

The Normal Review.

VOL. VI. No. 9.

CALIFORNIA, PA., JUNE, 1891.

50c. A YEAR.

Entered as second-class matter.

E. E. McGill is teaching a select school near Good Intent, Washington county.

Mr. S. G. Ailes, '88, takes the place of Mr. W. E. Crow as editor of the California Messenger.

Miss Mattie Morgan, of the Senior class, was favored with a visit from her father and brother a week or two ago.

Dr. Noss is a member of the examining board at Shippensburg. The examination at that place begins on June 16th.

Mr. W. E. Crow, '90, has severed his connection with the California Messenger, and is doing reportorial work on the Pittsburg Post.

Messrs. J. M. Layhue, Wm. McCullough, Lee Smith, W. D. Cunningham and Miss Ada Goe have been recent visitors at the Normal.

We were favored at morning chapel on May 13th, with two vocal solos by Miss Norcross of Pittsburg, the second being given as an encore.

Mabel Mountsier, '88, who has been attending school at Dover, N. J., has accepted a position to teach in the 5th ward school of Allegheny City.

J. F. Bell, M. D., '84, was nominated for city physician by the mayor of Elgin, Ill., and the nomination was confirmed by a unanimous vote of the city council.

Dr. Noss is writing a series of reminiscences of foreign travel for

the Monongahela Daily Republican. The first article, on Field Marshal Von Moltke, appeared on May 2d.

B. F. Meredith, 90, who has just closed a successful term as principal of the Glenfield schools, has entered the Normal for special work during the remainder of the term.

Mrs. Dora Rider, known at the Normal as Dora Jacobs, died at her home in Fallowfield township on May 15th. She had been for several years a successful teacher in the schools of that township.

California, Penn., under the lead of Dr. Theo. B. Noss, is setting the standard for Sloyd work throughout the State. There is probably no more successful introduction of this system in America.—N. E. Journal of Education.

The ten minutes drill at chapel each morning by Prof. Keffer is improving the singing in devotional exercises. Besides his regular class work in vocal music, Prof. Keffer gives lessons on the violin, cornet, and other instruments.

At the spring election of trustees of the Normal, those chosen were Dr. N. S. Veatch, G. W. Chalfant, L. P. Beazell and W. H. Gregg. Hon. B. W. Castner and Hon. Gibson Binns were recommended for appointment as State trustees.

We print on our last page this month a personal letter to Dr. Noss from Mrs. Anna R. Fait, nee Pfisterer, who will be well remembered by her classmates of '83, and by many other friends in Califor-

nia, where her girlhood days were passed.

Mr. R. C. Crowthers, '85, has been appointed secretary of the Pittsburgh Coal Exchange, at a salary of \$1400 per year.

L. O. Sutherland, '83, who graduated this spring at the Western Theological Seminary, Allegheny, Pa., was ordained by the Pittsburg Presbytery at its recent meeting, and will prosecute his labors as an evangelist for some time in the west.

The examination of the Senior and Junior classes will begin on Tuesday, June 23d. The members of the committee are Prin. Welsh, and County Superintendents Herrington, of Fayette, and Iams, of Greene county.

T. H. Sutherland, Cynthia Manon and S. Z. Crumrine were among the applicants for permanent certificates at the examination in Washington, May 11th. Mrs. Ethel Ward Danley, and E. E. McGill were members of the committee, Mrs. Danley being chairman. All the applicants were successful.

The ball game at California on Saturday between the Normal school team and the W. & J. boys resulted in a victory for the Normal students by a score of 6 to 4. The usual complaint about the ground and umpire is made and given as the reason for the score, but the fact remains that the California boys play ball.—Washington Reporter.

LITTLE MAY.

Have you heard the waters singing,
 Little May,
 Where the willows green are bending
 O'er their way?
 Do you know how low and sweet,
 O'er the pebbles at their feet,
 Are the words their waves repeat
 Night and day?

Have you heard the robin singing
 Little one,
 When the rosy dawn is breaking,
 When 'tis done?
 Have you heard the wooing breeze
 In the blossomed orchard trees;
 And the drowsy hum of bees,
 In the sun?

All the earth is full of music,
 Little May,
 Birds, and bees and water singing
 On their way.
 Let their silver voices fall
 On thy heart with happy call;
 Praise the Lord who loveth all,
 Night and day,
 Little May.

Arbor Day—or tree planting day—has passed, and we are glad to notice how widespread has grown the custom.

The utilitarian idea is not the only one to be regarded; to awaken a true, loving spirit among the children possesses a greater advantage. The public schools of Cleveland, Ohio, have fully sustained their reputation for coming to the front in any matter of improvement, by the planting of several trees by each of the many buildings. The exercises in connection with the planting, in some cases, were elaborate, and the occasion will be pleasantly remembered.

The proposition now before the legislature of New York to consolidate with Brooklyn and other suburbs, will no doubt strike the people of the west as a scheme to prevent Chicago from becoming the American metropolis. Chicago will grow more rapidly than New York for obvious reasons, the chief of which is her ability to spread out.

It seems a fact that taxation is less in New York than in the smaller city, which no doubt accounts for the attitude taken by Brooklyn citizens.

There are other considerations, which relate to the administration of the various departments, such as police, fire, street and water, which might well make the citizens

of either city hesitate before adding a vote for consolidation.

The Ohio Teachers' Association will hold their annual meeting at Chautauqua, New York, in July.

Some of the subjects for discussion are as follows:

I. Dullards and Incurables.
 II. Are the public schools accomplishing the work the people have a right to expect.

III. Public schools are a Moral Force.

There are other of importance, but these are timely themes, and teachers will watch with interest the manner in which they are disposed.

We naturally expect any news from far away Africa to be exciting, but we can certainly be surprised to receive a lesson on the subject of temperance. Some English land company is constructing an inland telegraph line, and the chief of one of the tribes through whose territory the line passes, has agreed to furnish men to cut poles, provided no liquor be sold to any of his people.

Have a care for the tone of your voice. All cannot have voices that are "tender and sweet and low," but each is able to make his voice a pleasure to hear.

There is nothing like cheeriness in one's voice, it is like a ray of sunshine. There can be heartiness in a voice, if the tones are low, that will make them heard. Try not to reach that penetrating, rasping tone that is weariness to follow, and uncomfortable for the listener.

The too common method of writing "spelling" words in columns, and commencing each word with a capital, cannot be too severely criticized. If the words must be written in a column, only begin proper names, or such as would begin with a capital anywhere they were placed.

To cultivate the use of language, by conversation, teachers have given out well known proverbs or quotations, and have the pupil tell again in his own words.

The lily with ten tongues can
 Hold its peace;
 Wilt thou with one from
 Babbling never cease?

Boldly thy bread upon the
 Waters throw,
 And if the fishes do not,
 God will know.

Too little attention is given to current events in the average grade school. Why not suggest to the pupils to be on the watch for newspaper items of unusual importance, and have them read once a week in place of the regular reading lesson. This exercise would possess a two-fold advantage, that of practice in supplementary reading, and the discussion of facts of more than ordinary interest. Topics relating to charities, great political events and literature, would be most acceptable.

The government is now attempting to secure uniformity in the spelling of geographic names.

All official publications will follow the recommendations of the board in charge, and it is to be hoped that map-makers and publishers of text-books will also adopt them, as indeed the daily press is doing. The following changes may be of interest: Bering for Behring, Barbados for Barba-does, Baluchistan for Beloochistan, Colombia for Columbia, Haiti for Hayti, Helgoland for Heligoland, Kongo for Congo, Salvador for San Salvador, Chile for Chili.

A careful consideration of our own actions with a sharp eye ever ready to detect the *causes* of our want of success, followed by a determined effort to steer clear of these same breakers in the future *must* in the end bring its reward.

Don't be discouraged because you do not reach the heights at one bound. Development takes time, more with some than others. But never rest content until you do reach the goal at which you aim. Let your aim be high, then a resolute "I will" accompanied by prayerful effort will carry you far toward the object of your aspirations.

To a teacher there should be no such word as fail.

INDIVIDUALITY.

BY EVA KINNEY GRIFFITH.

The grading system, when carried to extremes, has one grave defect. It destroys individuality among pupils. Children are not things, they are beings with varying interests and capacities. They are not all alike, and were not meant to be by their Creator. To put them into a graded school run like a mill, whose system is so rigid that all are ground out alike, with just so much grammar, arithmetic and geography and no more, is to crush out and destroy that individuality of taste and aptitude which God meant should be the guide, not the hinderance to education.

I once knew of a case where a teacher, in love with a system, instead of being in love with the human souls under her charge, discovered a boy in her school with such an aptness for arithmetic and drawing and such an apathy towards grammar and geography that she determined on heroic measures. She hid the boy's arithmetic, took away his pencils, and allowed him nothing but grammar and geography to study. With a pain amounting to anguish, he was obliged to see his class go on ahead of him in his beloved studies and pass into another room, while he was bound down to the studies in which he took no interest and was not allowed even to touch the ones in which he delighted. Sickness ensued, and the parents were obliged to take him from school. Afterwards when the matter was brought to the notice of the kind-hearted principal, he allowed the boy, much to the under-teacher's chagrin, to jump clean over two whole grades into his own room, where he was given nothing but mathematics to study. Then, little by little, his attention was called to mistakes in his book-keeping and other work, which would have been avoided by one familiar with grammar. By and by, it came to the boy that he had missed something in missing his other studies, and of his own

accord he went back and made them up. Yet his greatest proficiency was always in the mathematical studies, for which he had a special aptness.

To be true to the minds under his charge, the teacher should study the different tastes, aptitudes and inherited tendencies of his pupils, and should seek to encourage individuality wherever practicable. This may be done in little ways, even when the system of grading in the schools is beyond the authority of the teacher. By kindness and tact the teacher may encourage this one's proficiency in grammar, that one's aptitude for drawing, or another's taste for reading. By little talks before the whole school, he may interest the pupils to look for their specialty, and illustrate it by stories of great men who have succeeded in life by simply knowing one thing well.

When a pupil thinks he has found his specialty, encourage him along his chosen line, allowing him to give occasional exhibitions of his skill before the whole school, and thus build up a reputation for good reading, good writing, quick adding or other art. By a little tact, also, his love for his special study may be made the means of interesting him in the rest.

The object of school education is not simply to give the pupil so much reading, writing or arithmetic, but to discipline the mind, form studious habits, and arouse a love of learning. And all this may be accomplished with one or two studies as well as with four or five.

It is well known to every one who reads biographies, that the people who distinguish themselves for learning in mature life, are very rarely the ones who stood highest in their classes at school. They are more often those who, when pupils, developed an aptness or taste in some particular direction.

Moreover, every teacher of long experience knows how sometimes an exceedingly dull pupil is suddenly transformed into an eager and enthusiastic one by becoming interested in a new study. So dull pupils, if honest in their endeavors, should not always be kept back

from undertaking a new study because they have failed to pass in the old ones. Their individual tastes may be developed by the new study.

Individuality is of far more importance than the evenness of grade. It should be watched for, studied, and lovingly guarded by the teacher; never crushed by heroic measures.

At the close of the first half-century of the government, when, for instance, Webster delivered his eulogy of Adams and Jefferson, or his oration at the foundation of the Bunker Hill monument, there was no necessity of considering how to stimulate and deepen the sentiment of nationality. The vast flood of foreign immigration with which we are familiar had hardly begun to rise, and an appeal to American patriotism touched every heart with the same emotion. That day is passed. The necessity and the consequent duty of instruction in national history and of preservation of the national traditions are imperative. The fundamental truths that there is no liberty without law, that every form of class legislation is anti-republican, that educated intelligence is a chief bulwark of free institutions, that individual vigilance and activity are the guarantee of political progress, must be constantly and practically inculcated. — *Harper's Weekly*.

Items of Interest.

Sheet iron is rolled so thin at the Pittsburgh iron mills that twelve thousand sheets are required to make a single inch in thickness. Light shines through one of these sheets as readily as it does through ordinary tissue paper.

There are about 2,500 women in the United States who hold diplomas from medical colleges. The first woman physician was Elizabeth Blackwell, who graduated in 1848.

Ninety thousand cows, it is calculated, have to be milked twice a day to supply London alone.

Questions Used for Teachers' Examination in Cleveland, O., April, 1891.

GRAMMAR.

1. Analyze fully and not simply by diagram :

*Guided thus, O friend of mine,
Let us walk our little way,
Knowing by each beckoning sign
That we are not quite astray.*

2. Tell what part of speech each italicised word in the above is, why it is such part of speech, and what its construction or government is.

3. Correct and give reasons, and the reasons will be considered much more important than corrections: He went and I wish to. Things look more favorably this morning. Either you or I are in the way. Every plant and every tree produce others after their kind. I and you and James have began their studies. •

4. Put this in good prose, retaining the same ideas fully, and in the same order :

See the sole bliss heaven could on all bestow,
Which who but feels can taste, but thinks can know ;
Yet, poor, with fortune, and with learning, blind,
The bad must miss, the good, untaught, will find.

5. What are words, and what are the grounds for separating them into classes called parts of speech ?

6. What is a relative pronoun? Why so called, and what properties have it and its antecedent in common? Illustrate.

7. Write sentences containing the following words used correctly: Obeisance, eligible, terse, captious, cruise, deficit, incessant, parsimonious.

ARITHMETIC.

1. Sold a horse for \$75, and by so doing I lost 25 per cent., whereas I ought to have gained 30 per cent. How much under his real value was he sold?

2. If a box 4 feet long, 2 feet wide, 1½ feet high contains 300 pounds of sugar, how much will a box contain that is 8 feet long, 4 feet wide and 3 feet high?

3. How much grain must be sent to the miller that a bushel of meal may be returned, the miller taking one-sixteenth part for toll?

4. A note for \$1,000 was given June 7, 1884, and was due Dec. 18, 1885. What was the note worth at its date?

5. A ship is valued at \$35,000 and her cargo at \$75,000. Three-fifths of the value of the ship is insured at 3¼ per cent. and two-thirds of the cargo at 2½ per cent. What is the amount of premium?

6. A, B and C enter into a partnership ; A puts in \$500, B \$350 and C 320 yards of cloth ; they gain \$331.50, of which C's share is \$120. What is the share of each of the other partners, and what the value of A's cloth per yard ?

7. One-fourth of a legacy was spent in 8 months and three-sevenths of the remainder in 12 months more, after which there remained \$410. What was the entire legacy?

8. The height of a tree in the center of an island 100 feet in diameter is 160 feet, and a line drawn from the top of the tree to the farther shore is 400 feet. What is the width of the stream?

9. Find the side of the largest cube which may be inscribed in a sphere 40 inches in diameter.

10. Define list price, advalorem duty, days of grace, sight draft and perfect power.

GEOGRAPHY.

1. For what is Mecca noted?
2. Where is the country of Cochin China?

3. From what does North Carolina derive her chief wealth?

4. What is the chief article of fuel in Ireland?

5. Name some of the lakes of Florida.

6. Bound Ohio. Give the capital of the States bordering Ohio.

7. How large is Delaware?

8. Name the chief cities of Canada.

9. What is the Golden Gate?

10. What State is called the Granite State?

HISTORY.

1. What evidence have we of a pre-historic settlement in Ohio?

2. In what State do we find a large French population? How accounted for?

3. Name five distinguished patriots of Revolutionary times.

4. When and where was the battle of Lundy's Lane fought?

5. By whom was nullification advocated, and what caused the movement?

6. Distinguish between the Army of the Potomac and the Army of Northern Virginia.

7. For what two principles was the Southern Confederacy fighting?

8. Name five of the foremost statesmen since the Civil War.

9. Why were the "Alabama Claims" so called?

10. When and for what purpose was the "Electoral Commission" formed?

PHYSIOLOGY.

1. Locate the sacrum, the radius, the sub-maxillary, the patella, the os calcis.

2. Name the different kinds of joints in the body. What holds the bones in place?

3. Describe the cerebrum, the cerebellum.

4. Name four things that promote digestion, and as many, not the opposite, that retard it.

5. How is the blood purified? Where? What change takes place in color and quality?

6. Describe the spinal cord, its delicacy and its protection.

7. Is alcohol food? Does it enable one to better endure cold? Heat? What does redness in the face of hard drinkers indicate?

8. Is alcohol in any form a promoter of life? What is it? What is the best you can say of it? What the worst?

9. What quality has tobacco that makes its use so common? What that makes its uses so injurious?

10. What are the supposed benefits of alcohol and tobacco? What the real effects?

THEORY AND PRACTICE.

1. What is the inductive method of teaching?

2. What should be kept constantly in view in questioning?

3. What is the "drawing out" process? What objections to it?

4. Should children ever be re-

quired to memorize what they do not understand? Why?

5. What advantages have written over oral examinations?

6. What is cramming?

7. Should the teacher use a text book in recitations?

What Ought the School to Do for the Discipline of My Boy?

R. R. REEDER.

The effect of education upon the child's will is discipline. Will training shows itself in the habits of the child. By habit we do not mean a blind, passive adherence to a rule or order of conduct, but a conscious, purposive and uniform observance of what one conceives to be best for him. The sum of all one's habits, including their motives and force, make up his character. The end of education is to form character.

I have a right to expect that the school discipline shall train my boy to the formation of good habits. Those general habits which school training should inculcate are first, the habit of obedience; second, of honesty; third, of industry. These are regulative habits of life, and form the substrata of character.

Obedience counts for nothing as discipline unless it is immediate, entire, and unquestioned. It should also be cheerful. If the teacher permits any boy to choose his own time and make his own terms of obedience; if he permits him to trifle with authority by being tardy instead of prompt in his responses; indeed, if he does not require an immediate compliance with all reasonable demands, he inflicts upon him an irreparable injury. Such a teacher builds into the character of his pupils a moral looseness that may, and not unfrequently does, wreck all their future prospects.

It is in the school that the boy first comes into contact with properly constituted authority outside of the family. In this age of filial insubordination, of sugar-plum and taffy government in so many homes, it often happens that the ill-trained child in the home has his

first experience with authority when he enters the school. If he does not meet it here, he must wait—usually not long—until an object lesson is given him by the rough hands of a gentleman in blue coat and brass buttons, who indeed would have but little to do if it were not for such home discipline as above referred to. This lesson, however, comes so late that it rarely proves of lasting value. It restrains, but seldom trains.

The boy's respect for the authority of the state is determined by his home and school training. When the home and the school do their work well in the discipline of children, there is nothing left for the state to do. "Train up a child in the way he should go, and when he is old he *will* not depart from it" is just as true as it is old. The home should prepare for the school and the school for the state.

Every child has a right to know by experience that there is such a force in the moral world as rightful authority, that it is as unflinching as a law of nature, and that it is the fundamental principle of government. The teacher who lacks the moral earnestness and power necessary to govern his pupils has no right to a place in the school room. His school is a training place for the future law-breakers and social outcasts.

In matters of discipline many teachers adopt the plan of moving along the line of the least resistance. Anything—just so I can "get along" with the obstreperous youth or this giggling, irrepressible girl. I don't want you to "get along" with my boy. I want you to *train* him.

But I have also a right to expect that the requirement in all matters of discipline made upon my boy shall be fully met, to the end that he may be trained to habits of thoroughness in obedience. If the requirement is that he shall stand erect when he reads, and not on one foot, cross-legged, leaning against the desk, with head down, spine curved, shoulders thrown forward, and book in two hands, then I want you to see *that he does it*. If you require that he shall lift his

feet as he walks, and not touch much of the surface upon which he moves, that he shall move more rapidly, but quietly, then I ask you again to see *that he does it*. In a word, if you have certain ideals in form and movement, they should be realized in a large measure in the training of your pupils. The physical and moral discipline that results from such thorough training is of inestimable value to a boy's life work.

I have a right to ask that the authority vested in the teacher shall be so exercised as to beget a spirit of cheerful acquiescence and not of dogged sullenness and obstinacy, on the part of the pupil.

Without further discussion of this point we may leave it with the following universal principle: In all government by personal agents, the spirit and temper of the ruler produce their kind in those subject to authority.

Those hardy pioneers who formed the bulk of the population of the thirteen original colonies, felt deeply the importance of supplying the facilities for education to the rapidly increasing population.

The per cent. of illiteracy in our country has been greatly increased, and apparently unavoidably by that vast tide of emigrants which seek freedom and fortune in our more favored land. But the movement against this great evil—ignorance—is making remarkable headway, as is shown by the census bulletin No. 36. Maryland has the best record, its increase in school enrollment for the last ten years being twice the increase in population. Arizona's gain is almost as great, and these are followed closely by the District of Columbia, its growth being one-third that of the increase in population. The greatest actual gain in school enrollment has been in South Dakota—568 per cent.—but the population has grown in the meantime about 235 per cent.

If there is a virtue in the world at which we should always aim it is cheerfulness.

FROM GOETHE.

As through the peaceful heaven
 The somber clouds do go,
 When through the pine tree's summit
 The languid breezes blow;
 So through life's cheerful sunshine
 I travel on my way,
 Alone, and without greeting,
 With weary step each day.
 Ah, that the sky's so cheerful!
 Ah, that the world's so bright!
 When round me storms were raging,
 My sorrows were but light.

—F. F. HARDING.

Winnetka, Ill.

Helps for Young Teachers.

FREEDOM AND DISCIPLINE IN PRIMARY SCHOOLS.

By BELLE THOMAS, in *The Teacher*.

One reads and hears much nowadays of the freedom that should be given to little children in the beginning classes. The child must be made to feel at home, no restraint imposed upon him etc.

If the young teacher is not wise, she will be misled by many of these suggestions and her career as a teacher suddenly cut short because she cannot "keep order."

Under the old regime the child was taken from the freedom of home-life and hurried into an atmosphere of restraint—fairly buried under a load of rules and don'ts. His active body which had gone from early morn till night, never tiring because always changing in position and occupation, his busy hands doing just as the active brain suggested; his voice heard talking, singing, whistling as impulse dictated. All this activity was checked when he entered the old-fashioned school.

Possibly some of these straight-jacket schools have not been obsolete so long but that some of my young readers may have attended them in their younger days. They may be able to recall the crack in the floor upon which their toes rested, the angle at which the reading book was held, the long half hours when they had to sit at their desks with eyes fixed upon a book, how they were required to tip-toe across the room with their hands behind them; yes, and the times they had to write a hundred

words on their slates after school because they whispered. Had it not been for the "buoyancy and resistance of childhood" such children would have been crushed under this load. As it is, doubtless all their subsequent school-life has been materially injured by this unnatural treatment.

With the advent of the Kindergarten came a new order of things for the primary schools. Educators saw in the principles of Froebel the promise of better things for the children, even in schools where a Kindergarten was a luxury too expensive to be hoped for. As a result, a reform has been accomplished which has given us in some places almost ideal schools. In visiting one of these schools you will find the teacher becomingly dressed, easy and graceful in manner, her voice quiet and pleasing; in fact, culture and refinement stamped upon all she says and does. The children seem to have perfect freedom; they move about from place to place like older pupils in a laboratory, because there is something to do. Each child seems to take care of himself. Here is a group at the black-board covering the space allotted with interpretations of the story which the teacher told as a part of the opening exercises. Another group is at a table, each one as intent upon his building as though he were a real workman handling real materials. Some at their desks with scissors and paper are cutting forms of objects. Another set are watching some fish in a pan of water; and the occasional exclamations of delight or surprise which escapes these busy observers does not seem to attract the attention of the others nor disturb the nerves of the teacher. Their observing seems to have been done to some purpose, for at the approach of the teacher each one is eager to tell her what he has seen, and as we listen to their animated conversation we wonder why some teachers find it so difficult to get the children to "use language." A faint sound from a call bell on the desk is for all to hear. No well drilled company of soldiers

could fall into line more promptly and orderly at the bugle call than these little people have obeyed that one silver note. Now, all are in their seats, attentively watching the teacher; a song is chosen, and the air is filled with the music of their glad voices as they tell you, with all the expression of a trained chorus, "What the Pansies say," of "Falling Rain," or the "Flowers at Easter Time." Note how perfectly the song is adapted to the season of the year, and how well it seems to be understood and felt by the youngest pupil, even.

The enthusiastic visitor or newspaper reporter leaves this school, and in the next issue of the daily paper, or monthly educational journal, we read a glowing description of Miss Joy's school; of the entire absence of rules, the perfect freedom, and the do-as-you-please air of each pupil. But in his description he has omitted the main-spring of all this freedom. You are not told the secret of all this seeming lack of restraint on the part of the children.

Could you become personally acquainted with this teacher you would find that she had a will as strong as the teacher who kept you in a straight-jacket, that her nerves are quite as sensitive, that she is very systematic, and that this school is as perfectly under her control as the one you attended, ruled by cross looks and stern commands.

Let us visit this teacher early in the school year, perhaps we may learn the secret of her ability to keep school with each child at ease, no exacting rules and no restraints imposed. We find her with a room full of beginners, they have been there long enough to feel somewhat at home, the expression of awe written on their faces is fast disappearing, and they are no longer content to sit still by the half-hour absorbed in the newness of their surroundings.

The wise teacher realizes the situation, and her lessons in discipline now begin in earnest. These forty representatives of as many homes must learn to obey the one leader; must know what it means

to obey instantly; each must learn that he is one of many and can no longer have every whim heeded; learn that there is a time when he may have the teacher's ear and to wait for that time; that "I can't and don't want to," knights-errant that did him good service in controlling the home circle, are absolutely powerless with his new mistress. We listen closely to hear special rules of conduct given, such as we have been accustomed to hearing early in the school-year, but she seems to have no more use for these than the usual threats we had learned to look for. We find her frequently leaving class work, and spending five or ten minutes in having the whole school follow her in a sort of free gymnastics. The directions for all such work are given in a quiet voice, still "one that gives forth no uncertain sound," and while they follow her as willingly as they did their leader on the play-ground a half-hour ago, these pupils are learning most effectively their lesson in attention and prompt obedience. We notice that she gives no general direction until she has the attention of each individual before her, then holds each one responsible. Probably, she has learned that many so-called careless or disobedient children are such because they never learned to listen with attention.

In the group at the blackboard two have not learned to work for themselves, their talking disturbs the other work of the school. There is no scolding; no directions for staying after school; they are simply told that they cannot draw upon the board any longer because they are disturbing the others. In this case, the depriving them of a much coveted privilege is all the punishment necessary.

Please remember, this punishment was not promised them before their anticipated pleasure began, nor does the teacher interrupt her work several times to say, "If talking at the blackboard is not stopped you will have to go to your seats." The child has done that which interrupts teacher and scholars, and the punishment comes swift and sure. She makes

no promises, no threats; does not waste her strength and the time of forty pupils in "nagging;" seems always ready with a look or word of approval; still you hear no unwholesome flattery or praise, none of the sugar-coated talk which so many people, not teachers alone, consider necessary in gaining the good-will of children.

Young children are quick to see through hypocrisy; "sound themselves" they are quick to discover defects. They are not to be deceived in having a weakness in the teacher's discipline bolstered up with coaxing and honeyed phrases.

They are keen in their sense of justice and soon willing to have it meted out to them when they see that no one of their number escapes under like circumstances.

It is the weak, vacillating teacher who makes note of the slightest discrepancy one day and permits grave errors to pass unnoticed the next who has the undisciplined school. Pupils in such hands are always kept busy studying the mood of the teacher, always in a state of uncertainty: hence restless and uneasy, like the goat in the well. While some days show more advance than others, still constantly dropping back, the end of the year finds them undisciplined, and worse still, with bad habits acquired that will make them the troublesome pupils of the next grade.

Over-indulgence and ever-varying rules are often mistaken for the desired freedom, but such management makes restless unhappy children and too often results in their taking the matter of control into their own hands: then conflicts ensue. Again, young teachers often flatter themselves that a certain disorder in their schools is the best proof that the kindergarten spirit is there, indeed will introduce some of the occupations and gifts and then attempt to cover every weakness in their work by using a kindergarten cloak. How much longer is this glorious work of the true kindergarten to be made a scape-goat for poor teaching?

'Liberty is dangerous unless it

has instruction for a counterpoise." So may freedom in the primary school prove the breaker ahead for the young teacher, unless it exists with an experience that has proved her to be a strict disciplinarian when occasion demands and possessing a skill sufficient to lead the child to do as she wills until he wills to do the best for himself.

The Father's Advice.

"My old father gave me and my brothers good advice when we started out in the world."

"What did he say?"

"Be not too fond of E's, endeavor to be Y's, and you'll not be set down as J's."

The number of Indians in the United States who can read English is stated to be over 23,000; the number who can read Indian languages is over 10,000.

Queen Victoria was born on May 24, 1819, and succeeded her uncle, William IV., on June 20, 1837.

There are 413 species of trees to be found within the limits of the United States and Territories, sixteen of which, when perfectly seasoned, will sink in water. The heaviest of these is the black ironwood (*Condalia ferræ*), found only in Southern Florida, which is more than thirty per cent. heavier than water. Of the other fifteen the best known is the lignum vitæ (*Guaiacum sanctum*) and the mangrove (*Rhizophora mangle*). Texas and New Mexico, lands full of queer creeping, crawling, walking and inanimate things, are the homes of a species of oak (*Quercus grises*) which is about one and one-fourth times heavier than water, and which, when green, will sink almost as quick as a bar of iron. It grows only in mountain regions, and has been found westward as far as Colorado desert, where it grows at an elevation of 10,000 feet; all the species heavier than water belong to tropical Florida or in the arid west or southwest.

Clionian Review.

MOTTO—Pedetentim et Gradatim Oriamur.

ELIZABETH DEHAVEN, Editor.

Miss Eva Keener passed a few of the pleasant May days at her home up the Monongahela.

Miss Blanche Gilmore, of Webster, was a welcome visitor at the college a few days ago.

Mr. Chas. Guinn, a former Clio, has left his home in California to begin business in Texas.

Misses Ewing and Ruff were in Pittsburg during the May Festival, and report a very pleasant time.

Miss Belle G. McGinnis, of Sewickly, furnished Clio with some excellent music, Friday evening, May 8.

Misses McClain and Swihart, old and faithful Clions, have returned to school and are taking the Junior course.

Miss Edna Thistlethwaite visited her friend, Miss Linton, on the evening of Miss MacPherson's entertainment.

Miss Allie Baker, '89, is spending her vacation at home, having just finished a successful term's work at Webster.

The Normal base ball nine, which has become famous since its victory over the Washington and Jefferson club, has eight Clions in it.

Mr. Chas. Phillips, '90, is enjoying a vacation after teaching a successful term of school at New England, Allegheny county.

Mr. Arch Powell, a Junior of '89, has received a very tempting offer to travel in Africa in the interest of the Pittsburg Dispatch.

Botanizing seems to have become a mania with the students. Every pretty evening numbers of them

can be seen wending their ways in different directions for flowers.

The Juniors have taken up vocal music with a determination to make themselves as proficient in it, as they are in all their other branches.

The Seniors have finished their chapel orations. They are now having instruction in vocal music for a few minutes each morning after devotional exercises.

Mr. W. J. Johnson's oration, delivered before Clio society, Friday evening, May 1, was full of thought, practical and polished. We are always glad to see old Clions.

Miss Romaine Billingsley, our successful contestant last year, recited to large and interested audiences at McKeesport and Brownsville during the past month.

Mr. Harry M. Chalfant, a former Clio and member of the class of '86, has been chosen to represent the Washington and Jefferson college at the Inter-Collegiate contest at Beaver Falls, May 29.

The name of Mr. Gilbert A. Beaver has been received as an honorary member of our society. Mr. Beaver is interested in the Y. M. C. A. and spoke in the chapel on that subject while here. The best wishes of Clio go with him on his work.

Miss Janet Campbell, '90, has returned from Powhatan Point, Ohio, where she has been teaching for the past nine months. Her first year has been very successful, and she reports having spent a very pleasant time with the Ohio people.

All friends of Clio will be gratified in knowing that Messrs. Altman and Sterling, whose fine "battery" work was one of the features of the base ball game, which the Normal club won from the Washington and Jefferson club, are both members of our society.

About May 1st, Mrs. Kellogg, a former member of our faculty, took the assistant editorship of the New York School Journal and Teachers' Institute. This is one of the finest positions in journalism held by any lady in the country. We feel sure her work will be of the same order.

On Saturday evening, May 16, Miss Patten gave a reception to the Senior class in the public parlor. A delightful evening was spent in conversation, games and story telling. Ten o'clock came all too soon and after saying good night the Seniors departed, expressing themselves as well pleased with their evening.

The second base ball game between college ball clubs was played on the campus May 23d, between the Western University, Pittsburg, club and our Normal nine. It started raining about one o'clock but in a short time ceased and the game was called at half-past two. The playing was good considering the circumstances. The game was called at the fifth inning, 4:10 o'clock, with the score standing 9 to 6 in favor of the Normal nine. The visiting club did good playing, were good humored and gentlemanly. They will always find a warm welcome at the Normal. This is the second victory for our club.

Philomathean Galaxy.

MOTTO—Non Palma Sine Pulvere.

ZONA LONGDON, Editor.

Miss Georgie McKown, '90, is teaching in Allegheny, Pa.

Prof. J. C. Longdon is teaching a Normal term at Burnsville.

Mr. Gibson, of Mon. City, a new student, has joined the ranks of Philo.

Mr. W. F. McVay, '90, is teaching a term of select school at Prosperity.

Miss Lillie Moyle spent a few days at her home in Sharpsburg recently.

J. E. Day, one of last year's energetic workers for Philo, is now taking a college course at Waynesburg, Pa.

Miss Laura Westbay is at her home in Elizabeth enjoying a vacation after a successful term of school work.

The Juniors are now enjoying a vocal music drill, given by the excellent instructor, Prof. Keffer, of Latrobe.

Mr. Wm. McCullough paid the Normal a visit a short time ago and Philo was honored with one of his eloquent talks.

Mr. and Mrs. Stephen Day, of Lowland Farm, visited the Normal a short time ago. Philo society was also honored by their presence.

Miss Cora B. Davis, a Junior of last year, and an earnest Philo worker, is reported as doing excellent work as a teacher in Ft. Collins, Col.

The last of the Senior orations, given by Miss Mary Zook, was appreciated by all who heard it. The oration contained good thought and was well delivered.

Miss Patten, teacher of form and drawing, gave a reception to the Senior class May 16. It was highly enjoyable to all present. Miss Patten distinguished herself as a most excellent and agreeable hostess.

Mr. A. J. Johnson, '90, who recently closed a very successful term as principal of the Berlin (Somerset county) schools, is engaged at present on the staff of the Pittsburg Leader.

The following Philos will contest this year: Recitation, Miss Ella Gallagher; reading, Miss Mary Bentley; essay, Miss Etta Lilley; oration, Mr. W. J. Latimer; debate, Mr. C. H. Dils.

The present officers of society are: President, Mr. Colebank; vice-president, Miss Ella Gallagher; secretary, Miss Ella Patterson; treasurer, Miss French; critic, Mr. W. J. Latimer; attorney, Mr. Bayer; marshal, Mr. Manon.

The concert given by the Washington and Jefferson Banjo, Mandolin and Guitar club was highly enjoyed by all who were present. The music was well rendered and showed an extraordinary degree of talent and cultivation.

Prof. W. D. Cunningham is conducting a large summer school of six weeks at West Newton, and has three assistants employed. He has resigned the principalship of the school at the above-named place and will go to college next year.

Mr. B. F. Meredith, class of '90, is taking a post-graduate course at the Normal. Mr. Meredith closed an eminently successful term as principal of the Glenfield schools,

April 28, and by his tact, push, zeal and principle established himself in the good graces of an appreciative community.

The entertainment by Miss MacPherson's division of the King's Daughters was given May 23. The recitations were delivered beautifully. The children deserve special mention for the way in which they conducted themselves in the gymnastic drill. The Dream of Ancient Greece was more nearly real than dreamy. The young ladies were the pictures of grace. The attitudes were very significant and the tableaux seen under the colored lights were indeed beautiful. The ladies and the teachers who had charge of the drill deserve a great amount of praise. Although it required a great deal of work, the workers should feel amply repaid since it proved such a brilliant success.

Rev. Graham, of Brownsville, who has just returned from a tour in the Holy Land, spoke in the chapel Sunday evening, May 31st, giving to a large audience an interesting account of his experiences and observations there.

The ball game between the Normal club and the Monongahela college club, of Jefferson, Greene county, resulted in another victory for the Normal boys, the third of the season. The score stood 10 to 8. In every game on the campus thus far the Normals have won.

Memorial services were held in the chapel on the afternoon of May 30th. An able address was delivered by Dr. Norcross, President of the Pittsburg Female College. Dr. Norcross also lectured in the evening, under the auspices of A. R., on the subject, "The

On Truthfulness.

"Above all things, tell no untruth, no, not in trifels. The custom of yit is naughte, and let yit not satisfie yow that for a time the hearers take it for truth, for after yit will be known as yit is, to your shame."—*From a letter of Sir Henry Sidney's to his little Phillippe.*

Jennie and I were reading together the life of Sir Philip Sidney, and we came to the passage which I have quoted above in a quaint and beautiful letter which was written to Sir Philip when he was a little boy at school, by his father. When I had read to the end of the sentence I paused.

"I wish," said I, "that I could print that sentence in letters of gold upon the walls of every school room in the land. I wish I could tell it to every boy and girl whom I know, and make them feel its force."

"Why," said Jennie in a surprised way. "Do you think boys and girls are so untruthful?"

"I am sorry to say it," I answered, "but I think a good many of them are not perfectly truthful."

"I never told a lie in my life," said Jennie proudly, "and I know plenty of other girls who never did, either."

"I am sure, Jennie," I answered, "that if you discovered that you had made a misstatement about anything you would at once correct it, but was it not you who gave Maggie Upjohn no less than five correct dates in her history examination, and helped her on two examples, and let her copy from your definitions besides?"

"Well," said Jennie, "yes, I did, but I don't call that anything."

"Did Mrs. Annersley know it?" I asked.

"Of course not."

"Would she have allowed Maggie's examination to pass if she had?"

"Certainly not," answered Jennie, "I see what you are aiming at, Miss Margaret; of course I would not accept any help on my examination, but the girls would have thought me awfully mean if I had refused to help Maggie."

"That is where a school girl's sense of morals is often defective,"

you helped Maggie to do

what you knew to be wrong, and what you would not do yourself, because the girls would think you mean if you didn't. To put it in plain English, you helped Maggie to deceive your teacher, and what is that but untruthfulness? It is not always that one can trace the consequences of such a deceit, but in this case the effect is very plain. Maggie did not gain her promotion by honest work, and therefore she will not be able to keep her position in her class. Mrs. Annersley was speaking to me of her yesterday. She said Maggie had been so idle that she was surprised at her being able to win a promotion, and that she was evidently unable to keep her new position now that she had it, and she should be obliged to put her back where she was before. That will be a just punishment for Maggie; but," said I, pausing and speaking gently, "how will the girl who helped her to commit the fraud be punished?"

"Dear me, Miss Margaret," said Jennie, "you do call things by such dreadfully plain names. I suppose now that I cannot rest till I have been to Mrs. Annersley and told her about it."

"You forget that you will be obliged to involve Maggie in your confession," said I. 'Never tell on a schoolmate,' was one maxim of my code when I was a school girl, and it is a rule that I still believe in."

"Mrs. Annersley never wants us to tell on each other," said Jennie quickly. "I will tell her about it, but I will not mention Maggie's name. Of course it was a mean thing to do," said Jennie reflectively, "a very mean thing, for Mrs. Annersley always puts us on our honor during examinations, and then trusts us perfectly. I will never do such a thing again."

Exaggeration is a very prevalent form of untruthfulness, and it is a fact that a person who long indulges in the habit becomes at last incapable of telling the truth. The moral vision becomes so blurred that one is unable to perceive the outlines of any truth clearly and to present it as it is.

Pretence is only another form

of untruthfulness. How many a school girl pretends to be brighter and better than she really is—pretends to a genuine knowledge when she has only a smattering—pretends to qualities which she never possessed, and to virtues which she never practiced.

Ah, if people could realize how useless such things really are, for we are always estimated at our true value in this world. We can deceive no one for long. It is only by being genuinely noble and good and true that we can win love and trust and honor in return, and such a character is not built easily or soon.

Once some One lived in this world for more than thirty years as boy and man, and one of his names was Truth. He felt every temptation that can come to boys and girls, and He resisted them all, and if we watch Him closely and try to model our lives after His, we have His promise that we shall succeed. "We shall be like Him," and there is no other way than this by which we can attain perfect truth and honor.—*Eleanor A. Hunter, in Christian at Work.*

The Masses in India.

The Indian peasantry has changed in no characteristic features from what it was in the early periods of the Aryan age. In those days the tillage of the soil went on in the presence of contending armies. It was understood that the cultivators were not to be molested by either party, and thus they were enabled to cultivate relations of benevolent neutrality, that is, of indifference with regard to both. Nowhere in their history is it recorded that they ever spontaneously took up sword and buckler in defense of their immediate lord, or more distant overlord. They could fight when forced to do so, but it had to be in a cause that concerned themselves, without reference to any quarrel that might be going on between their own chief and those of any outsider. In what respect have they changed since those remote times? So long as they are not harassed or

plundered in the cultivation of their Lilliputian farms, they little care as to the form of government under which they lead their laborious existence. The salt duty affects them very slightly. If the price of that universal condiment be low, they may indulge in its use a little more freely; if it be high, they deny themselves, or pay their money with grumbling. It is simply a bazar commodity, and is liable to fluctuations like any other form of seasoning. They buy it from day to day with the other materials of their simple meal, and scarcely know if the pinch they receive be a little greater or a little less than usual. They do not trouble themselves to inquire into the causes of the variation of its amount. Cheap salt means health for their children and cattle, and a larger preservation of fish, but they never pause to ask if it would be more plentiful under Home Rule.—*Madras Mail.*

How an Attorney Selected a Clerk from a Number of Boy Applicants.

A lawyer advertised for a clerk. The next morning his office was crowded with applicants—all bright, and many suitable. He bade them wait until all should arrive, and then ranged them in a row and said he would tell them a story, note their comments, and judge from that whom he would choose.

"A certain farmer," began the lawyer, "was troubled with a red squirrel that got in through a hole in his barn and stole his seed corn. He resolved to kill the squirrel at the first opportunity. Seeing him go in at the hole one noon, he took his shotgun and fired away; the first shot set the barn on fire."

"Did the barn burn?" said one of the boys.

The lawyer, without answer, continued: "And seeing the barn on fire, the farmer seized a pail of water and ran to put it out."

"Did he put it out?" said another.

"And as he passed inside, the door shut to and the barn was soon

in flames. When the hired girl rushed out with more water—"

"Did they all burn up?" said another boy.

The lawyer went on without answer: "Then the old lady came out, and all was noise and confusion, and everybody was trying to put out the fire."

"Did any one burn up?" said another.

The lawyer said: "There, that will do; you have all shown great interest in the story." But observing one little bright-eyed fellow in deep silence, he said: "Now, my little man, what have you to say?"

The little fellow blushed, grew uneasy, and stammered out:

"I want to know what became of that squirrel; that's what I want to know."

"You'll do," said the lawyer, "you are my man; you have not been switched off by a confusion and a barn burning, and the hired girls and water pails. You have kept your eye on the squirrel!"—*Cleveland Examiner.*

Celluloid is a composition of fine tissue paper and camphor, treated with chemicals, by a patented process. A rather common impression that it contains gun-cotton is a mistake, which arises from confounding it with collodion. Celluloid, it is said, is entirely non-explosive, and burns only when in direct contact with flame. When crude it looks like transparent gum, and its color is a light yellow-brown. It can be made as hard as ivory, but is always elastic and can be colored in any tint desired, the dye running through the entire substance, and being, therefore, ineffaceable.

Large amounts are used for combs of every variety, for the backs of brushes and hand mirrors, and for all kinds of toilet articles, for which ivory has been employed. Among many other articles in which celluloid takes the place of ivory or Indian rubber, are whip, cane and umbrella handles, every kind of harness trimmings, foot rules, chessmen, and the handles of knives and forks.

The freedom of celluloid from sulphur, and the natural flesh color which can be imparted to it, have caused it to be extensively substituted for Indian rubber in the manufacture of dental blanks, or the gums, and other attachments of artificial teeth, and is superior for pencil-cases, jewelry, etc., where gold mountings are used, as it does not tarnish the metal.

Celluloid can be mottled so as to imitate the finest tortoise-shell, and in this form it is used for combs, card-cases, cigar-cases, match-boxes, pocket-books, napkin-rings, jewelry, and all kinds of fancy articles. Instead of amber it is made into mouth-pieces for pipes, cigar-holders, and musical instruments, and is used as the material for flutes, flageolets, and drumsticks. For drumheads it is said to be superior to parchment, as it is not effected by moisture in the atmosphere. As a substitute for porcelain, celluloid is used for doll's heads, which can be hammered on the floor without danger of fracture. Beautiful jewelry is made of it in imitation of the most elaborately carved coral, reproducing all the shades of the genuine article.

One large establishment is employed exclusively in making optical goods, using celluloid in black or tortoise shell, jet, etc., for frames of spectacles, eye-glasses and opera glasses. It is also extensively used for shoe tips instead of metal tips, having the appearance of patent leather; it is also used for insoles. Large quantities of thimbles are made from it and it is said to be the best material for emery-wheels and knife-sharpeners known.

Another branch of celluloid manufactured has been developed, which promises to reach enormous proportions. This is the use of celluloid as a substitute for linen or paper shirt-cuffs, collars, etc. It has the appearance of well starched linen, is sufficiently light and flexible, does not wrinkle, is not effected by perspiration, and can be worn for months without injury and is easily cleaned by soap and water.

Mountains of the Moon.

The *Scientific American* for April 5, 1890, contained the following interesting article:

The geographical discoveries made by Mr. H. M. Stanley's expedition in its route, accompanied by Emin Pasha, to the south of Lake Albert Nyanza and west of Victoria Nyanza, through a region previously unexplored, are the latest additions to our knowledge of the wonderful interior of what has been called the "Dark Continent." They are of much scientific interest, apparently solving the question of the true source of the Upper White Nile, or rather of its western branch flowing through the Albert Nyanza—the eastern branch coming from the Victoria Nyanza—while they reveal also the position of the southern lake hitherto vaguely spoken of as the "Muta Nzige," but henceforth named Lake Albert Edward Nyanza, in honor of the Prince of Wales. The land between the Albert Edward Nyanza and the Victoria Nyanza, with a central line from north to south about the 31st degree of east longitude, rises into lofty mountain ranges. A few of their high summits, which had been only seen at a distance by Mr. Stanley in December, 1887, and May 1888, were then named Mount Gordon Bennett, Mount Edwin Arnold and Mount Lawson; and these are marked in the map of Central Africa published by Messrs. W. & A. K. Johnson in 1888. In June last year, many months after his distant sight of those mountains from the southern extremity of Lake Albert Nyanza, Mr. Stanley, with his second in command, Lieutenant Stairs, R. E., the expedition having traveled southward through the Unyoro country, crossing the Semliki River, and approaching the mountains through the valley of Awamba, were enabled to gain nearer acquaintance with this remarkable feature of a region hitherto unknown.

Mr. Stanley's letter of August 17, 1889, to the Royal Geographical Society clearly describes the physical conformation of the vast

trough, or subsidence of the earth's surface, 230 miles long, containing the Albert Edward Nyanza, with the plains on its shores, the Semliki River valley, and the Albert Nyanza; he also describes the Ruwenzori range of mountains, rising above the Semliki valley; and he considers them identical with what the ancients called "The Mountains of the Moon." This name is mentioned by Scheabeddin, an Arab geographer of the fifteenth century, who says that the Nile takes its rise from those mountains, a little south of the equator; which is now proved to be the fact, so far as the western branch of the Upper White Nile is concerned.

Lieutenant Stairs, the only member of the Emin Pasha Relief Expedition who actually ascended Ruwenzori to the height of 10,677 on June 6, 1889, has favored us with the sketch of "The Mountains of the Moon." The following comment or description is written by Lieutenant Stairs:

"For centuries the sources of the Nile have been wrapped in mystery. Many attempts to reach the southernmost fountains have failed. We have been able to add a great deal to our knowledge of the Nile sources, and have discovered a range of mountains to the S. S. E. of the Albert Nyanza Lake stretching away to the southward and westward, and then east again in a decidedly crescent-like form. The name given to the highest points of the range is Ruwenzori, though by different tribes it goes by different names.

"The scenery afforded by these mountains, as one passes by their feet, is most splendid. Deep valleys of an intense darkness run up from the forest beneath. A distinguishing feature of the range is the clear and well defined character of the hill tops. Almost invariably on the southern side these are of a comical shape, with extremely steep slopes, some of them being quite 45 deg. in steepness. The lower spurs and gullies are covered with ordinary forest growth up to a height of some 6,000 or 7,000 feet; above this there is generally a forest of bamboo going up to

9,500 or 10,000 feet; above this, again for another 1,500 feet of altitude, the hillsides are covered with tree heath, and all above this is bare rock and earth to the summits. A peculiarity to be observed in this range is the intense depth of the ravines or gullies between the spurs of the hills. Through the streams start from almost the summit, still they have very little fall, comparatively, as their channels appear to be cut right into the heart of the mountains. In some places the ravines down which these streams flow are quite 6,000 or 7,000 feet deep. The height of the highest point of the range is about 17,000 feet, with about 2,000 feet above the snow line.

"The country at the foot of the range is among the most fertile passed through by us. Bananas, Indiancorn, beans, and matama are the chief products of the natives."

The position of Ruwenzori, as shown in Mr. E. G. Ravenstein's new map, "Stanley in Africa," published by Messrs. G. Phillip & Son, is within less than one degree north of the equator, and in the thirtieth degree of east longitude. The mountain range to which it belongs, parallel with the Semliki River, which is the outlet of Lake Albert Edward Nyanza and the most southerly feeder of the Nile, extends in a southwest direction from a point of the Unyoro table land opposite the south end of Lake Albert Nyanza, and is about ninety miles in length. It is remarkable that these mountains, nearly 18,000 ft. high, with snow-covered peaks, were not visible to Sir Samuel Baker, who supposed the Albert Nyanza to extend hundreds of miles farther south.

Thought Questions for Geography Classes.

In which way is a little girl running when the first sunshine of the morning comes directly on her face?

In what direction will your shadow fall at six o'clock on a summer evening?

You see a rainbow in the evening: is it east or west of where you are standing? Why?

What direction is opposite S. E.?
In what part of the sky is the sun in the middle of the afternoon?

A ship was sailing southeast and was struck squarely on the left side by a steamer; in what direction was the steamer going?

Explain the difference between a picture and a map.

Explain the use of express companies; the postal system; railways.

Of what use are the telegraph and telephone wires which we see on the roads and streets?

If a street runs north and south, which way do the houses on its east side face? Which way do the houses on the west side face?

Tell in what way farmers make money from sheep.

Name a tree of the forest which produces a valuable article of food.

Distinguish between an orchard and a forest.

What is meant when we say that the water of the Great Lakes is "fresh"?—*From Help Manual Series.*

Primary Games.

I have several games that I have tried in my school which I believe primary teachers will welcome as practical helps. One is:

THE "STORY GAME."

The story is written on a large card; each line across the card making a complete sentence. On little cards, is written each word that occurs on the large card. The arrangement of these little cards in the order of the words on the large card is a work of pleasure to the children. The one whose work is first done correctly is considered the victor.

THE "WORD GAME."

is played in this way: A pile of small cards, on which words are printed, is placed in the centre of the table. The child who can tell correctly the most words on the cards until the centre pile is gone is the victor this time. But one word is given at a time.

If the child does not know the word given him, the card is put

back in the centre pile and another given.

THE "NUMBER GAME"

I find to be a great help in quick number work. In this game are small cards on which I have written single combinations of numbers as high as the class have taken. The number of cards used in a game depends on the time that can be given to play a game. These cards are placed in the center of the table, and but one card is given at a time. As soon as the child has thought of the answer a hand is raised and another card given. The one who has the most cards when the center pile is gone wins the game.

It is surprising how soon the multiplication table may be learned by this game method. I can but compare the eagerness with which my pupils look forward to the days we play "multiplication," to the days I spent in study on that hated multiplication table.

For all these games I keep the cards in envelopes with the name of the game written on the outside. For cards I have used bristol board or stiff paper. For the youngest children I have the cards of different colors. This makes the game more attractive, and they learn the different colors at the same time they are learning the words.—*Gertrude Smith. in School News.*

Technical Education.

A correspondent of the *Evening Post* says that a well known firm in Broadway lately advertised for an entry clerk, and within two days and a half had received the enormous number of 640 applications for the place, more than 100 of the applicants being boys and men living out of New York. The correspondent took occasion to examine some of the letters, and found them revelations of many pitiful chapters of human life and misery.

One man with a large family living in a hamlet in New Jersey, offered his services for the modest sum of \$8.00 per week, while a youth of sixteen demanded \$18.00 on the ground that his position in

society required a great deal of money to cover necessary expenses. In the end the place was given to a young man who had studied for a few years in the Hebrew Technical Institute of New York.

The correspondent of the *Post*, taking this incident as a text, maintains the necessity of establishing technical schools for the training of boys to trades by which they may be enabled to earn their living without having to beg for employment as clerks in stores or offices.

He urges that others shall follow the example of the generous citizens who maintain the Technical Institute at their own expense; and he shows the danger which lurks in these two facts, first, that the United States is the only commercial and manufacturing nation in the world which has no system of technical education, and second, that at this time we are depending almost entirely upon foreign skilled labor.

We are convinced that some system of teaching trades to young Americans is absolutely necessary, unless Americans are to be excluded from the mechanic arts and their places are to be kept, as they have already been taken, by imported foreigners. It may be all very well to enact laws to prevent importation of "contract labor," but so long as the present labor rules prevent young Americans from learning to become skilled workmen, the foreign laborer will find his way in and the young American will be kept out to make way for him.—*The Churchman.*

A loving word is always a safe word. It may or may not be a helpful word to the one who hears it; but it is sure to be pleasant memory to the one who speaks it. Many a word spoken by us is afterwards regretted; but no word of affectionate appreciation, to which we have given utterance, finds a place among our sadly remembered expressions. Looking back over our intercourse with a dead friend or fellow-worker, we may, indeed, regret that we were ever betrayed into a harsh, or unloving word of censure or criticism.

LANGUAGE WORK—GRAMMAR GRADES.

ARRANGED BY PROF. RICHARDSON.

TREES AND TREE-PLANTING.—Noted trees. Events associated with them. Shade trees, groves and orchards. Memorial trees. Climate, how affected by the destruction of forests. What if our ancestors.....? (Exercise your imagination.)

SLANG.—What is slang? Objections to its use. How are people judged who use it? Write a list of slang expressions which you purpose not to use. Translate into choice language.

Conversation on the above subjects. [All Grades.]

Composition on any subject suggested by either of the above. [All Grades.]

HOLMES OR IRVING.—Talk on his life and literary works. [All Grades.]

Quotations from the same. [All Grades.]

What we Need.

First, we need to have before us a definite purpose in our teaching. I do not mean this in a general way only, but in a special sense. We need to have a definite purpose in every lesson we teach, in every act we perform, in every thought we think. How can this lesson teach this boy something of manliness, or develop his powers? How can this act influence this girl? How can this thought be a motive power directing my own acts and studies. Many lessons, too, lose their point from a lack of definiteness of aim, through a failure to comprehend their true import.

Then, we need a fuller knowledge of the child. We should know him thoroughly. We should sound him from his lowest note to the top of the gamut. His mental difficulties should be plain to us. We may see his faults, but we may not be oblivious to his virtues. The peculiarities of his bringing

up, of his physical frame, of his mental capacity, should be in our possession.

Again, we need tact in our dealing with our pupils. One method of treatment may do in one case, or with one pupil, that would be totally inadequate in another case, or with another pupil. Even aconite does not always cure a case of fever. Some teachers' obstinacy and maladroitness increase proportionately with the stubbornness of the pupil. They can see a thing in but one way, and that is their way. "Tact is ready money," says some one; and we need a plentiful supply constantly on hand.

Again, we need to make our profession our chief business. "Our grand aim in life is not *to see* what lies dimly and obscurely in the distance, but *to do* what lies clearly at our hand," says Carlyle; and truer words were never spoken.

Do we not often make our business subsidiary to our ease or enjoyment? This is not the way to insure our advancement, nor to make our profession lofty and dignified. Once more, we need to profit by the lessons of experience. We have seen teachers whose teaching this year is the same as it was last, and no better. They get into ruts. They make the same mistakes time and again. Do we pause to ask: "Did this method of discipline succeed? Did I present that lesson in the clearest light?" I fear not. The trouble is, we do not stop to think. Results are what tell. Are the results good? If not, let us mend our methods.

Yet again, we need a more intimate acquaintance with the parents. And they sadly need to know us better. Why should our interests be antagonistic? Is not the ultimate purpose the same for us both? The teacher is not always censurable for misunderstandings; nor is the parent. Let us know the parents. They desire their children's welfare. So do we. May we not join hands, then, and so bring about great results? The strongest adverse criticism comes

through a lack of sympathy between the parent and the teacher, and we may stop it if we will.

Once more, we need a deeper and a wider knowledge. To know what the text-books say is not enough. We must have a reserve force. The best authors on the subject should not be too good for us. We do not see things in their right light, simply because our knowledge is so slender. And this is not all. We should make our knowledge varied. "Something of everything, everything of something." I am convinced that a lack of a wide and varied knowledge is the greatest fault of most teachers. Many lessons lose their value almost entirely in consequence. A fact in history may lose its importance simply from our ignorance of its relation to other facts. With wider knowledge comes fuller light, a clearer perception of relationship not to be obtained in any other way.

Again, and finally, we need courage to persevere and wait for results. New theories are seeking to replace the old. Novel and alluring methods call us here and there. A wise judgment will usually enable us to choose the good and reject the bad. And having chosen, let us persevere. Great results may not be looked for in a short time. Nor does a frequent change of plan point to good results. We can afford to sow the good seed and wait for its springing even to the end of time.

T. F. HARDING.

It was in November, 1889, that Brazil was declared a Republic. The vicissitudes of the last year and a quarter have been many and sometimes threatening, but the new Republic has proved its worth. The constitution promulgated last June was adopted in February, by the Assembly elected last September, and General de Fonseca, the first president of the Provisional Government, was elected the president of the U. S. of Brazil.

This peaceful revolution is one of the greatest triumphs of government in the history of the world.—*Chautauquan*.

Cards for Letter Writing.

Write to the postmaster in your town, asking him to forward your letters, until further notice, to 49 Elm street, Plainville, N. Y.

January 5, 1891, you send a package to a friend by express. Write a letter to be sent by mail, telling what you have sent, and how and when you sent it.

Wanted—A boy to learn to act as clerk in a country store. Apply in writing, naming references.

A. L. T., Box 54, Georgetown, Mass. Answer the advertisement.

You have been visiting friends in Ithaca, N. Y., and have just returned home. Write them a letter, announcing your safe arrival, speaking of the incidents of your journey, and expressing the pleasure with which you remember your visit.

You are spending your summer vacation in the country. Write to a friend in the city, describing the good time you are having.

MR. GEORGE SMITH, Exeter, N. H.:

Dear Sir—I learn through friends that your house is for sale. Please write me a description of the house and grounds, I wish to buy a house in Exeter.

Yours truly,

JAMES GRANT.

Hadley, Mass., April 9, 1891.
Answer the above.

Dear Nellie—There is to be a picnic at Stiles' Pond to-morrow afternoon. Our class are going. We start at two o'clock from the church green. Will you go with me? Bring lunch, of course.

BETH.

Milton, N. Y., May 6, 1891.

Answer the note, saying you will go.

Write a letter to a classmate, who is kept from school by illness. Tell him what has happened in school during his absence, or what progress the class have made.

Write to a friend who lives in the city, and describe the good times you are having in the country. Date your letter January 15, 1891.

Answer the above letter, telling what boys and girls find to do in the city.

Write a letter introducing a young friend to your aunt, who lives in a distant city, to which your friend is going.

Suppose you are a dry-goods merchant. Write a testimonial for George Brown, who has worked faithfully for you, four years, as clerk, and is now going to another town.

Write to a farmer in Vermont, and ask him to send you a box of maple-sugar.

Facts Worth Knowing.

Six millions of dead letters are annually torn and sold as old paper in Washington.

Hebrew women, on the average, are said to live longer than those of any other race.

Only Christians are permitted to serve on juries in Russia, without special permission.

A mahogany tree lately cut down in Honduras made three logs which sold in Europe for \$11,000.

The only part of the world in which no native pipes and no native smokers have been found is Australia.

For every fifteen yards we descend into the earth the temperature increases about ten degrees Fahrenheit.

In Alaska, 200 miles up the Yukon river, the snow never melts, and in some places it is said to be fully two miles deep.

The deepest ocean in the world is the Pacific. Near the Ladrone Islands a depth of 4,475 fathoms, or over five miles, was found.

New York and Brooklyn consume daily about 60,000 chickens.

As a result "chicken ranches," as they are called, are among the most profitable of Long Island's industries.

Persian women have little education, and are reared in seclusion and ignorance, knowing nothing beyond the walls of their houses.

The deepest lake in the world is Lake Baikal, in Siberia. Its area of over 9,000 square miles makes it about equal to Lake Erie in superficial extent; its enormous depth of between 4,000 and 4,500 feet makes its volume of waters almost equal to that of Lake Superior. Although its surface is 1,350 feet above sea level, its bottom averages over 3,000 feet below the same level.

The Island of Juan Fernandez, once inhabited by Robinson Crusoe, is now tenanted by a former Austrian officer, Baron von Rodth, who, after being forced by the terrible wounds which he received at the battle of Sadowa in 1856, to leave the army, grew tired of the monotony of existence in civilized Europe, and determined to devote his fortune to a life of adventure. For fifteen years past he has been living on the Island of Juan Fernandez with a small colony of natives and of European deserters from civilization, and only communicating with the world once a year, when he sends his fine sailing yacht to Valparaiso for provisions and supplies.

The oldest tree on earth, at least as far as any one knows, is the "Boo" tree in the sacred City of Amarapoor, Burmah. It was planted, the record says, in the year 288 B. C., and is, therefore, over 2,000 years old. Its great age is proved according to historic documents, says Sir James Emerson, who adds: "To it kings have dedicated their dominions in testimony of a belief that it is a branch of the identical fig tree under which Buddha reclined at Urumelva when he underwent his apotheosis." Its leaves are carried away by pilgrims as relics, but as it is too sacred to touch with a knife, those leaves can only be gathered after they have fallen.

"MAUTAME," ANADARKO, OK. TER., }
May 15, 1891. }

DR. NOSS—Dear Friend: If you will kindly come with me this beautiful summer morning, I will try to unfold to you some of the features of this Indian country, as well as something of our life and work. It may not be in six pages, however; more probably sixteen; so do not be discouraged, if the way to knowledge seems long; some people cannot be brief.

We are at present enjoying country life three miles east of Anadarko, one of the 57 present existing agencies. The name itself is a Wichita Indian word and also the name of a tribe of Indians, now extinct, the last Anadarkoan having died within the past year. This agency, like all other Indian agencies, is inhabited, principally, by Government employees, Indian traders and their families, and a minister or two to care for the flock; so so that we are really a small, unincorporated monarchy, with an Indian agent as our king, for so far as this reservation is concerned, his word is law and all must obey. His dominion consists of over three million acres of land, divided into two reservations, (Kiowa and Comanche; Caddo and Wichita.) with 1,140 Kiowas, 1,460 Comanches, 375 Apaches, 500 Wichitas, 300 Caddos, and perhaps three or four hundred of affiliated tribes, besides several hundred whites and Mexicans, as his subjects. Are there those who would be Indian agents? Perhaps so; but my opinion is that one had better let go such aspirations, unless he is anxious for white hairs and an early grave. Government inspectors must come around occasionally, and must find ample room for employment; otherwise inspectors would be an expensive (?) luxury.

Anadarko is situated on a slightly elevated plain, twenty-five miles south of Minco, the present terminus of the R. I. C. and Pacific R. R., and thirty miles north of Ft. Sill. The outlook from here is pleasant to the eye; and, while art and architecture have as yet accomplished little, Nature has done everything to beautify and adorn. Great plains on all sides, covered with millions of gayly dressed flowers, tall grasses and myriads of beautiful birds, ever tuneful to Nature's best heart. The country, although level, is different from Kansas and the extreme northern part of the Territory. To the eye of the Pennsylvanian, the steep, rugged hills are a marked deficiency in the near vicinity; but, wandering out a few miles to the southeast, the vision finds rest from the monotony of the plains, on the wooded slopes be-

yond, where, in the deep canons and by the cool lakes, cattle and horses feed all day long, satisfied that this is a goodly land in which to dwell. To the north of the town, across the Washita river, is the Washita Government school, in the midst of fertile fields, at the foot of another range of hills, partly red sand hills, covered with scrub-oak and other timber, stunted in its growth by the numerous prairie fires, which have swept over them year after year. On the top of these hills many a weary traveler has been laid to rest beneath the sod; some by the loving hands of friends, others by the hands of strangers; some with pallid shroud, others without either; some in the light of a full faith, others in blind superstition and unbelief, whose horror of death was shared by their friends, causing them to hastily enshroud the body in clay, hiding themselves in the bushes near by, shrinking and trembling at the presence of the "Great Destroyer," and at the thought of following even so far in the foot steps of the "white man." Beyond these hills are the fertile valleys of the Wichitas, the land of "Grass Houses," perfect patterns of unique and skillful design. To the west the Kiowa Government school looms up above the tall trees; and to the south is Ft. Sill, with all its military splendor and its bare, walked mountains; beyond, Mt. Scott towering far above its companions and which can be seen from Ft. Reno, a distance of 75 miles. We are at present entertaining the Cherokee Commission and two companies of soldiers, the latter more ornamental than either necessary or useful in the present crisis. The Commission is now negotiating with the Wichitas, most of whom are willing to sell their land. The hard struggle will come when the Kiowas and Comanches are approached. Leaving the agency (with much of interest,) behind us, we will turn our faces eastward and with our fleet-footed ponies go over a beautiful level road, through beds of flowers, to "Mautame" home. It is a Kiowa Indian word and means "a place of learning," and we hope it may fulfill its highest meaning in the future. Beautiful for situation is "Mautame," so say all who see it, and so say we. It is bounded on the south by Delaware creek and on the north by the Washita river, both heavily wooded streams. Since last June we have seen the completion of three buildings, a parsonage for ourselves, one for Joshua Given (our native Indian minister), and a chapel, which, at present, is accommodating a day school, with Miss Overly as principal. By Sep-

tember we hope to see another building completed and ready for occupancy. It is to be an "Industrial boarding school," to be known as the "Gregory Institute," built in honor of Mrs. Mary Gregory, (deceased) of Philadelphia. During Mrs. Gregory's life she was a very active missionary worker in the Presbyteries of Philadelphia, and especially in that part which referred to the Indian. Our services, at the chapel, are attended principally by Mexicans, with some Indians and whites. As a help to these services, Mr. Fait, Miss Overly and I are studying Spanish, with the "Dominic" as instructor. For mental recreation we have been translating some Latin hymns, setting apart one evening each week for this subject. Our Sunday morning services at the agency are interesting and helpful, with a congregation above the ordinary intelligence; so that, besides having a pleasant home and a cheering outlook in our work, we find pleasant associations in our neighbors when our busy life permits us to be social. There are discouragements in this work as in all others, so that our sky seems dark and ominous at times, though never so dark as we fear. There are serpents in our Eden, too, just as in the first one. They give us warning, however, when about to make an attack, and that is more than people do sometimes. I have made the personal acquaintance of Mr. Rattlesnake, but have never yet seen a tarantula or centipede. After the early summer rains have entirely ceased these intruders will disappear. Our woods abound in deer, wild turkeys and game of all kinds, and as the hunting season lasts all the year, many sporting men make them pleasure grounds. Many things of interest that I might write to you present themselves to my mind, but if all goes well I hope to meet you face to face in a few weeks, and shall gladly give you any information it may be in my power to bestow. Wishing to be remembered to all friends and teachers, I am, with sincere interest for your work, your friend,

ANNA R. FAIT.

There is a boom in Pittsburg journalism, because of the injection of some Fayette county blood into it. W. E. Crow is working on the Post, and A. J. Johnson on the Leader. The papers are much improved.—Uniontown Genius.

Work is progressing rapidly on the new building. The material collected covers a large part of the ladies' end of the campus, but room is still left for croquet and lawn tennis.