

The Normal Review.

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CALIFORNIA, PA., MAY, 1891.

50c. A YEAR.

Entered as second-class matter.

Miss Ida Milhollan has commenced a term of summer school at Webster.

H. L. Kiehl, '87, took the honors on debate at the Waynesburg contest this spring.

J. I. Blaney, of Good Intent, has a position in the Second National bank, Pittsburg.

Warren Gibson has accepted a position as bookkeeper for Barnes Bros., Pittsburg.

Miss Lizzie Clark has resigned her school in Brownsville to go into business in Uniontown.

Arrangements are being made for a lecture by Dr. Talmage some time during the spring term.

Geo. D. Jenkins has been engaged as clerk in the Prothonotary's office at Washington, Pa.

Miss Lizzie Higbee, of Venetia, Washington county, class of '90, visited the Normal a few days ago.

Jannetta Colvin has closed a school near Coal Valley and expects to attend the Lock Haven Normal.

Rev. John Dewitt Miller's lecture on "The Uses of Ugliness" will be given on the evening of May 23d.

Mr. W. N. Butler is a student in Geneva College, Beaver Falls, Pa., and will be a member of the Junior class next fall.

O. P. Moser, '82, vice-principal of the Connellsville schools, was a visitor at both societies Friday

evening, April 4th. His remarks in Philo were received with applause.

Mr. Jos. T. Mayhugh, '87, performed a Select Oration at the annual contest of the societies of Washington and Jefferson college.

Four weeks of the spring term have passed, and new students keep coming in almost every day. The enrollment is now over 330 this term.

Prin. D. C. Murphy, of Ridgway, has accepted a position in the Slippery Rock Normal, Butler county. His many friends in the Tenth District congratulate him.

A vocal solo, "Come Back, Dearest Heart," was rendered at morning chapel a few days ago by Miss Laura Ward, and was heartily applauded by teachers and students.

Miss Lucy Hertzog will continue practice and surgical work the coming year in the medical school at Cleveland, O., where she graduated this spring at the head of her class.

Among the visitors of opening week were Wm. DeBolt, '86, and Amber G. Marquis, '88, the former of whom brought a brother, and the latter a sister, to swell the ranks of students.

Supt. Tombaugh was a welcome visitor at the Normal during one of the days of the first week. His remarks at morning chapel on "homesickness" were timely and no doubt have proved useful.

Miss Margaret Shepler, of Webster, was married Thursday, April

2d, to Supt. G. H. Hugus, of Westmoreland county. The best wishes of her friends at the Normal attend Mrs. Hugus and her husband.

The Pittsburg Commercial Gazette of April 22d has an article of nearly one column concerning the Normal, referring mainly to the Sloyd work, and speaking in high terms of Miss Esselius as a teacher in that line.

Prof. W. S. Jackman, of the Cook County Normal, has been appointed science instructor at Chautauqua for the season beginning July 4th. Prof. Jackman has a text book on science in the press of Henry Holt & Co., to be issued soon.

Mr. Wm. McCullough closed his first year as principal of the Fayette City schools, April 24th, and has been employed for an eight months' term next year, at an advance of \$100. An evidence that the Fayette City board can appreciate good work.

Among the large number of new students who have recently entered the Normal, one who has known the school for years can not fail to notice how many brothers and sisters of former students are found. This we consider quite a recommendation.

The Connellsville schools this year graduate a class of ten pupils, five of each sex. Some of them will probably attend the Normal next year. The examining board consisted of Dr. J. B. Smith, of the Normal; Prin. Lee Smith, of the New Haven schools, and Rev. L. W. Lewellen, of New Salem.

PUSSY WILLOW.

Pussy Willow wakened
From her winter's nap,
For the frolic breezes
On her door would tap.

"It is chilly weather,
Though the sun feels good,
As I have a toothache
I must wear my hood."

Mistress Pussy Willow
Opened wide her door,
Never had the sunshine
Seemed so bright before.

Never had the brooklet
Seemed so full of cheer.
"Good morning, Mistress Pussy;
Welcome to you, dear."

Never guest was quaint,
Pussy comes to town
In a hood of silver-gray
And a coat of brown,

While the happy children
Cry with laugh, and shout,
"Spring is coming, coming!
Pussy Willow's out!"

Interest the Children in U. S. History.

"We are glad to see the increasing interest in the study of the history of our own country. The scholar, merely, may delight in the study of the history of other nations, but the public school cannot afford to sacrifice the coming citizen on the altar of scholarship. One of the most important duties of the teachers of our schools, and especially of those who make our courses of instruction, is to see that the children not only have in memory the most important facts in the nation's life, but that they be so taught that these events shall kindle their emotions and make them lovers of their Fatherland. The work in history cannot be begun too early, even in the primary grades, by stories told or by books read. The history of one's country can be made a fascinating topic to quite young minds."

We thoroughly agree with the foregoing extract. Nothing will arouse patriotism in our children better than lessons or talks on our history. For the teacher who is alive on the subject, numberless opportunities will present themselves in connection with other recitations to introduce the subject.

If the Course of Study did not supply a place for its consideration, we would avail ourselves of the reading lesson, the language talks and the music time.

A patriotic hymn, followed by a short but stirring description of some historical point you wish to fasten, will often accomplish more than a regular lesson on the subject.

For the older children we would also have books containing war stories, lives of our statesmen and generals, told in a simple, pleasing manner, and histories for them to consult on disputed points. These books should be, with as few limitations as possible consistent with their preservation, free to all. Any of Coffin's works, Sarah K. Bolton's biographies, or Butterworth's histories are intensely interesting and helpful to children from twelve years old to—almost any age.

An historical Friday afternoon, with a free use of bunting or flags, will get the children interested in the subject. Let our children be taught the history of our country in such a way that it is a reality, and will arouse all their love and patriotism.

School Libraries.

Some of our larger cities are becoming aware that their extensive circulating libraries are not doing all the good to the rising generation which they might and should.

The example of the Librarian and Library Board of the free circulating library of Cleveland, Ohio, is worthy of imitation.

Any teacher in the public schools (this was first intended for the outlying districts, but was extended) who is willing to become *personally* responsible for them, and can give the names of twenty-five of her pupils desirous of using the same, is granted the privilege of selecting any fifty books, the reading of which in her estimation would be a benefit or pleasure to those under her charge.

These lists are filled as nearly as possible, frequently new vol-

umes being bought in order to do so. At regular intervals they are inspected by the authorities.

By this simple device, the reading of the children, or at least the greater part of it, is kept under careful supervision.

Children will read, and it is a great step gained when you can, by supplying good, interesting matter, keep the weak, trashy, not to say vicious literature out of their hands.

Below will be found a list of the books in one of the lower grammar grades. It will be seen that quite a number of them bear upon the subjects studied; a few are kept as reference books, but most of them are in active circulation.

Boys of '76 Coffin
Drum Beat of the Nation Coffin
Marching to Victory Coffin
Redeeming the Republic Coffin
Building the Nation Coffin
Z'gzags in Europe Butterworth
Z'gzags in Northern Lands
 Butterworth
Z'gzags in India Butterworth
The Boy Traveler in Central
Africa Knox
The Boy Traveler in Mexico Knox
Knock about Club in Spain
Bodley Family
Little Lord Fauntleroy Burnet
Life and Letters of L. M. Al-
cott Cheney
David Copperfield Dickens
Old Curiosity Shop Dickens
Christmas Stories Dickens
Oliver Twist Dickens
Some Successful Women, S. K. Bolton
Famous English Authors, S. K. Bolton
Famous American Statesmen,
 S. K. Bolton
How Success is Won S. K. Bolton
Mary Queen of Scots Abbott
Richard III Abbott
Wm. Thelemqunor Abbott
Rolla's Museum Abbott
Rolla at Play Abbott
Rollo's Vacation Abbott
Tanglewood Tales Hawthorne
Twice Told Tales Hawthorne
True Stories Hawthorne
Half Hours in Many Lands
Voyage in the Sunbeam
His One Fault Trowbridge
His own Master Trowbridge
Winning His Way Trowbridge
Bound in Honor Trowbridge
Pathfinder Cooper
Deerslayer Cooper

The Spy.....Cooper
 The Picket Line.....
 Uncle Joe's Thanksgiving.....
 Our Hero—U. S. Grant.....
 Wonderful Volcanoes.....
 Little People of Asia.....
 The Sketch Book.....
 Speech and Manners.....
 American Authors for Young People..
 Donald and Dorothy.....
 Fifty Celebrated Men.....
 Longfellow's Poems.....
 Country Cousins.....
 Whittier's Poems.....
 Three Vassar Girls Abroad.....
 Children's Stories of Great Scientists.
 My Kalula.....H. M. Stanley

The school should concern itself more with the development of faculty, than with the mere imparting of knowledge. It should recognize the fact that all true education is learning transformed to faculty. It should not ask so much, "What does the child know?" as, "Has the child learned how to learn?" It should look less to mere acquirements than to the capacity to acquire. It should teach the child how to teach himself; it should control the child in such a manner that he may learn self control. The senses should be sharpened, the hands trained.

Children should *work* for what they get; they learn through doing. They will thus develop patience, perseverance, skill and will-power. What they know they should know thoroughly and accurately. Habits of *work* should be formed very early in life if it is to be a pleasure. Activity is the law of healthful childhood; this restless activity, which in some is so hard to control, is but the foundation of the enterprise, necessary to success later in life. Turn it to good account.

Bodily vigor, mental activity and moral integrity are indispensable to a perfected life. All these make the man and woman, and prepare them for efficient work in every department of life. Every child should have the privilege of making the most of himself by unfolding all that is in him.

Suggestions and Cautions on the Use of the Spelling-Book.

1. Confine the work of the class to such words in the spelling-book as are familiar or partially familiar to the pupils.

2. Require the pupils, in the preparation of the spelling lesson, to write the words repeatedly (usually in sentences), for the purpose of impressing their form upon the mind.

3. Require the "partially familiar" words to be written in complete sentences to impress their meaning.

4. Add to the words found in the spelling-book, such other words as are misspelled in the daily written exercises, and treat them as suggested in numbers 2 and 3 above.

5. A limited amount of oral spelling will be found helpful to some pupils, and perhaps to all, in forming the "habit" of correct spelling and correct syllabication.

6. Exercises in pronouncing words from the spelling-book will be found valuable as an aid to good reading.

7. Study only such prefixes, suffixes, and roots as will most obviously assist the pupil in learning the meaning of words. This study should be confined to the upper classes in the grammar school.

8. Avoid the committing to memory of definitions of words without sample illustrations of the use of the words in sentences.

9. Do not require pupils either to study or to spell lists of words whose meaning is not clearly understood by them.

10. Spelling is seldom required except in written composition; consequently, the best test of a pupil's proficiency in spelling is his ability to write correctly an original or a dictated exercise.—*Gazette*.

Spelling Matches.

GEGRGIA THAXTER, Poma California.

Many teachers are opposed to spelling matches and I do not

blame them if they know of no way of conducting one but by either of the old fashioned ways. In one, that of letting a child sit as soon as he has missed a word, but few of the pupils derive any benefit. In the order, that of "choosing across," too much time is taken to decide which side is victorious.

I have a method of conducting a spelling match from which I think the children derive benefit as well as pleasure. The following is an account of the lesson we had lately.

The sides were chosen, and the words pronounced. On paper I kept in separate lists all the words missed on both sides, and at the close of the lesson put on the blackboard in columns so as to be more like a newspaper, this:

"Latest News from the War. In a battle fought Oct. 17th, between the forces of Capt. Herbert and Capt. Bertha. Capt. Herbert lost eight men whose names are as follows:

earldom,	sturgeon,
courtesy,	murky,
burgess,	purchase,
thirteen,	myrtle,

Capt. Bertha lost two men,
journal, curfew,

"A burglar was shot on both sides." (The word burglar was missed on both sides).

The children copied these words and studied them for the next day's lesson, and thus you see a spelling match conducted in this way is not "a useless waste of time."

Those who will try this plan will be surprised to see how much better the children like it than either of the old ways, and how eager they are to see the "Latest News from the War." Sometimes the words mis-spelled are such that they can be used in making the report. Do not always have "Latest News from the War," but sometimes write a little story. If the words are not too difficult, each pupil writes a report or story.

Seeing how well this plan has worked, I am not ready to be one of the teachers who oppose spelling matches.

The Recitation.

BY SUPT. WILL S. MONROE, IN
AMERICAN TEACHER.

Marked success in conducting a recitation is pretty generally a sure sign of ability to teach. In it so many forces are at work—competition, emulation, sympathy and embarrassment—that the teacher, who has not learned to utilize these forces, has yet to learn one of the prime theorems of her profession. Here gather the bright, the dull, the stubborn, the timid and the forward pupils; and while they are to be treated as a whole or compound, individuality is not to be eradicated.

A teacher's manner has everything to do with a recitation; it should not only exhibit decision, firmness and confidence, but should inspire these attributes in the hearts of her class. Earnestness is another element of the successful recitation; the teacher that is enthusiastic and earnest, throwing her whole energy into what she does, is not likely to be annoyed with speechless, stupid and petulant pupils. The teachers' voice, important in every other department of school work, plays no second part in the recitation; it should never be loud and authoritative, but always marked by distinctness and pleasantness, for however much she may guard against it, the pupils unconsciously imitate the teacher. Awkward and undignified positions, such as reclining on desks or tables, tilting chairs, and standing with one foot on a stool-round, should be avoided. The time of a recitation belongs to the class reciting, and the pupils at their seats should understand that they are not to trespass on it by asking questions, permissions, or otherwise diverting the attention of the teacher.

The absurd paradox of Jacotot, "Everyone can teach that which he does not know himself," has long since exploded; and the teacher who does not prepare herself as well on the matter as on the method of instruction is entirely inexcusable. She should decide

previously just what and how much of the subject she will teach; select a method of presenting the lesson to the class, and choose the objects and illustrations which she may want to use during the progress of the recitation. The lesson should be arranged in the natural order of development, and an intelligent series of questions prepared either in thought or writing.

The lesson should be so presented that the questions will ask themselves for the pupils to answer. Exact conciseness in replies, and have the pupils avoid prefacing their answers with "why," "well" or how, a common and greivous fault. Talk freely with the class about the lesson, but avoid being drawn off on side issues. Always expect well prepared lessons. Faith in pupils will pretty generally draw from them some response, while distrust will weaken them and add to their embarrassment. Treat occasional failures as things expected, and cultivate the spirit that the greatest mistake is not the zeal which, trying to do, sometimes blunders, but that which for fear of blundering never undertakes anything, and thus makes the recitation one whole mistake from beginning to end.

Blackboard Aid in Composition.

Language work becomes more and more difficult, and every aid, however slight, is appreciated. It is not enough that we seek the best way, for with young children any one way, even the best way, would soon become monotonous to them, and lose its interest. "Variety" must be the motto of every teacher of small children. We have seen admirable results in our own home of the "looking-up-facts" method, by means of which our little ten-year-old daughter has attained much skill in ransacking encyclopædias, books of travel and special volumes in search of facts about the reindeer, cochineal, honey-bees, silk-growing, etc. From another school we copied from the blackboard two outlines for composition

work on the part of pupils of from ten to twelve years. There is no requirement that each of these topics be considered, and others are not excluded:

FLAX.

Where grown?
Where most abundant?
How grown?
Its height.
Its flowers.
The inside fiber.
Its uses.
How prepared for use?

COLUMBUS.

Boyhood.
Early voyages.
How improved?
Previous belief.
Seeking aid.
Preparation for first voyage.
Landing.
Later voyages.
Later experiences.
Death.

Topics in a Recitation in Geography.

BY M. T. P.

If a teacher has no specially prepared topical outline for teaching geography, a lesson can be made interesting and topical by the use of the subjoined list. A review of a continent or a country can be made particularly interesting and complete by giving out by numbers the entire list, giving to each pupil one number and the part ascribed to him to be his special recitation at the next lesson. By a judicious change in the allotment, every one in the class may finally recite on all the topics. As the study proceeds on a country, say of Brazil, or France, or India, or the United States, the daily review, before the new work of the lesson is taken up, can be made by calling for the numbers as far as studied. When the list has been exhausted, there remains but little worth while to be said on the features of a country. The use of the list will stimulate research and furnish an outlet from too close application to the words of the text-book:

1. Boundaries.
2. Latitude and longitude.
3. Characteristics.
4. Zones.
5. Size.
6. Surface.
7. Mountains.
8. Peaks.
9. Plains.
10. Islands.
11. Peninsula.
12. Capes.
13. Isthmus.
14. Bodies of water.
15. River.
16. Climate.
17. Soil.
18. Currents.
19. Wind.
20. Animals.
21. Population.
22. Race.
23. State of society.
24. Capital.
25. Chief towns.
26. Employments.
27. Government.
28. Agricultural productions.
29. Manufactured productions.
30. Commerce.
31. Mining.
32. Exports and imports.
33. Religion.
34. Education.
35. Manners and customs.
36. Language.
37. History.
38. Literature, science and art.
39. Journeys.
40. Facts of interest.

Marking Slates.

BY ALLAN DALE.

Correcting or marking slates is one of the needless tasks teachers impose upon themselves. Daily the slates which are covered with the problems of the lessons are placed high on the teacher's desk, and these she marks during her noon time or after school at night time, giving precious moments, even hours, to a labor that is productive of no better result on the part of the scholar, satisfies in no way the teacher, and to what end? If the weary teacher is asked her purpose in this she will doubtless reply that she desires to have the

slate examined and marked, and she has found that if she wants a work to be well done she must do it herself.

Now, frankly and flatly, the game isn't worth the powder. If the time thus spent on slates were given to individual work with the dullards in the class, results would follow that would make the teacher feel that her work was not in vain. In any of the grammar school grades scholars can be easily taught to correct and mark slates. The following methods have been employed and found to work advantageously, both for the teacher and the scholars.

Have the slates in any one line corrected by the teacher, and then let the owners of these slates pass along the other lines, marking the errors and making the corrections. Or the problems may be worked out on the blackboard, the scholars having previously performed them on their slates and these for the time being placed in the desks. The slate may then be changed to other scholars, and the corrections made, the marker of the slate placing his name on the slate also.

A good plan is to have all the slates brought to the teacher's desk, beginning with the first line of boys, and placed in order, one on another. Then reverse the order, and have the boys of the last line and the other lines come and take a slate to their desk for marking. This mixes the slates up, and there can be no collusion therefrom.

It is worth while to establish, as far as possible, an *esprit de corps* in the class for honorable, square dealing, and have those whose slates show partial marking announce that fact as freely as they would complain of any other violation of their rights. When this spirit is established, and a good plan for marking the slates is in working order, the teacher's drudgery is at an end.

Encourage Originality.

Occasionally the weekly routine is varied by introducing a "free-

day;" that is, the children choose the reader to be used and the story to be read both in the morning and afternoon; all the musical and calisthenic exercises are selected by individual volunteers. When the time for busy work comes the class is directed to find the story or poem best liked, and from it copy a certain number of paragraphs or verses. This is one of the most charming means of getting at the individual peculiarities of taste that sometimes make teaching a puzzle. In language the children are asked to name any object or subject about which they would like to "build" a story, and under the teacher's guidance very original results occur. Any object about the room is chosen as a model for either a drawing or modeling lesson, though once in a while each child is allowed to think of some object (not visible) which must be reproduced in clay or represented in line-work. If the art exercise for the day is of the nature of design, the children are told to choose from a certain number of forms, already familiar, that which most appeals to the individual taste, and weave the same into a design. If, perchance, the free-day falls upon one when a physiology talk should occur, certain pupils may tell all they know about any particular lesson already learned, while other pupils develop the illustrations that may later be imitated by the entire class as busy work. On such a day some of the pupils make out the examples, while others decide what the remainder of the number-work shall be.—*American Teacher*.

The latest estimate of the twelve largest cities in the world, in the order of their population, is as follows: London, Eng., (including suburbs), 5,100,613; Paris, 2,344,550; Osaka, Japan, 1,633,144; New York city, 1,513,601; Canton, China, 1,500,000; Aitchi, Japan, 1,390,702; Berlin, Prussia, 1,315,297; Tokio, Japan, 1,288,907; Vienna, Austria, 1,103,857; Chicago, 1,099,133; Philadelphia, 1,046,252; Sian, China, 1,000,000.—*Exchange*.

Reading.

SUGGESTIVE QUESTIONS—FOR TEACHERS.

The following questions are respectfully submitted. A careful consideration of each question will result in much benefit. You are requested to think each question through to a complete, definite answer, one that may be written out. Mutual comparison of opinions will also prove very beneficial.

1. What is good reading?
2. How do you prepare a reading lesson?
3. Particularize some of the more important results you aim to secure.
4. How do you secure a ready and correct pronunciation of words?
5. Do you teach expression by rule, by model (*i. e.* example), or does the thought in the mind of the child determine it?
6. How do you lead your pupils to a clear comprehension of the thought of the lesson?
7. How do you secure a good reading tone?
8. When and how do you develop the subject matter of the lesson?
9. How much does each child read orally, daily?
10. Of what classes of errors or mistakes do you take especial notice?
11. By whom are corrections made and for whose benefit?
12. What value do you attach to concert reading?
13. What do you do to stimulate a desire for good home reading?
14. How do you teach the meaning of words?
15. Do you require your pupils to memorize selections? Why?
16. Name several methods or devices that you have found effective in securing attention, sustained effort and confidence on the part of pupils.
17. Do you have any exercises in silent reading? If so, how do you test their value?
18. To what extent do you consider the authors quoted in the reader?
19. From what authors have

your children learned quotations? What poems have they learned?

20. What exercises aside from the reader have you given, to test the ability of your pupils to read orally?

Language Work.

Assigned for March, by Professor Richardson of the Public Schools, Cleveland, O.

LANGUAGE WORK—GRAMMAR GRADES.

AN IDEAL CITY. [A Grade.]

Composition—Situation; streets and parks; public buildings; residences; government, etc.

THE TELEGRAPH. [B Grade.]

Composition—Invention; construction; uses; changes it has wrought in the world.

PRINTING. [C Grade.]

Composition—Invention; results; books before the invention; material used; libraries.

TWO VALUABLE MINERALS. [D Grade.]

Composition—Properties; uses; where obtained; why valuable; how prepared for use.

THE EMPEROR OF GERMANY; HIS FATHER AND GRANDFATHER.

[All Grades.]

Conversation.

LOWELL. [All Grades.]

Conversation.

QUOTATIONS from Lowell. [All Grades.]

Copy the compositions into the composition book for future reference.

Educate the Whole Being.

Lack of harmonious unity in the training of body, mind and soul makes a man one-sided. And what a race of one-sided people we are! One man is "intellectual." His mind is stored with facts and knowledge; but he fails to have a practical grasp of his treasures. Another is "practical," but the knowledge and solid foundation built on learning fails him. Still another is warm hearted, full of generous impulses, but wanting the necessary control and balance, and is ever the victim of the im-

pulse of the moment. Unity in education, in life, will prevent this one-sidedness. The mind will indeed be trained, but not at the expense of the bodily and physical culture. Intellect, understanding and judgment will be developed, and, at the same time, none of the heart's warmth or feeling allowed to die. Thinking and doing will stand in the proper relation to one another. A child so trained, in accordance with all the wants of his nature, will be fitted for public or private life; will not fail to find his life's calling, or be happy and useful.—*Adapted.*

The Full Teacher.

O. J. L.

A few days since I visited a class which had recently taken up the smaller text-book in geography. The recitation sparkled with bright, interesting facts told by the children. While the teacher's questions were confined to the few topics which had been reached in the limited time they had been using the text, yet the variety of facts presented seemed to me remarkable. I examined the text and found a few dry statements. A map of the hemispheres on the board showed at a glance the scope of the work. I went to the teacher's desk and began taking an inventory of the teacher's help. The indispensable King's Methods in Geography showed signs of generous use. Our World No 1, Our World No 2, Scribner's Geographical Reader, Our World Reader, King's The Continent on Which We Live, scrap-books, stereoscopic views, illustrated books and magazines, whole piles of mounted pictures—all these and much more made up the list. Here was the secret of that teacher's success. She was so full of her subject that she knew where to lead her little flock into pastures fresher than the barren text book. It is always thus. Poor teaching is most frequently the result of ignorance. If the teacher knows definitely what she wants the pupil to do, and has a sufficient stock of knowl-

edge of the subject matter, she will find a good way of getting results. All methods are to her suggestions. She knows she must work out her own salvation. Ignorance and laziness go hand in hand. There are no lazy teachers, of course, but there are those who devote some thought to almost everything except how to improve. These teachers always have "poor ability" in their classes. The text-books are so miserable. Their children stay out so much. Sometimes the teacher needs revising.

The Art of Being Pleasant.

BY A. N. EVERETT.

I had almost decided to slip in an adjective and call it a rare art, for just stop and think for a moment how many of your acquaintances you can find who habitually cultivate it. How many men and women and above all how many children are daily learning what a charmingly useful art this is, and how necessary it is that we should all devote our attention to acquiring it? And, since it is so good for us to know, how necessary also it is that we should begin early to learn the rudiments?

Now, as everything that we attempt to teach in our schools is sure to prove a success sooner or later, why not let us give a little time and attention to introducing this art in its simplest form? And, as we all know that teaching by example is of far more avail than teaching by precept, of course the work begins—as all work in the school room does—with the teacher, and as La Fountain says in one of his fables, "It is no use running: to set out betime is the point." Of course again, the work begins with the lower grades, with the youngest children.

The brightest, happiest and most wide-awake school I ever saw was governed by a thoroughly pleasant woman. She was sunny-tempered; she was not, as some people think, a pleasant woman must necessarily be, easy-going, careless and unmindful of her stern duties, but she was as gentlemanly and sweetly courteous

to the small mites under her care as to their elders, and she taught them the simple rules of forbearance, patience and politeness that are the rudiments of my fine art. Children will be rude and rough to one another, the petted darlings of luxury as well as the untutored nurslings of poverty. When this woman first gathered the reigns of government into her small hands, scenes like these were of constant occurrence: Up flies a hand—"Teacher, Tom Rogers hit my elbow!" or "I say, that new girl knocked my pencil off my desk," accompanied by a scowl of defiance; or, "Sarah Thompson's taken my book and won't give it back!" or, "The boy back of me pulled my hair!" Trivial things, all of them, but rude and thoroughly unpleasant.

This teacher did not think it lost time to take a few minutes directly to explain the rudeness of such acts—to explain, not merely to reprove for it. She made plain the nature of their faults to Tom, Sarah, the new girl, or "the boy behind me," and, at the same time, taught the assaulted boy or girl that he or she had been equally uncivil in the manner of taking the affront. She taught them civility to one another, and its influence was soon apparent in the school-room. This woman was uniformly even-tempered; when she gave reproof she was sweetly serious, often grieved and sometimes angry, but she was never violent in speech or act. In a word she was pleasant, and she had the greatest number of pleasant children that I ever saw in one room.

There was no perceptible government in the school; courtesy, and that of a genial, kindly sort, was the governing principle. The children learned to respect each other, the teacher themselves; their dispositions were sweetened, they were happier, brighter, nobler. A little boy, who came to this room from a school under very different management, amused and gladdened his home people by saying, "Now mamma, I know for the first time what it means to

be glad to go to school; I've got such a pretty teacher." She was not a pretty woman, she was only pleasant; she had made it a study to cultivate the art of being pleasant; this stood for beauty to his childish eyes.

When the children were sulky and disagreeable under reproof, when obliged to make up wasted time, or on any of the many occasions which hourly present themselves, when pupils find it perfectly easy to be unpleasant, her own patience and gentleness taught them the lesson of forbearance. She had pleasant words to give away, pleasant words to scatter about, and she taught the lessons of helpfulness and cheerfulness. Children are good mimics. Try teaching them the rudiments of this finest of fine arts, and all the time you will be perfecting yourself in it, as the musician's touch strengthens with every hour's practice, as the artist's brush grows finer and truer with every stroke on the canvass.

Quotations from Garfield's Orations.

"Things don't turn up in this world until somebody turns them up."

"Growth is better than permanence, and permanent growth better than all."

"If the power to do hard work is not talent, it is the best possible substitute for it."

"Be fit for more than the thing you are now doing."

"In order to have any success in life, or any worth success, you must resolve to carry into your work a *fullness* of knowledge, not merely a sufficiency, but more than a sufficiency."

Cultivate your mind, shun frivolous reading, poor, weak, silly books. Read for knowledge some hard book which requires attention, memory, thought. Read also for beauty; what feeds the imagination, fills it with handsome shapes and inspires noble thoughts. There are writers of all ages who can do this. Next, reverence your own moral instincts; ask your conscience—Is it right? as well as your heart—Is it kind?

Clionian Review.

MOTTO—*Pedetentim et Gradatim Oriamur.*

E. C. PHILLIPS, Editor.

Miss Ella McClain, a staunch Clio of last year, has returned to resume her work at the Normal.

No county can compare or even compete with Fayette county in the large enrollment of members that she so nobly and gloriously contributed to the Clio society.

Mr. C. H. Garwood, who closed his term of school recently, paid the society a visit Friday evening, April 17. Mr. Garwood was a diligent student, an energetic Clio and has been a successful teacher.

Mr. R. H. Jamison, of last year's Junior class, a Clio worker and one of Fayette's most satisfactory teachers, has organized a school at the "Old Academy," Merrittstown, Fayette county, and is reported as doing excellent work.

Fair weather is with us and the merry game of base ball is now being indulged in by the many students. The Normal can boast of having one of the best teams along the valley, and does not fear the challenge of any amateur club.

The opening of the Spring term was ushered in with an unusual number of new students, and many who have attended here one or more terms. Clio's ever-welcome doors were open to receive her share, that consisted of sixty-one new members and a large number of old ones.

The "New Method" of teaching Form and Drawing, as it is now being presented by the skillful aid of Miss Patten, lately of Brooklyn, N. Y., cannot be over-estimated in its value to the teacher. This branch of education belongs to the new system of education, and it manifests itself by the desire of

both pupils and teacher to make closer observations in their work.

After a long period of careful observation, Clio's contest committee has selected the following named persons to represent the society in the coming contest: Recitation, Miss Lora Baker; reading, Miss Stella Powell; essay, not decided; oration, Mr. Walter Hertzog; debate, Mr. Will H. Martin.

The executive department of Clio is now in the hands of some of her most energetic workers. President, Mr. Brightwell, (whose inaugural address was excellent and in which he referred to some of the early history of the society); vice-president, Miss Keener; secretary, Miss Eva Powell; attorney, Mr. Graff; critic, Miss Florence Burke; chorister, Mr. Dickey.

Mr. A. M. Ross, class of '90, paid the Normal a visit during the 18th, 19th and 20th. He taught a successful term of school near his home, Greensboro, Greene county, Pa. Being an earnest and hard-working Clio during his days of school has made him an able and eloquent talker. Our best wishes are for the success of Mr. Ross in whatever pursuits of life he may be engaged.

Take nothing for granted, but after everything you read, then place a question mark. Solve the question and make yourself affirm or deny the statement with firm proofs that you are right. You have often heard, "Scientia est potentia," and have accepted it as being true, because some great man has said it. But it is only true in a measure, for knowledge "is power" only when it is used well. An inquisitive

child nine times out of ten makes a smart man, for all through his life he is asking the question, why? and an answer to this question broadens his intellect, thus giving him power.

Miss Carrie Wilson has closed a successful term of school at Curton, and is teaching a large summer school at Lock 4.

Mr. R. C. Crowthers, who has been for a time the river editor of the Pittsburgh Post, has been appointed secretary of the Coal Exchange, at a salary of \$1,400 per year.

W. R. Scott, a very prominent member of the class of '90, paid the college a short visit on Monday. Mr. Scott will leave on Thursday, April 30th, to pursue the study of medicine with his uncle, who resides in Ohio. We wish him success in his new calling.

The West Brownsville school closed Friday, April 23d, with the usual school exercises. It has been taught the past winter by Prof. Rothwell as principal and Miss Bernette McDonough, Mrs. Ethel W. Danley, of California, and Miss Anna Kinder, of West Brownsville, as assistants. The school is reported as having been a very successful one.—California Messenger.

Mr. Thomas McCain, formerly a very popular teacher of this part of the county, and who has been engaged in newspaper work in the city for some time, is in town at present. Mr. McCain expects to remain with us for the summer and do special work for the Pittsburgh papers. He is a first-class newspaper man and is quite popular among city journalists.—California Messenger.

Philomathean Galaxy.

MOTTO—Non Palma Sine Pulvere.

LOU JENNINGS, Editor.

Miss Ada Goe made a flying visit to the Normal recently.

Miss Lillie Eisaman, after a short illness, has returned to school.

Prof. Cunningham, of West Newton, expects to attend the King's Daughters entertainment.

Miss Ella Neemes spent a few days not long since with her friend, Miss Ruff, of the Normal faculty.

Miss Mary Norman, of Monongahela City, was at the Normal attending the operetta of Bonnybell, the guest of Miss Downer.

Mr. Wm. McCollough, one of Philo's earnest workers and a member of last year's class, was present for the first evening of society of the Spring term.

Miss MacPherson's divisions of the King's Daughters anticipate giving an entertainment in May, consisting of Music, drills and physical expression of music by pantomime.

The following members of Philo were chosen for Class Day exercises: Miss May Reis, historian; Miss Edith McKown, donor; Miss Lillie Moyle, odist; Miss Mattie Morgan, consoler.

Mr. A. J. Johnson, Philo's successful orator of last year, who has been teaching in Berlin, Somerset county, during the past winter, was welcomed by Philos the first evening of the Spring term.

The present officers of Philo society are: President, Mr. C. H. Dils; vice-president, Miss Etta Lilley; secretary, Miss Mary Bentley; treasurer, Mr. E. Peairs; critic, Miss May Reis; marshal, Mr. Miller.

Miss Ella Neemes, vice-principal of the public schools of Monongahela City, and a graduate of this school, will go to Waynesburg in a few days to teach in a Normal school conducted by ex-County Superintendent Wycoff.

The following Philos were selected by the faculty to represent the class in the commencement exercises: Misses Hattie Westbay, Mary Bentley, Ray Whitsett, Lou Jennings, Messrs. R. M. Day, W. J. Latimer, C. H. Dils.

Miss Ewing and Miss Ruff are building air castles about their contemplated stay at Boston. In imagination they have taken drives down Back Bay and watched the ships come into the harbor, and at the same time inhaled the literary and aesthetic air of the Hub of the universe.

The Seniors, among other Spring work, are enjoying the special drill they are getting from Miss Patten along the line of Form and Drawing, which for some time has formed a part of their Model school work. The importance of the work is being recognized, as shown by its introduction into the most wide-awake schools of the country.

A convention of the Western Pennsylvania Missionary Society of the Christian church being in session in town April 14 and 15, Dr. Noss invited the visiting ministers and others to attend our morning chapel. They accepted and on their arrival about filled the stage. After devotional exercises by W. T. Richardson, of Allegheny, and Dr. Q. A. Thayer, of New Cas-

tle, several gentlemen spoke to the entire satisfaction of the students. Among the speakers were L. P. Streater, Morgan Morgans, Robert S. Latimer, P. Y. Pendleton and O. H. Phillips, who used to go to school here when the school was but an academy. The school would have been pleased to hear from many others, but the time was gone and it was the hour for our visitors to go to their work.

The opening of a new term again brings encouragement to us as we witness the halls of Philo being filled with some of the brightest intellects of the school, and are glad to see among the new host many old members who have come with the new to help us move the bark of Philo onward. We as a society feel much encouraged and are now with the aid of new friends laboring with fresh zeal, hoping to let work tell what we are, and not words what we should be. To those who have left their homes and have come among us, many of them as entire strangers, we extend to you a hand of fellowship, and welcome you all as we welcome friends of Philo, hoping when our ranks shall be broken here to have engrafted in our natures such things as will give us an inheritance in a more sunny clime.

The Washington and Jefferson college Banjo, Mandolin and Guitar club will give an entertainment in the College chapel on Saturday evening, May 9th. This club is composed of fine musical talent, has been well trained, and is drawing large audiences everywhere it goes. All should hear it.

How We Spend Friday Afternoons.

The pleasantest times in the week for, us one and all, are Friday afternoons.

We devote the last two hours of the day to pleasure, and at the same time profit. Exercises are often introduced that if taken in the morning, or under other conditions, would be regarded as work, and hard work at that. For instance, words that have been misspelled all through the week are saved, and used in a spelling match. Also a few words can be given each day that are not to be spelled at the time, but that are to be added to the Friday list. This match usually lasts from twenty minutes to half an hour. To vary this exercise words relating to one subject alone are sometimes given. For instance, geographical words, as island, peninsula, strait, isthmus, and for more advanced pupils, names of countries, states, cities, oceans, rivers, bays, etc. About ten children learn recitations, of interest and not too long. Sometimes two or three will arrange a little dialogue, which gives variety.

A good story is usually read. It may be a fairy tale or a true story—and afterwards pupils hold up their hands if they are able to tell the story. If it is too long for one to read or tell, several are selected. Grimm is always welcome as an author, also stories from St. Nicholas, Wide Awake, Harpers' Young People and other current magazines.

Sometimes only a part can be read in one afternoon, for instance, when a book is read aloud in school.

Bright attractive calisthenics are introduced once or twice, not longer than five minutes at a time.

For music let the children select their favorite school pieces, and teach several songs during the year that will be good for these afternoons as: "Swanee River," "Old Black Joe," and the like. They are always sweet and restful.

A little poem or quotation from a good author, written on

the board by the teacher, can be read aloud by each pupil, and afterwards well written, thus memorizing. Of course these selections must be appropriate to the grade of the school. Here are a few that are easy to learn and good to know:

THE OAK TREE.

"An oak tree's boughs once reached the earth,

But every year they grew
A little further from the ground,
And nearer to the blue.

So live, that you each year may grow,
As time rolls swiftly by,
A little further from the earth
And near to the sky."

"True worth is being, not seeming,
In doing each day that goes by
Some little good, not in dreaming
Of great things to do by and by."

"Tis not the house and not the dress,
That makes the saint or sinner;"

"To see the spider sit and spin
Shut with her webs of silver in,
You'd never, never, never guess
The way she gets her dinner."

In some schools there are pupils who play on the violin, banjo or other musical instrument, that they can bring to the school-room. Occasionally this is a good thing.

Children are delighted to have a long word given them to make all the shorter ones they can out of it. This is excellent when not too much time is taken for it; five, ten or fifteen minutes at the most. For this, words with a number of vowels are the best, and the word must be done methodically, taking the first letter of the word first, and so on, writing the words in columns, and never using the same letter in one word twice, unless it occurs in the original word twice. Over a hundred words can be easily made out of most words of three syllables or more. There are other instructive games with which most teachers are familiar.

On such afternoons three or four of the best compositions of the week should be read aloud.

If Friday afternoons are an established feature of the school-

life, it will not be necessary to work out any special entertainments. The parents can come in at any time.

I will add in conclusion there are cases where these times are the only little bits of sunshine in the child's life. Give them this.
Popular Educator.

Stanley and the Rear Guard.

At one time, in the history of the Emin Relief Expedition, it was found necessary to divide the company into two parts; one, commanded by Stanley, to push on toward Emin, the other, now notorious as the "Rear Guard" to wait for supplies and men at Yambuya and then proceed by slower marches along Stanley's track. After the separation nothing was heard of the rear-guard by Stanley, for more than a year, and when he finally returned in search of it he found it only ninety miles east of Yambuya in the most wretched condition. Its chief officers, Major Barttelot, had been shot, and of the other four, only one, William Bonny, was still with the expedition. The story told by this man has recently been published. So full of horrible cruelties was it that Stanley tried to keep the matter secret, with the desire, he says, of shielding Major Barttelot's name from disgrace. But Stanley's written statement, sent in his report to the Relief Committee, that the rear-guard "had been wrecked by the irresolution of its officers, the neglect of their promises and their indifference to written orders," aroused the hostility of the Barttelot and Jameson families and has caused the whole wretched story to be made public. A storm of accusation and abuse has burst upon Stanley from all quarters, and threatened to destroy not only his own fame, but the worthiness and dignity of the expedition. He has at last broken silence and on Dec. 3rd. before a New York audience replied to the charges against him. No impartial person can read his recital of the miseries at Yambuya and wonder that he should have censured his officers for unfaithful-

ness. But the wonder is that the great explorer, with all his knowledge of African life and his reputed insight into character, should have given so much power into the hands of such brutal men as Barttelot and Jameson. He himself acknowledges his mistake, but argues that neither of the others, Troup or Ward, would have been more worthy of filling the position. The excuse that Barttelot was insane he shows to be absurd, and lays the blame upon all the officers, including Bonny, whom he speaks of as being the most sensible and manly of all.

There are some mysteries yet to be solved, but the admirers of Stanley feel sure that when the truth is known his honor will be found as bright as ever.

The Superintendent's Function.

And this reminds us that the work of the school superintendent is not that of the overseer of a gang of unskilled laborers. His task is to influence rather than to dictate, to allow each teacher to move along unhindered in her own orbit; his own ability and good sense, not rule or regulation, the center of attraction that ensures harmony and unity of effort. If he has not this ability and wisdom, then let him abdicate; he must not be a tyrant. *The Public School Journal* states it this way: "Some superintendents make the mistake of attempting to unify the instruction by trying to make the teachers keep step in the details of their methods and devices. This may make a mechanical uniformity, if the superintendent is a strong man, but it results in very poor schools." The unity of work, it declares, "lies deeper than external appearance or detail of the work of the school. In these respects each school must differ from every other where there is good supervision and the teachers are at all fit to teach." The only justification of the "boss" in a school-system is a corps of poor teachers. But it seems to us that even in that case the first work of the true superintendent should be to insist upon

the selection of efficient teachers, that he might as speedily as possible begin the exercise of his legitimate functions.—*Popular Educator*.

Hints Which the Wise Teacher Will Heed.

As a teacher, you must expect to be criticized, analyzed and discussed. You are considered a legitimate subject for much small talk in the community. Do not be too severe if anything not exactly flattering comes to your ear; manifest no curiosity to find out what the gossips are saying.

Social gatherings are no place to "talk shop." Keep yourself well informed on current events and society will be only too glad to have you in its ranks.

This does not mean that you are to become a shining light in society, as the word is generally understood. That is not the object of your calling. The school room should be the scene of your best efforts.

A class eager for information will stimulate and encourage a teacher, if anything can.

Pupils respect a teacher who can keep order.

The reciting of dry-as-dust moral maxims or choice passages of Scripture will not develop character in boys and girls.

A teacher who is a mere disciplinarian will have stupid and dull pupils.

Encourage your pupils to read the newspapers and be ready to answer the questions this reading will suggest to their minds.

In teaching a class do not talk to them in the tone of a Salvation Army exhorter. Keep the voice in the conversational key.

A text-book is merely a means to an end. What the latter is you are supposed to know.

Use your eyes in the school room, but do not try to see everything.—*Board of Education*.

God's plans like lilies pure and white unfold;

We must not tear the close shut leaves apart;

Time will reveal the calyxes of gold.

—*May Riley Smith*.

Language.

Children must think well before they can write well.

Children should have something to say before they talk.

Children talk best about what they see.

Children will talk about what they wish more readily than about what you wish them to talk about.

Children will talk with each other better than with you.

Children use all parts of speech of their own account before they are four years of age.

A child's vocabulary will grow as fast as he has any desire to use it.

A child will talk fast enough if you let him talk as he wants to.

When a child can write easily he likes to write.

The aim to have the child make perfectly formed letters by drawing the lines in the letters makes it practically impossible for him to enjoy writing.

Never teach penmanship or criticise penmanship in connection with early composition writing. A child's attention must be upon his thought rather than upon his pen.

The correct formation of the letters must be established by his penmanship lessons.

There must be much and frequent writing before it will be enjoyable.

Written language work should be incidental rather than formal, a luxury instead of a task.—*The American Teacher*.

I think children should *never* be encouraged to take the life of any created thing, for this habit grows so rapidly into sport. Fishing, bird-nesting, collecting eggs, even for study, had much better be left for those who are old enough to have their motives unquestioned. One growing plant will give a child more real happiness than a herbarium of the choicest specimens, and an aquarium of swimming fish will teach better lessons than can be gained from dissection.—*Exchange*.

Value of a Christian Conscience.

Every Christian father or mother who has ever heard the click of the latch (that cruel pistol-shot aimed at the heart), as it springs for the last time behind son or daughter going forth into the world, knows that the most blessed balm for the wounded heart is the assurance that the loved one carries the surest antidote against moral poison, that safeguard against moral contagion—a Christian conscience. Yet how many are left with the bitter thought that they have neglected to inculcate this principle. But you fathers and mothers who yet have your little ones about you, see to it, before the heartaches come which shall start a hitherto unopened fountain of tears, and those tears are robbed of this bitterness.—*Christian at Work.*

The Kicking Cows.

"I learned a good lesson when I was a little girl," says a lady. "One morning I was looking out of the window, into my father's barnyard, where stood many cows, oxen, and horses waiting to drink. It was a very cold morning. The cattle were all very still and meek till one of the cows attempted to turn round. In making the attempt she happened to hit her next neighbor, whereupon the neighbor kicked and hurt another. In five minutes the whole herd was kicking each other with fury. My mother said; 'See what comes of kicking when you are hit.' Afterward, if my brothers or myself were a little irritable, she would say: 'Take care, my children: remember how the fight in the barnyard began. Never give back a kick for a hit, and you will save yourself and others a great deal of trouble.'"

Lesson on The Postman.

Duties.—To deliver the mail. To collect the mail and postage.
Qualities.—That the postman may collect the mail he should be faithful, honest, and prompt.

That he may collect the postage, he should be careful, honest, and educated.

Application.—How many of you have ever had duties like the postman's? What did you do with the letters on the way? What should you not do? Write two of the postman's duties. Write two qualities which he needs in order to do his duties.

MARY F. MORE.

Matthew Arnold, while in this country, saw a little barefooted newsboy sitting on one of the best chairs of a reading-room in Boston, enjoying himself for dear life. The *Boston Herald* says that he was completely astonished.

"Do you let barefooted boys in this reading-room?" he asked. "You would never see such a sight as that in Europe. I do not believe there is a reading-room in all Europe in which that boy, dressed as he is, would enter." Then Mr. Arnold went over to the boy, engaged him in conversation, and found that he was reading the "Life of Washington," and that he was a young gentleman of decidedly anti-British tendencies, and, for his age, remarkably well informed.

Mr. Arnold remained talking with the youngster for some time, and, as he came back to our desk, the great Englishman said: "I do not think I have been so impressed with anything else that I have seen since arriving in this country as I am now with meeting this barefooted boy in this reading-room. What a tribute to democratic institutions to say that, instead of sending that boy out to wander alone in the streets, they permit him to come in here and excite his youthful imagination by reading such a book as the 'Life of Washington'! The reading of that one book may change the whole course of that boy's life, and may be the means of making him a useful, honorable, worthy citizen of this great country. It is, I tell you, a sight that impresses an European not accustomed to your democratic ways."

Memory Gems.

Lend a hand to one another
In the daily toil of life;
When we meet a weaker brother
Let us help him in the strife.

Lend a hand to one another
In the race for honor's crown;
Should it fall upon your brother
Let not envy tear it down.

Lend a hand to one another,
When malicious tongues have thrown
Dark suspicion on your brother,
Be not prompt to cast a stone.

Speak gently: 'tis a little thing
Dropped in the heat's deep well;
The good, the joy which it may bring
Eternity shall tell.

Don't rob the birds of their eggs, boys,
It is cruel and heartless and wrong;
But remember, by breaking an egg,
boys,
We may lose a bird with a song.

The good and the kind,
By kindness their love ever proving,
Will dwell with the pure and the loving.

The world is full of beauty,
Like to the world above;
And if we did our duty
It might be full of love.

We are but minutes; use us well,
For how we are used we must one
day tell.

Who uses minutes, has hours to use;
Who loses minutes, whole years
must lose.

Tiny threads make up the web;
Little acts make up life's span;
Would you ever happy be,
Spin them rightly while you can.

Better do well than say well.

Wilful waste makes woeful want.

Seek not for happiness, but for the
noble and the beautiful, and you will
find more than you sought.

What is not right must be wrong.

Evil is wrought
By want of thought
As well as want of heart. —*T. Hood.*

Crosses are ladders leading to Heaven.

The Japanese Parliament was formally opened at Tokio, November 29. The Speaker of the House of Representatives, Nakashima, is said to be a Christian.

Composition Exercises.

[Cut these out, paste them on the back of old cards, distribute them among the class, face downwards. Give the order to turn over, allow about five minutes for the scholar to master the card, give the order to turn cards face downwards. Collect them. Let scholars then reproduce the stories.

It may be well occasionally, to write one of the shorter stories on the blackboard, give the class five minutes to read it, explain unfamiliar words and then erase it. Let the class then endeavor to reproduce the story on slate or paper. Another method is to read a story to the school, and encourage a promiscuous but orderly discussion of the various points that may arise, asking others to reproduce the whole story in their own words. Excellent language lessons may be thus given.]

CROMWELL'S COURAGE AS A BOY.

One of Cromwell's schoolboy pranks had brought on him his mother's displeasure. She inflicted a severe chastisement on him and sent him to bed early in the evening. Oliver was sobbing with pain and anger, when a servant, entering the bedroom on some errand, happened to say that Mrs. Cromwell had gone to pay a visit to a sick friend, and intended to return across the fields. The moment the servant was gone and the door closed the boy sprang out of bed, hastily dressed himself, and got out of the house without being noticed. He then got a light spade and set off in the direction his mother would take on her return. He had gone the greater part of the way when he met his mother.

"There—there is a savage bull," said the still sobbing and excited boy, in reply to Mrs. Cromwell's exclamation of surprise, "in the field yonder, brought there to-day. I thought he might run at your red shawl, so I slipped out and came."

The mother was touched by her

son's loving care, and having rewarded him with a kiss, she was escorted by the brave lad across the field in which the dangerous animal was kept.

SUNDAY IN OLD PLYMOUTH.

In the early Plymouth days every house opened on Sunday morning at the tap of the drum. The men and women, the former armed to the teeth, assembled in front of the captain's house. Three abreast, they marched to the meeting-house, where every man set down his musket within easy reach. The old men, the young men, and the young women, each had separate places. The boys were perched on the pulpit stairs or in the galleries, and were kept in order by a constable. The sermon was often three or four hours long, at the end of each hour the sexton turned the hour-glass which stood upon the desk. After dismissal the people returned in file as they came.

A CURIOUS SHIPWRECK.

A daily paper gives the following account of a singular shipwreck of a brig, which was abandoned and lost on her recent voyage from Rio Janeiro to New York: Captain White said it was fine summer weather when they left Rio, with a great many bags of coffee on board. The voyage continued without incident until the brig was off Hatteras, when a gale came howling from the northwest. The waves ran high; the wind blew almost a hurricane, and lashed the ocean into foam; wave after wave broke over the ship, and finally enough water got below to wet the cargo. Then the coffee began to swell, the bags burst, and more water got in. The coffee, which was forced out of the open sacks, floated into the pumps, and soon

disabled them. It was now impossible to reduce the water in the hold.

Meanwhile the fury of the storm increased, and the sea was terrible to behold. In the midst of these scenes of peril, a new and terrible danger appeared. Because of the disabled pumps, which were choked with coffee, the thousands of bags of coffee became completely saturated, and the whole mass rose like yeast. With a shock that shook the vessel to her centre, the decks burst open with a crash of thunder. The hatches were wrenched off as if they were but paper, and great seams opened in the vessel, admitting the sea in torrents. All hope was now lost. Nothing was to be done but leave the ship as speedily as possible, for she was already settling in the white waters.

The custom of lifting the hat had its origin when knights never appeared in public except in full armor, but upon entering an assembly of friends the knight removed his helmet, the act signifying, "I am safe in the presence of my friends."

Few things will yield such a wealth of material for story-telling, composition-writing, and intellectual recreation as the classic legends of childhood. Red Riding Hood, Beauty and the Beast, Tales of a Grandfather, and Tanglewood Tales, are mines of wealth.

The Senate has adopted a resolution providing that the American flag shall be raised on the east and west fronts of the National Capitol every day in the year. We are glad that the august Senate can follow the good example set by our school children.—*L. A. Barrows.*

Subtraction.

LILLIAN C. ROBERTS.

The chief difficulty in teaching subtraction lies in causing the pupil to understand the reason for the so-called borrowing."

Get a box of wooden tooth-picks and some small elastic bands. Arrange a part of the tooth-picks in bundles of ten each. Distribute three or four bundles and a few loose tooth-picks to each pupil. Call their attention to the fact that the bundles are *tens*, *i. e.*, contain ten units each. Give a few moments of drill in forming numbers consisting of tens and units, being careful that the bundles and single tooth-picks are arranged in the same relative *position* that the corresponding figures would occupy, tens at the left, units at the right. The terms *minuend*, *subtrahend* and *remainder* or *difference* are supposed to have been already taught.

Form the number 28 with the tooth picks. You may subtract 12 from it, taking away units first, then tens.

Ans. 2 units from 8 units leave 6 units. 1 ten from 2 tens leaves 1 ten. The difference between 12 and 28 is 16.

Form the number 35 (the teacher expresses the number on the board in figures). We will take 17 away from 35 (write 17 on the board in its proper place). Can we take 7 units from 5 units?

Ans. No.

Where can we get more units?

Ans. We can undo one of the tens.

Yes, you may do so. How many new units does that give you?

Ans. Ten.

How many had you before?

Ans. Five.

How many have you now in all?

Ans. Fifteen.

Now you may subtract the units.

Ans. 7 units from 15 units leave 8 units.

(Express result on board). How many tens have we in the minuend?

Ans. Two.

What has become of the other ten?

Ans. We took it to put with the units.

Subtract the tens.

Ans. 1 ten from 2 tens leaves 1 ten.

(Express on board).

What is the difference between 35 and 17?

Ans. 18.

(We have our classes say "take" instead of "borrow" since the ten is never returned to its former place).

Form the number 40. We will take 24 from it. What is the first step?

Ans. To subtract the units; but we can't take 4 units from no units. We shall have to take one of the tens.

How many units will you have in all?

Ans. Ten.

How is it that you have but 10 units in this minuend when you had fifteen in the other?

Ans. Because I had five units to put with the ten before, and here I had none to put with it.

You may subtract.

Ans. 4 units from 10 units leave 6 units. 2 tens from 3 tens leave 1 ten. The difference between 24 and 40 is 16.

You may explain this example right through, telling what you do and why.

Ans. I cannot subtract 4 units from 0 units, so I take 1 ten which equals 10 units. 4 units from 10 units equal 6 units. I have but 3 tens in the minuend because I used one. 2 tens from 3 tens leave 1 ten. The difference between 24 and 40 is 16.

Let them explain every example until they thoroughly understand the reason for each step. After a little, discontinue the use of objects and have the work expressed in figures only.

When we come to use hundreds, a similar method may be employed. Make bundles consisting of ten tens each. It is not always convenient or necessary to have each pupil work with objects at this stage in the teaching. One or two pupil may work before the

class, the others after the first example or two, expressing the work on their slates.

Form the number 345—3 hundreds, 4 tens, and 5 units. Take 163 from it. Subtract the units.

Ans. 3 units from 5 units leave 2 units.

Who can tell what to do about the tens?

Ans. We cannot take 6 tens from 4 tens, so we take one of the hundreds, which equals 10 tens. We had four tens also, and that makes 14 tens in all. 6 tens from 14 tens leave 8 tens.

Subtract the hundreds.

Ans. We have but 2 hundreds now in the minuend, because one was taken to put with the tens. 1 hundred from 2 hundred leaves 1 hundred.

Form the number 500. We will subtract 231 from it.

Can the 1 unit be subtracted as the numbers stand?

Ans. No.

Where must we get units to use?

Ans. From the hundreds,

Why from the hundreds?

Ans. Because there are no tens in the minuend.

Very well, take one of the hundreds.

Of what does it consist?

Ans. 10 tens.

Can you subtract the units now?

Ans. No, I must take one of these tens, which will give me ten units.

You may subtract the units.

Ans. 1 unit from 10 units leaves 9 units.

How many tens remain in the minuend?

Ans. 9 tens.

Why not 10 tens since there were 10 tens in the hundred that you took?

Ans. Because I used one of those tens.

Subtract the tens, then the hundreds.

Ans. 3 tens from 9 tens leave 6 tens. 2 hundreds from 4 hundreds leave 2 hundreds. The difference is 269.

Form the number 401. From it subtract 136. Who can explain all the work? (One pupil may

explain while another works with the objects).

Ans. I cannot take 6 units from 1 unit. Since there are no tens in the minuend, I must take one of the hundreds. It equals 10 tens. I take one of the tens, which is equal to ten units. I had one unit before, and that with the 10 units makes 11 units. 6 units from 11 units equal 5 units. I have only 9 tens now in the minuend. 3 tens from 9 tens leave 6 tens. 1 hundred from 3 hundred equals 2 hundred. The complete remainder is 265.

After the children thoroughly understand subtraction involving numbers in the hundreds, they will be able to apply the same principle to larger numbers without the use of objects.

Do Learned Women Make Good Wives.

A young woman, received from Columbia college the degree, *cum laude*, of doctor of philosophy. Although she is comparatively young, she has shown remarkable mental maturity. Mathematics is her forte, and the toughest problems are as easy as dancing to her. While at Wellesley college she stood at the head of her class, and after her graduation she refused to become a director of the observatory of Smith college, and declined a professorship in her *alma mater*. Two months later there was a wedding in Trinity Church in this city. The party of the second part was Miss Winifred Edgerton, the young woman of whom we have been writing, and the party of the first part was Professor Merrill, a young Columbia professor and graduate. It is said that Mrs. Edgerton-Merrill is as much at home in the kitchen as in the recitation room; that she can sew, wash and iron, and is naturally as domestic as a shy country maiden. It is expected that she will continue her studies, and do more literary work under her new relations than she could have done had she remained simply Miss Edgerton, and that while darning stockings she will

still continue reading *Mechanique Celeste*.

A thorough course of training will help any man or woman. Dr. Vincent says: "If I had a boy who expected to be a blacksmith all his life I should want him to be a college graduate. Every man owes it to himself, his wife and his children to be as much of a man as he can be. When parents are educated enough to take a real interest in the studies and work of their children, it is as easy again to teach the boy. The blacksmith needs an education because he is a citizen. In this country we cannot afford to educate a special class to investigate political subjects and to dictate to masses how they shall vote. Every man must think and act for himself. Moreover, it is the duty of every man to acquire all the education he can. The thought of immortality ought to be an inspiration to every man." What Dr. Vincent says of the boy applies equally well to the girl. A wife ought to know as much as the husband. Ignorance in either is sure to be productive of evil. Ignorant wives suit Mahomedans, but average Americans want their wives to know as much as is possible.

Miscellaneous Class Questions.

1. What two American cities are nearest to the Canadian boundary?
2. What continent has the longest coast line, compared with its area?
3. What language is spoken in Brazil, Peru, Australia, Italy, Scotland, Holland?
4. In what standard time belt is Texas?
5. Do we always see clouds?
6. Does the sun heat the air?
7. What is the difference between dew and frost?
8. Why do we see our breath on a cold morning?
9. How are clouds made?
10. Does hot air or cold air hold the more moisture?
11. Where does the vapor in the air come from?

12. Where can these be seen: Reindeer? Famous Castles? Palms? Jungles? Caravans? India rubber gatherers? The Vatican? Westminster Abbey?

13. To what countries do the following islands belong: Sitka? Iceland? Jamaica? St. Helena?

14. What animal furnishes the most material for clothing?

15. What causes paper suspended from the ceiling of a heated room to move about?

16. Why are the ends of the rails on a railroad not laid against each other?

17. From what do we obtain clove and cinnamon?

18. In what direction is Behring Strait from the North Pole?

19. Two men are twenty miles apart. They walk in the same direction at the same rate of speed, for the same time; they are then thirty miles apart. Show two ways in which this could be.

20. Which has the longer days at any time during the year, Milwaukee or New Orleans?

21. Which is further north, London or Chicago? Rome or Washington? San Francisco or St. Louis? Boston or Denver? Paris or New York?

22. Should you travel directly south, what part of South America would you reach?

23. Name the countries upon which the sun's rays fall perpendicularly?

24. Are the days and nights now of equal length on any part of the earth's surface?

25. In what direction do shadows fall at noon in Buenos Ayres?

26. What meridians are employed by the railroads of our country in establishing the standard time?—*Exchange*.

Children need to be taught obedience, not merely for the disciplinary advantage to the school, but also for the life-long benefit it will be to them to have attained the power of obedience to authority.

It is worth a thousand pounds a year to have the habit of looking on the bright side of things.

Miss Ida Gumbert is visiting in Cleveland.

Miss Maggie Stockdale, a former graduate, is now at Bethany college.

The New Salem Normal, under the supervision of J. O. Arnold and Rev. L. W. Lewellen, opened April 13 with an enrollment of 60 students. Success be with these young workers in education.

Miss May Reis, of the Senior class, will accompany Miss Esselius to Sweden this summer, for the purpose of taking a complete course in Sloyd, and fitting herself for teaching this work.

Supt. Luckey, of Pittsburg, accompanied by a committee of four members of the Central Board of Education of that city, paid the Normal a visit on Wednesday, April 22d. The purpose of their visit was to examine the Sloyd work done at the school, with a view to introducing that system of training in the schools of Pittsburg.

A half hour or more is occupied each morning in the chapel in general exercises. These are of great variety, as shown by an account given in this number of the exercises for one week. Besides the devotional exercises, leading features are the giving of educational maxims, reviews of magazines, orations by Seniors, voluntary quotations by students, &c.

Mr. Will Berryman, a former graduate of this school, who is now studying law in Washington, entertained the school with one of his spicily talks on April 20, in chapel. As Mr. Berryman is a member of company H, in Washington, and was summoned to Mt. Pleasant to quell the uprising in that place, he told us of his thrilling adventures and the great amount of bravery shown by the whole company. He said he had heard some war stories

told that he thought were impossible, but hereafter he will give credit to all that the "old soldiers" tell him, especially about the rations and sleeping accommodations.

Rev. A. W. Newlin, '77, writes an interesting letter from Winterville, O., where he is now preaching. He says: "Have had a very busy winter holding revival meetings; at least one hundred persons expressed a desire to begin the Christian life during our meetings. I am delighted to learn of the prosperity of the Normal. I hope to be able to pay you a visit during the coming summer. I am deeply pained to learn of the death of Luther Axtell and Prof. Fenno. The latter was a member of my class at Allegheny. I am pleased to note that the Philo Galaxy still retains the name I had the honor of giving it the day it was born, some sixteen years ago. I was a very enthusiastic Philo when a student in the Normal."

One Week in Morning Chapel.

TUESDAY.—Opened by singing the Long Meter Doxology. General remarks on the book of Romans by Dr. Noss. Reading from the second chapter of that book. Singing, Ariel. Repetition of Lord's prayer by school. Maxim on the board, "The greatest debt one man can owe another, the debt of a quickened spiritual life," spoken by Dr. Lyman Abbott in regard to Henry Ward Beecher. Commented on by Dr. Noss.

Remarks by the principal on physical exercise. Quotations given by students.

WEDNESDAY.—Reading from the third of Romans, with explanations. Singing, "Is My Name Written There?" Prayer by Prof. Hertzog. Oration by Mr. W. H. Martin, "Why." Maxims on board from Edward Thring, of England, "The

worse the material, the greater the skill of the workman." "If those fellows don't learn, it is my fault." Remarks by Dr. Noss on the unprecedentedly large attendance, and other subjects.

THURSDAY.—Singing, Gloria Patri. Responsive reading, The Beatitudes. Singing, Coronation. Prayer by Dr. Noss. Maxims from Edward Thring: "The teacher should have the one great merit of a key—that of fitting the lock." "The teacher's business is to make the mind strong rather than full." "In teaching it is lives, not lessons, that are dealt with." Review by Miss Mary Smith of a magazine article in April Harper, by Edward J. Phelps, on Behring Sea Controversy. Voluntary quotations by twelve or fifteen students.

Moved by C. E. Dickey and seconded by Ira Smith, that a letter of congratulation be sent by the school to Dr. Brooks upon his election to the superintendency of the schools of Philadelphia. Unanimously adopted.

FRIDAY.—Reading from Romans 8. Singing, Missionary Hymn. Prayer by Dr. Noss. Maxim from Thomas Arnold, "I would rather have my pupils drink from a running stream than from a stagnant pool." Remarks on Rugby school, and account of a personal visit there by Dr. Noss. Oration by Miss Lou Momeyer, "Intuitions of the Best."

MONDAY.—Singing, "Praise God from Whom all Blessings Flow." Reading from sixth chapter of Romans. Singing, No. 226 of Epworth Hymnal. Prayer by Rev. H. W. Camp. Maxim from Jean Paul Richter, "Education is the work of the individual upon the individual. Remarks by Dr. Noss on the maxim. Review by Miss Eleanor Patterson of a magazine article on Madame de Stael, and account by Dr. Noss of a visit to her home.