Wakefield, '78, of Uniontown, has been appointed a notary public by Gov. Pattison.

Mr. Herman Dague and Misses Fannie and Lillie Mills, of Bentleyville, are expected as spring term students.

Rev. H. W. Camp, pastor of the California M. E. church, has been seriously ill for some time, but is now recovering.

We acknowledge the receipt of "The Linsley Echo," published in the interest of Linsley Institute, Wheeling, with which Prof. Bell is connected.

A. J. Johnson, and others who will have charge of the Berlin Normal School this spring, have issued a neat circular giving terms and course of study.

All indications point to an unusually large attendance for the spring term, surpassing all previous records for that term, as the present attendance does for the winter term.

Those who remember Miss Lizzie McAlpine, a student of a few years ago, will be sorry to hear of the death of her husband, Dr. Geo. I. Post, to whom she was married

last August. Their home was in Savonberg, Kan., where he had been practicing medicine.

Mr. Bert Lewis, principal of the Broad Ford schools, will hold an institute on Saturday, March 14, '91. Among those who will take part are Supt. Herrington, Elma Fuester and O. O. Anderson.

The lecture by Col. Sanford on Saturday evening is the first of a course of three. The second will be by the Swedish Quartette, on Monday evening, March 30th, and the third by Jahu Dewitt Miller, May 23d, on "The Uses of Ugliness."

The first of the Senior orations was delivered at morning chapel a few days ago, by Miss Harriet Applegate. It was entitled "The Lesson of a Life," and the life from which the lesson was drawn was that of Edgar A. Poe. The oration was one of unusual merit.

Two new teachers will be added to the faculty at the opening of the spring term: Miss Belle Day, who needs no introduction to our readers, and Prof. E. W. Chubb, A. M., a graduate of Lafayette college. They will assist in English and Mathematics. From present indications still another will be needed.

Prof. Karl Keffer, of Tyrone, Pa., will take charge of the classes in vocal music at the middle of the spring term. He will also give instruction on the cornet, violin and other instruments. He is a thorough musician and a very successful band leader and chorus director.

The entire edition of the NORMAL REVIEW for February was destroyed by fire when just ready for printing the local pages. This necessitated such delay that it was thought best to omit the February number entirely and to publish a July number instead, so that all subscribers

will receive ten numbers in the year, as usual.

At the request of Supt. Luckey, of Pittsburg, samples of the beautiful work in Sloyd done at the Normal were sent to the city and were exhibited to a committee of the Board of Education. The committee were highly pleased and expressed their purpose of endeavoring to introduce this kind of work in the schools of Pittsburg.

The contract for the new building has been given to John R. Powell's Sons, and work will be begun immediately. The building will have three stories and basement, and will be 86 by 56 feet. The basement will be occupied by the Manual Training Department, the first floor by the Model School, the second by the Natural Science Department, and the third by the Gymnasium.

John B. Pollock, from the U. P. Theological Seminary at Allegheny, preached at Hamilton school house last Sabbath evening. He took for his text the fourth verse of the 27th Psalm, and preached a carefully-studied, clear and logical sermon. He is an easy and impressive speaker, and will, no doubt, some day rank as high as he preaches as he has done and is still doing as a student.—Jeffersonian, W. & J. College.

An unusually interesting institute was held in West Newton, February 21st, under the direction of Prin. Cunningham. Among the prominent educators present were Supts. Morrow, Hugus and Shanor; Prins. David, of Uniontown; Moore, of Braddock; Fenneman, of Greensburg; Jennings, of South School, Pittsburg, and others. The Normal was represented by Dr. Noss and Miss Esselius. Dr. Noss lectured in the evening on "Schools as they are and as they will be." The work of the pupils was on exhibition, and music was furnished by pupils of the high school.