

The Normal Review.

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CALIFORNIA, PA., SEPTEMBER, 1891.

50c. A YEAR.

Entered as second-class matter.

ABOUT THE NORMAL.

The Senior class numbers 54, with two ladies for each gentleman.

Mrs. Rev. J. B. Rutter, (Ella Alter, '82,) was a welcome visitor at the Normal a few days ago.

Seventy-seven Juniors are enrolled, and new ones entering still. The class recites in three sections.

Dr. Lucy S. Hertzog, '86, of Cleveland, and Mr. Walter Hertzog, '81, were chapel visitors Thursday morning, Sept. 17th.

Among the visitors the first week of school were Misses Lizzie Jamison and Anna Kinder, and Messrs. C. L. Smith, McCullough, Martin, Latimer, Phillips, Bowman, Cornelle and Farquhar.

The brick and stone work on the new building is about completed and the beholder can now form some idea of its fair proportions when finished. The work will be pushed as rapidly as possible.

The farther students get from the Normal, the more they want THE NORMAL REVIEW. Subscriptions were received in one day last week from three different states; West Virginia, Minnesota, and California.

At morning chapel, Sept. 16, we were favored with the presence of several members of the Baptist Association, which met at the Baptist church in town. Many thanks for their words of advice and encouragement.

Although their places are ably

filled, yet we miss the faces of the lady teachers who have been with us so many years, and are absent. We wish abundant success to those working in other schools and renewed health to those resting at home.

Several of last year's Juniors are teaching and will not be with us. We miss the faces of Messrs. Crouch, McEldowney and Weddell, and Misses. Stephenson, Gilmore, Nutt, Linton, Macurdy, Lough, McKee, McKinney and Mary Smith.

Miss Maggie Hester represents the Juniors of '87, and Miss Elsie Greathead and Mr. W. A. Powell those of '89, in the present Senior class. The Juniors of '90 are represented by Messrs. Fazenbaker, Horton and Garwood, and Misses Longdon, Enoch, Cline, Killius, Barnes and McIntyre.

AMONG THE ALUMNI.

Miss Belle Craig, '78, teaches in Union township, this county.

Miss Avie Kinder, '86, is one of the West Bethlehem teachers.

Mr. J. M. Luckey, '89, is principal of the schools of Dawson.

Miss Effie Johnson, '87, will be one of the McKeesport teachers.

Mr. Wm. Debolt, '86, is principal of the schools of Masontown.

Miss Annie Weaver, '85, has a position in Leighton, Carbon Co.

Charles T. Graves has a position at Clover Hill, Washington county.

Miss Chat. Sterling, '90, teaches at Pleasant Hill, German township.

Miss Maggie Stockdale will con-

tinue her work in Bethany college.

Wm. E. Crow, '90, is principal of the schools of McClellandtown, Pa.

Miss Elma Fuester, '82, has a position in Upper Tyrone township.

Misses Vance and Marquis, '88, are among the teachers of Smith township, Washington county.

Miss Kate Wakefield, '84, has begun the study of medicine under Dr. Buttermore, of Connellsville.

Mr. A. Lee Rothwell, '85, is principal of the schools of Coal Centre, with Miss Ella Sibbit, '90, as one of his assistants.

Mr. Jesse O. Arnold, '90, is principal of the schools of New Haven, Pa., having among his assistants Miss Clara Smith.

Dr. H. S. Chalfant, father of three graduates of the Normal, has purchased the McFall residence in California, and will move to town soon.

J. M. Layhue, '90, is principal of the schools of Ballard, in the new state of Washington. A neat pamphlet has been issued, giving a full and well-arranged course of study and regulations of the school.

Supt. C. J. Potts, '80, of Bedford county, has issued an annual report, in a neat pamphlet of about 70 pages; containing much matter of interest. We notice in the list of teachers the names of several of our students as, S. Grant Miller, Charita Tewell, David W. Bechtel, and Lillie C. Cook.

The International Convention.

Toronto, an attractive Canadian city, was the meeting ground of the greatest company ever assembled in the Dominion of the Queen. Fully twenty thousand delegates from all parts of the United States and Canada were enrolled during the week of the convention.

The man upon whose shoulders the burden of preparation lay was Inspector Hughes, and he met the needs of the occasion satisfactorily.

One admirable feature of the convention was the fact that the programme was not over-crowded.

Such questions as follow were ably discussed by the best authorities in the country:

The School of the Future.

Teaching Patriotism.

Spelling Reform.

Moral Education.

The Influence of the Public School, Nationally and Internationally.

Manual Training in Female Education.

School Discipline.

Does the High School "Fit" or "Finish" satisfactorily?

University Extension.

Form Study, and Drawing in Public Schools.

The growth of Music among the People.

One of the most successful and unique entertainments furnished by the local assembly was the singing by 1500 of Toronto's school children. They sang some of their national music, and waved maple leaves and their national flags.

Following this number, the band rendered some of America's war songs, out of compliment to the American visitors. "Marching through Georgia," nearly carried the audience off its feet; but when the well-known and dearly loved strains of the "Star

Spangled Banner" fell upon the ear, the enthusiasm of 6,000 people whose love of home and national songs have passed into proverb, reached its height, and the way in which hats and handkerchiefs were waved, and the shout that came from that vast audience, left little doubt about the patriotism of those dignified school people.

It was an object lesson in love of native land, and will never be forgotten by those who were fortunate enough to be present.

Seattle, Washington, and Helena, Montana, labored faithfully to obtain the convention for next year. The last ballot stood as follows: Helena, 23; Seattle, 2; Saratoga, 16.

A committee will visit Helena and ascertain how such a convention could be accommodated. It is more than probable that it will go eastward instead of westward.

School News.

The Boston school committee report that the cost for text-books, exclusive of writing-books and drawing books, during the past year, amounted to \$25,408.

The Kansas City, Kansas, school board, is confronted with the question of color in their high school.

The Youngstown, O., school board, feel that economy must be practiced in order not to be in arrears at the close of the year, for many supplies that are not necessary.

The State Board of Education of North Carolina held a meeting to consider the question of giving instruction in the public schools upon the effects of alcohol and narcotics upon the brain.

According to the new school law passed in Pennsylvania, school directors must swear that they have not used any unlawful means to secure the office, and further, that they will support the constitution of the State and of the United States.

The Louisville School Board took up the question of raising teachers' salaries. An advance of five dollars per month for all teachers was adopted.

St. Paul, Minnesota's, Board agitated itself over the subject of continuing German, as part of the school work. The matter was laid over.

Ohio was represented at Toronto about 600 strong, over fifty of whom were from Cleveland alone.

Brooklyn, N. Y., has invited a committee to ascertain whether clay, used in modeling, and handled promiscuously by pupils, transmits disease. It is thought that the present method of using clay is dangerous to the health of the children.

Buffalo, New York, Board of Education, contemplates a \$20,000 addition to one of its schools.

The Manchester Canal.

The canal which will make Manchester a seaport town, will be open for navigation within a year. It will be about thirty-five miles long, and a minimum width of 120 feet, and a depth of 26 feet. It will have four sets of locks, and will be wide enough to allow large steamers to pass each other at any part. At Manchester, the canal will meet a net work of canals and railways, that will help the carrying of freight to all parts of England. This city is situated in a very populous region; it will assist the market for cotton, and other American productions.

On another page of this publication will appear the advertisement of the Smead Furnace Co. of Toledo. We can safely say that no better method of heating and ventilating school houses is now before the public. The fact that it is in many of the school structures of this city ought to be a sufficient guarantee of its superior advantages.

Tell your stories to the little ones, do not read them.

Politeness.

H. CARTER.

"Politeness is to do or say, the kindest things in the kindest way."

I came across the following extract the other day and my thoughts naturally turned toward those of my own profession, and I said: "That is just the truth we need to realize." Of all people, the teachers should be above criticism in this particular. They should be most truly polite, not occasionally, on public days, or when in society, but habitually, in the school room, when dealing with irritated parents and unruly children. We cannot afford to be otherwise for many reasons.

Politeness is something that can only be taught successfully when the instruction is sustained by example. That teacher cannot hope for popularity who meets the school officials or parents with anything but the truest politeness.

While young people are preparing for active life, it will be well for them to remember that one of the best aids to personal popularity and and real success is politeness. We have known more than one man of great talent to make an utter failure for lack of it. There are *preachers* whose abilities in the pulpit are undeniable, who yet fail to secure and hold the places they might occupy, both as preachers and pastors, because they seem to know and care nothing about the rules of polite society. There are *physicians* who might double their practice at once if they would mend their manners. There are *lawyers* whose excessive rudeness is the chief hindrance in the way of their professional success. Plenty of *business men*, by the exercise of a little more politeness, might greatly increase their trade. It is entirely safe to say that there are thousands upon thousands of people who owe the little favor in which they are held, and the small success they are making, almost entirely to their own coarseness and vulgarity. If they were only more polite they would have a great many more friends, and find life

quite a different thing from the failure they have made it.

There are a good many fools in this world, but one of the biggest of them all is the man who prides himself upon his boorishness and incivility. People tolerate such men it is true, because of the real worth they possess, notwithstanding this particular folly, but at the same time it is only toleration, and even that is yielded grudgingly. However rich people may be, or whatever the position they may occupy, they are the butt of the very servants, who are outwardly so respectful to them, if their manners are coarse and vulgar. Other things being equal, good manners are always at a premium.

Some Deficiencies.

In some educational paper, of more or less prominence, a few years ago, I recall a number of failures, or errors made by teachers, which, if looked over carefully and corrected at the *very beginning*, may make success possible:

1. Lack of self-control.
2. Failure to secure punctuality.
3. Failure to secure regular attendance.
4. Failure to secure the co-operation of parents.
5. Failure to prevent whispering.
6. Failure to keep pupils constantly employed.
7. Failure to secure and hold the undivided attention of the pupils during recitations.
8. Failure to keep the room properly ventilated.
9. Allowing pupils to recite in too low a tone.
10. Failure to drill the pupils quite frequently on vocal and aspirate sounds.
11. Failure in not teaching diacritics.
12. Failure in not teaching beginners by the *word* and *phonic*, or sentence method, instead of the alphabet method.
13. Failure in not giving practical instruction in language work.

14. Lack of preparation for *each* recitation.

15. Failure to have a well-defined plan in your own mind, to make a definite point by each recitation.

16. Failure to have frequent reviews.

17. Failure to have pupils stand erect while reciting.

18. Failure to teach arithmetical analysis.

19. Failure to teach what is valuable only in the subject of geography.

20. Failure to discriminate between what is valuable and what is not valuable to the pupil on any subject.

21. Failure to teach habits of order and neatness.

22. Failure to teach map drawing.

23. Failure to have a written programme, and to follow it.

24. Failure in not giving special attention to the slow and comparatively dull pupils.

25. Failure to take and to read at least one good educational paper, devoted to school work.

Skill.

Skill is the object of all good work. Skill means the power of doing exactly what is wanted to be done, at the right time.

Skill is produced by thought and practice.

Any one without skill is, so far, without education.

Memory is not skill, and may be a hindrance to skill.

Skill does not mean being full, but being master of strength and trained movement.

The trained mind is worth all the knowledge in the world.

Encourage little and big alike, to talk about the pretty things they see, and be careful that you do not see for them. Suggest, if necessary, but never exhaust.

Real discipline comes to the mind, when it acts, not languidly but with its full energy, and it acts with energy only when it is interested in what it does.

What time is it?

BY FLORENCE EDNA ORTH.

As appeared in the previous article, the short hand must be taught first, and without the long one. It is important that the child should recognize the hour instantly.

Some doubt arises whether to teach the half-hour or the minute spaces next, although it is thought by some of the best primary teachers that either plan is equally good.

When the half-hour is taught, the attention of the child should be called to the fact that the long hand has gone one-half the way around the face. If necessary, one half the face may be covered.

In the same way the quarter-hour may be taught. The rapidity with which the long hand moves should be noted, also the tick of real clock or watch, which is the sound of the step of the long hand. The names, hour and minute hand, should be given when the particular one is taught. For busy work, children may be encouraged to make the face of a clock upon their slates.

Any school-room where "time" is to be taught, should be supplied with a dial for the children to handle. They can be supplied by any well-known school supply house at a very trifling expense, about twenty cents, or one can manufacture for himself, using a heavy pasteboard, and two pieces of tin will do for the hands, if blackened.

Drill in all things is necessary, and the child must repeatedly be asked to tell the time by the regular school-room time-piece.

Our Public Schools.

FROM A MOTHER'S POINT OF VIEW.

An article with the above heading attracted our attention the other day when scanning one of the standard religious papers—*The Churchman* of New York. Knowing it would contain some criticisms, which, if just, would be helpful, I commenced to read. The

first paragraph was reassuring. Before I was half through my decision was formed; we must have that for our own paper. We are so apt to view the schools and ourselves from our own stand-point only, and, though we may be better able to judge of many things than an outsider, it is well to view them from the mother's stand-point sometimes. It will, if we are honest, provide us at least with food for thought. The writer said:

"I am proud of this product of our country; where our boys and girls—even those whose homes are the most frugal and devoid of comfort—can obtain a free education—an education which equips them for life, and which gives them, in a comparatively short time, a splendid foundation for future acquirements and knowledge. If no college course is added, graduates of our high schools need not be ashamed of their attainments, or be behind their college companions; and, if they choose, they can, with such preparation, keep intelligent and abreast of the times in their reading. But, like every human institution, however good, even this has certain drawbacks—some grave defects.

"One is the *cramming system*—that constant pressure brought to bear on the pupils, compelling them to study many hours at home besides the two daily sessions at school.

"Ram it in, cram it in,
Children's heads are hollow;
Slam it in, jam it in,
Still there's more to follow."

is sometimes more than a rattling jingle of rhyme; it is the truth.

"As the pupils leave the lower grades, this striving to keep up becomes more and more intense, in proportion to the ambition and temperament of the scholar. Each day at half-past eight we see the boy and girl of fourteen and sixteen, hurrying along with an armful of books, their faces too often worried and anxious, instead of happy and care-free, as their years seem to warrant. At noon there is a hasty meal, and perhaps a glance at the afternoon's lessons, then back again to the school-

room until four o'clock. If not kept in for some misdemeanor or failure in recitation, there is recreation until dark. As soon as supper is over, it is study, study until bedtime, followed by an anxious 'Be sure and call me early, mother,' not that they may be 'queens of the May,' but in order that they may puzzle over some baffling problem or obscure translation. If a child is healthy and naturally of a happy, even disposition, he or she may graduate with no serious injury to body or mind—if delicate, the damage is incalculable. The greatest amount of mental labor and application is generally demanded at an age when boys and girls are growing fast, and need a greater amount of nourishing food, fresh air and pleasant surroundings, and what is the result noticeable in our girls? Either a confirmed invalid, a sudden flitting of the spirit from the frail body, or most common and perhaps more pitiable than all, is a creature fragile, head-achy, one bundle of nerves. Is such a woman able to meet life's struggles, its burdens and cares? Is she fit to be a wife and mother? Is the knowledge she has gained—even at its utmost limits—a compensation for such an existence?

"Parents scold and rise in their wrath over this condition of things, only to sink back again powerless to make them better; for what can they do except remove their children from school? 'All the children do the same except the dunces, who don't care, and we must do it if we keep up,' the children answer to our remonstrances.

"There is another objection to our public schools, which is approached with hesitation, because among our acquaintances are women teachers who are an honor to any place or profession, well-bred, intelligent, broad in their views, who try in every way to elevate their pupils, not alone in books but in character. But are they not the exceptions? Or at least are there not a great number who, while they have learning enough, and more to pass the requisite examination, are com-

mon, unmannerly and tyrannical? Brought up in an atmosphere unrefined and careless, their brief authority upsets them. They have great power—these teachers—for good or ill, and too often they use it unjustly, or in a coarse, ill-judged manner, which only rouses finer natures, and does more real harm than good to the majority. It must not be understood that the writer does not appreciate to the utmost the trials of the teachers in our public schools—the weariness, the monotony, the coping with all kinds of natures—these are wearing in the extreme. But, on the other hand, while firm correction and wise punishment is often necessary, how many times is it given when it is not necessary? For instance, take this vile practice of tale-bearing, so prevalent in our schools, and so often openly encouraged by the teachers. The parents at home teach a child to scorn telling tales, in fact, forbid it and condemn it in the strongest terms. The child is sent to school and finds to his surprise that he is in a different world. Here the one who tattles is the favored instead of the condemned one, and, as has been proven in many cases, escapes punishment for some flagrant violation of rules, because he betrays some other pupil. Besides present injustice to the child who won't tell, the indulging in this great fault is death to all generous or noble traits of character. In this connection I must protest against the system of monitors selected from the pupils, in the teacher's absence from the school-room. Children who are bent on misbehaving will do it under a fellow-pupil's oversight, and the latter's position is most unfortunate. If he is a kind, generous boy (or girl), he dislikes reporting his mates; if, as is too often the case, he is neither, or if so has a leaven of malice in his poor human nature, it offers too great a temptation for personal hate or the exercise of an overbearing temper. We want our children to learn the wisdom of books, but do we not care, at least equally, for their training in habits of courtesy and thought for oth-

ers? 'My teacher said the other day, she'd throw us out of the window, or pitch us down stairs; she takes hold of boys by their ears, and oh, mamma! (with infinite disgust) she's not a lady,' said one boy of my acquaintance.

* * * * *

"Perhaps a delicate, ailing woman, who is obliged to earn her living, is sometimes compelled to choose the vocation of teacher, but it is a misfortune both for teacher and pupils when it is so. How can we expect a suffering, frail creature to drag herself to the great school-room full of restless, active children, and make any success in governing or imparting knowledge to them. Every nerve quivers, and no wonder her words are hasty and ill-timed; her actions ill-judged. On the other hand, is it not hard on the children, big or little, that they must be compelled to be under the rule of a creature physically and utterly unfit for such an office?

"For fear it may be thought that I am a chronic grumbler—but these objections are not mine alone, but those of many fathers and mothers—I can not close without reference to a teacher of my acquaintance, whose scholars, all grown, fairly adore her, whose recitations are varied and full of fresh interest, who has the gift of interesting her pupils in current events, who is able to inspire them with noble and worthy aims, whose rule is one of quick sympathy, wise discrimination and judgment.

"There is another, too, known but slightly, whose methods are somewhat different, but whose results are admirable. Must these remain as exceptions? Must our boys and girls still go on:

"Faces pinched, sad and pale,
Tell the same undying tale;
Tell of moments robbed from sleep,
Meals untasted, studies deep.
Those who've passed the furnace through
With aching brow, will tell to you
How the teacher crammed it in, etc?"

Half Rates to Vermillion,

via Nickel Plate, July 28th to August 24th, account Camp Meetings and Conventions.

"Do Unto Others."

There was a colored girl in the graduating class of one of the Brooklyn schools, at the commencement exercises, recently; as her companions began advancing in pairs to receive their diplomas, she held back, suddenly overcome by the thought that perhaps none of her mates would choose her on account of her color.

The salutatorian, perceiving the girl's embarrassment, at once offered herself for the little journey across the stage. So long as the public schools teach politeness like that, they are secure enough in the affections of the people.

World's Fair Notes.

Among the promised attractions of the Chicago Exposition in 1893, is a series of international congresses of education, similar to those which were so successful at Paris in 1889. The Board of Directors of the National Educational Association referred the suggestion for such congresses to a committee, and as a result of its deliberations the carrying out of the plan has been intrusted to a committee of eleven, the Commissioner of Education being chairman. There are to be ten congresses, one for each of the ten divisions of educational work made by the first committee to which the matter was referred; and the arrangements for each are in the hands of some one member of the committee of eleven, appointed for that purpose.

Camp Meetings and Sunday School Conventions

at Vermillion, O. The Nickel Plate will sell excursion tickets to Vermillion from July 28th to August 24th at half rates. Do not fail to improve this opportunity as a very attractive programme has been prepared.

Reading.

Reading for School Children.

FRANCES J. HOSFORD, OBERLIN, O.

There are still a few pessimists who declare that modern methods of education are not any better than the good old ways. Such men might be condemned, both for conviction and punishment, to a perusal of Webster's spelling book—a work now almost forgotten, but once the dog-eared and tear-stained companion of every child who has learned to read. Within its pasteboard covers, appropriately clad in indigo blue, can be found little enough to read, but everything to spell, from "a, b, ab" to "incomprehensibility." Indeed, incomprehensibility goes all the way through, if one may judge from the preface, which contains a remark to the effect that young children need not by expected to understand the meanings of the words they learn to spell.

Of a little earlier date is the New England primer, where theology, poetry and the alphabet are so harmoniously combined, beginning with—

"In Adam's fall
We sinned all."

Instructing us in the letter "T"—

"Young Timothy
Learned sin to fly."

And concluding the list—

"Zaccheus he
Did climb a tree
The Lord to see."

If tradition be not at fault, the days of Webster's spelling book and the New England primer were days when the very entrance to the path of knowledge was bestrewn with thorns and besprinkled with tears. They were days when the child "who loved his book" was an infant phenomenon, if not a fit subject for translation to some brighter sphere, where "reading and writing come by nature."

By way of contrast, one might compare these fossils with our modern reading charts, primers, reading series and supplementary books. But

a pleasanter thing would be to visit a class of little children, and from their bright faces, quick wits and eager voices, to know the truth that in these days learning to read is not to the average child a puzzle and a bore, but a genuine delight.

As for the result of this change, it is not too much to claim that we, schoolmasters and schoolma'ams, have for the first time taught a generation to read. By reading, I mean easy, rapid and accurate reading, requiring only a mechanical exercise of the mind, and leaving the brain free to grasp the thought of the writer. I distinguish it from the slow and toilsome task of one who must expend half his attention on the words, and who is always confused by a new and complicated idea, and who wearies before he can become interested in an author. I say, too, that we have taught a generation to read. The child of scholarly instincts has always known how to read, as the musical genius learns to play or sing, but I think it is characteristic of the new methods, and the new life in the school room, that the majority of children—bright and dull, good and bad—should grow up with the habit of reading, and should crave reading.

This is a great thing that we have done. If, as Carlyle says, the true modern university is a library of books; if, as Ruskin tells us, the habit of reading well is the "open sesame" by which one is ushered into the company of kings and priests of the realm of literature, then it becomes a fact of the deepest significance. Indeed, the man who can read, in the best sense of the word, is potentially educated; and the man who cannot is a clown, though he may possess a dozen diplomas, and every one written in Latin and inscribed on parchment.

All great improvements bring in their train new evils, so serious that, unless we take care to guard against them, we find that we have made no progress, only a change. Reading is no longer the employment of the studious, the thoughtful and the virtuous, alone. It is the common recreation of the

common mind, and, to meet the new demand, there has sprung up a class of literature, not so bad as to be proscribed by law, often sold openly in the very shops where the children get their school books and slate pencils, but as surely demoralizing as are the rum-shop and the gambling den.

An old fairy story tells us that a man once had in his employ a band of sprites, whose great delight was work. For a time they were obedient, and wrought useful tasks and did his bidding so skillfully that everyone wondered. But by and by they escaped from his control, and, always crying out, "Work! more work!" they finished every task he set them almost before he could think of another. At last he had no more work for them, and, not able to be idle, they fell upon him and bore him away to their master, the devil.

This fable has an application. We have taught these young folks to read. It is our serious duty to ask, "What are they reading?" We have awakened the busy sprites of thought, sentiment and imagination. What are we giving them to do? For if we cannot control them, it were far better that they had slumbered forever.

What are the boys and girls reading? I can tell you what some of them are reading—what many of them are reading. They are reading nonsense; they are reading trash; they are reading stuff that, if it makes any impression whatever on them, goes just so far as to unfit them for a good, happy life.

What practical lessons do they gather? Many like the following:

Vulgarity is funny. Refinement is affectation. Laws are made to be broken. Parents are made to be disobeyed. Homes are to be run away from. Property is to be acquired, not by labor, but by the exercise of a certain detestable quality known as "smartness." Everybody tells lies. Clergymen, officers of the law, school teachers, and "all others in authority," are fools or hypocrites, often a mixture of both. All elderly persons are in their dotage, and their experience of life is of no value.

The girls are taught that to be cross is to have aspirations; to be lazy is to have a soul above one's sphere; to be rich is to be happy, since the chief end of woman is to wear fine clothes and have nothing to do. The way to become wealthy is to marry a rich man, and the way to marry a rich man is to fall in love with a handsome stranger. In general, parents are tyrants, old folks are fogies, and a girl in her early teens knows as much as any one of the world and its ways, and ought to be the sole judge of her own conduct.

Is not this a promising code of morals and manners for our young folks? Is it any wonder that the criminals of this age are children? that every sin in the "shalt nots" of the decalogue is committed by boys and girls under twenty? that youngsters amuse themselves by setting fire to cities, at an age when they ought to be whipped and put to bed? that many a lad wastes his priceless and God-given childhood in trying to imitate the stupid absurdities of "Peck's Bad Boy?" and that he finally runs away from home, hoping to make his fortune in some dishonest way, and longing to become bad enough to share in the ten-cent-novel apotheosis of Jesse James?

I might speak of the wretched English; of the sins against good taste; of the mental stultification connected with such reading. But, after all, my charges would reduce themselves to one. It is *false*.

Worst of all, the avenues to the truth are systematically closed. A boy who has imbibed the spirit of this reading can only learn by experience, and experience in the road he is likely to travel, means disaster. You cannot reason with him—not that he is stupid, but his premises are all wrong. You cannot instruct him—not because he is universally informed, but because, as the old lady says, he knows so many things that "ain't so."

And we should remember that if we had before us the whole long list of crimes traceable to bad and foolish literature, we should then see only the index of the evil. For

every one who thus follows his instructors to their logical conclusion, how many are there who will never openly defy the laws of home and state, but whose loyalty to them, and to all that makes life noble, is sapped at its foundation?

What, then, is the remedy? We shall all agree that negative measures are useless—that we must fight the bad with the good. But we need to remember that we must fight, and that it is war to the knife. Happily there is an abundance of good and wholesome juvenile literature. Like the bad, it has sprung up to meet the new demand, and never, in the world's history, have there been so many true hearts and active brains at work for the children.

Books like Miss Buckley's 'Fairy Land of Science,' tell them of the wonders of this physical world. Charles Dickens, in his 'Child's History of England,' Higginson, in his 'Young Folks' History of the United States,' stand ready to unfold the past of our race. There are books of real travel, and of manly, not runaway school-boy, adventure. There are plenty of bright, good stories, more than any child ought to read, or can read.

I would say a special word for one old-fashioned story writer—Jacob Abbott. I wish every child could read the Rollo books and the Franconia series. He would find that a story can be interesting, and not at all sensational; and he would recognize Abbott's children as real children, not impossible little heroes on the one hand, nor mischievous and saucy young imps on the other.

All boys ought to make the acquaintance of 'Tom Brown at Rugby,' and all girls should read 'Little Women.' I am perfectly aware that if we put it in that way, the girls will read 'Tom Brown,' and the boys 'Little Women.' And I do not know that they could do better.

Far earlier than we are apt to think, the child is ready to become to some extent, the literary companion of his elders. An intelligent child of fourteen, twelve, ten

years, if he can have a little attention and direction, is ready to read and enjoy many of the best books that we read and enjoy. He is ready to be introduced to Shakespeare, Dickens, Walter Scott, and Washington Irving.

I know that the importance of right direction just here is deeply felt. Much has been done to secure it. By means of readers, of declamations, of composition exercises, of literature classes, and of reading courses, the masters of English literature are brought into the school room. It cannot be said that this work is neglected. Is it well done?

I know that many who have watched it will agree with me, when I say that one single condition being favorable, it is a thoroughly good work—useful, interesting and most gratefully appreciated by the pupil; that this single condition being against us, it is far worse than useless. And this one condition is this: the teacher himself must honestly admire and enjoy whatever he presents to his pupils. And the undeniable fact is, that many teachers are not very intelligent readers of standard literature.

I wish that I had words to express my deep conviction that the solution of this, and of many a great problem, lies in the personal influence of the teacher.

I do not want to see the time when every student, no matter what his mental caliber, shall be urged to grasp the multitudinous details of a so-called liberal education. But I do want to see the time when every teacher shall stand head and shoulders above the brightest of his pupils, because he possesses what Arnold calls a knowledge of the best that has been said and thought in the world; when, by virtue of this grand possession, he shall become, not the drill master merely, but the guide and inspiration of the children, when he shall lead them, not only through the old-time brambles of the "three R's," not only up the careful, modern grades of mind, matter and method, but out into the wide, airy fields of liberal culture.

Clionian Review.

MOTTO—Pedetentim et Gradatim Oriamur.

I. B. MEYERS, Editor.

Mrs. Karl Keffer has been elected as an honorary member of Clio.

There is quite a number of excellent musicians in our society, who will furnish us with instrumental music during this term.

We are glad to have Misses Cline and Enoch, and Messrs. Horton, Powell and Garwood, all earnest Clio workers, with us again.

Clio's steady growth speaks louder than words of the superior work she is doing. Twenty is the number of new members that grasped her glittering oars on the evening of Sept. 11, to sail with us over the seas of success.

We were all glad to see our old president, Mr. McEldowny, in the chair at the beginning of another year's work, and sorry to see him vacate. He has been a president in the true sense of the word. Mr. McEldowny has been elected principal of the Allenport schools.

Our society has begun another year's work in a manner that looks very encouraging. The way that all take hold of the work, and the cheerful manner in which they fill their places, promises an interesting and successful year's work in Clio. "May her banner ever wave."

Among the many who were present at the opening meeting were Messrs. Dickey, C. L. Smith, W. D. Brightwell, Martin, Bowman, Phillips, Hertzog and Howe, all earnest Clio workers of last year's class. It filled the society with a joyful inspiration to have them present at another "Launching of the Ship;" each had an earnest, cheerful word for the society. Come often, boys, you do us good.

Although the art of teaching seems to be an easy task, yet when we go to study the subject on all sides, we find that the so-called teaching practiced in the country schools is not teaching at all, but mere fact getting. Thousands of our children in the common schools are shamefully treated, by presenting to them, and trying to cram in their little souls an immense amount of hard, dry, uninteresting facts. Why not open a channel by which the child can discover truths for himself, knowing that we must "read nature in the language of experience." GARWOOD.

Mr. W. D. McGinnis is principal of the schools of Everson, Pa.

Mr. Lee Herrington will teach a school in Upper Tyrone township.

Miss Ina Andrews is one of the teachers of Mt. Pleasant township.

Among the Webster teachers are Misses Mithollan and Amelia Tomer.

East Pike Run employs Misses Blanche Latta and Lizzie Garrett and Mr. Grant Robison.

Misses Minnie Moreland, Belle Snyder and Lissa McBurney teach in Dunbar township.

Messrs. J. S. Heth and D. M. Hope have schools in Springhill township, Fayette county.

Miss Elda Patterson and Messrs. C. A. Herron and D. A. Hootman are employed in South Strabane.

Perry township employs Misses Allie Moss, Carrie Snyder, and Rena Torrence, and Mr. J. E. McIntyre.

Lower Tyrone township has among its teachers Mr. H. O. Lowe and Misses Nannie Moreland and Rebecca Snyder.

Among the teachers of Canton township are Byron McKenna, Zella Ferguson, Robert H. Wolfe and Annie E. Clemens.

Misses Anna Garee, Lizzie Lewellen

and Julia Kisinger are among the teachers of Jefferson township, Fayette county.

Misses Avie Chester and Lula Dowler are among the teachers of Allen township.

Mr. George Parker, class of '88, will study law in Pittsburg.

Mr. Cyrus Show teaches in Stewart township, Fayette county.

Mr. Wm. Pees is one of the teachers in Nottingham township.

Mr. Jos. D. Hornbake is elected principal of the Vanderbilt public schools.

Miss Anna Stacher and Mr. Ed. Mayhugh teach in Forward township, Allegheny county.

Misses Ethel Smith, Nettie Storer and Ella Swihart have positions in West Bethlehem township.

Anwell Twp. employs Messrs. Preston Horn, Newton Miller, John Hama and John Hathaway.

Fallowfield township employs W. A. Gibson, Mary Winnett, Bertie Withrow and Ethel McMillen.

Messrs. Lester Lewellen, Horace Sangston and Oliver Smith are among the German township teachers.

Miss Cynthia Manon and Mr. Jos. Manon have positions in Franklin township, Washington county.

Union township, this county, employs Misses Sadie Powell and Maggie Gilmore, and Mr. S. Z. Cruurine.

Misses Bertha Carroll, Annie McVay, and Lessie Armstrong and Mr. J. H. Sutherland have schools in West Finley township.

Philomathean Galaxy.

MOTTO—Non Palma Sine Pulvere.

L. W. COLEBANK, Editor.

Dr. Chalfant and Dr. Frantz have linked their sympathies with Philo, and were received as honorary members at the first meeting.

The officers installed for the ensuing month are: Pres., Mr. Sloan; Vice-Pres., Miss Longdon; Secretary, Miss Conger; Attorney, Mr. Hart; Marshal, Mr. Lilley; Critic, Miss Gallagher.

The beauty and winsome manners of Philo's lady members is becoming proverbial. They are also zealous workers, and the influence of these sweet girls is telling upon the boys.

Thirteen new members were received into the society the first evening; also six students of former years who realize the benefits derived from connection with Philo, have again joined in the work.

The salutatory delivered by Miss Maud McLain was highly appreciated. She spoke finely of the launching of Philo's ship for another year's cruise; her figures were well chosen and appropriate, predicting for the society unparalleled success.

Mr. Sloan, in his inaugural, spoke interestingly on the aims of education and its use as a mighty weapon in the warfare against all forms of vice and crime, dwelling particularly upon how it is to be used as a great battering-ram against the bulwarks of intemperance.

The number of ladies in the Senior class is about twice the number of gentlemen. When they march through the halls, the boys of the class gather in knots with a mystified air, as if uncertain whether

they shall be able to keep up the idea of the superiority of male intellect.

Philo's first meeting for the year, which was held in the hall Friday evening, Sept. 11, was a very interesting one; the performers acquitted themselves exceptionally well upon the very short notice; every class was well represented, and "all went merry as a marriage bell." The members were cheered by the presence of several graduates and former students of both societies.

Among the visitors on Friday evening, were Messrs. Latimer and Corneille, class of '91, and McCullough, class of '90. Each entertained the society in a well-timed address. Mr. Latimer spoke in his well-known clear, logical and convincing style; Mr. Corneille's cheery words set a glow upon every countenance, and Mr. McCullough, in his eloquent and impetuous manner, urged us on to higher aims and nobler deeds. Come again, gentlemen, you do us good.

Miss Olive Nutt will teach at Jeannette.

Miss Annie Ankrom teaches in Claysville.

Bruce Sterling has a position in the schools of Masontown.

Messrs. O. O. Anderson and W. G. Gans will teach in South Union township.

Dr. J. S. Hackney, of Uniontown, is president of the Fayette county Medical Society.

Dr. and Mrs. Noss, Prof. and Mrs. Hall, and Miss Downer, spent some time at Chautauqua and at-

tended the National Educational Association at Toronto during vacation.

Miss Madge McKee and M. S. Sangston are teachers of Franklin township, Fayette county.

Morris township employs Messrs. G. B. Lewis and Hugh Plants, and Misses Iscie Craft and Maggie McVay.

Clyde Hawkins passed the best examination, both mentally and physically, at West Point, in a class of 140.

North Union township has among its teachers Messrs. T. A. Jeffries and I. N. Huntley, and Miss Adda Herrington.

Mr. B. S. Newcomer and Misses Hannah Ruble and Sarah McCarty are among the teachers of Georges township.

Married, Aug. 27, 1891, by Rev. J. B. Taylor, Mr. Arthur Ward and Miss Lulu McCain, both of California.

Mr. Andrew Barr, well known to students of a few years ago, is railroad detective on the middle division of the Penn'a railroad.

Dr. J. S. Hackney has received his commission as Inspector for the State Board of Health for Fayette, Somerset, Bedford and Fulton counties.

In the New York State Journal, of June 27th, will be found, preceded by a portrait of its author, an interesting article by Dr. Noss, entitled, "Will it be Sloyd?" The article is one of a symposium by prominent educators on the "Aspects of the Teaching Profession."

Language.

B. K. A.

Develop the idea of sentence.

What is a sentence? It is an assemblage of words making complete sense.

The subject of the sentence is the actor. It is that of which something is said. The predicate of a sentence is that which is said of the subject.

SUBJECT AND PREDICATE.

Analyze the following sentence, using this as a model, Birds Sing:

"Birds sing" is a sentence. Birds is the subject; it is that of which something is said. Sing is the predicate; it is that which is said of the subject.

1. Snow melts.
2. Men work.
3. Fire burns.
4. Walter writes.
5. Bees sting.

Capitals.—The first word of every sentence should begin with a capital.

NOUN.

Pupils will answer the following:

1. What is your own name?
2. Write the names of five persons that you are acquainted with.
3. Write the names of five persons that you are not acquainted with, but have heard of.
4. Write the names of five persons that you have read about in history or in story books.

NOTE.—These words which you have been writing are called nouns. The name of any *person* is called a noun.

1. What is the name of the place in which you live?
2. Write the names of five other places that you have seen.
3. Write the names of five places that you heard of, but have not seen.

4. Write the names of five places mentioned in geography.

NOTE.—These words you have been writing are called nouns. The name of any *place* is called a noun.

1. Write the name of that part of your body with which you hear.
2. Write the names of five other parts of your body.

3. Write the name of that part of a house which is made to let in light.

4. Write the names of five other things you can see about the house.

NOTE.—These words you have been writing are called nouns. The name of any *thing* is called a noun.

A noun is the name of any person, place or thing.

Select all nouns in the following sentences:

1. Jane went to school with an armful of books.
2. John lives in Brooklyn in a large house.
3. Mr. Smith, the farmer, brings apples to market in a wagon drawn by two horses.

NOTE.—You may know if a word is a noun, if it makes good sense, when you put *a*, *an* or *the* before it.

COMPOSITION—DESCRIPTIVE.

Vacation.—How spent?

- Where did you go?
- What did you see?
- What did you do?
- How long did you stay?
- Any incident or accident?

BIOGRAPHICAL.

Benjamin Franklin.—

- Who were his parents?
- Where was he born?
- When was he born?
- How did he pass his childhood?
- What business did he commence?
- What invention did he make?
- How did it affect the world?
- Where did he die?
- Give some of his maxims.

The smallest republic in the world is said to be Franceville, one of the islands of the New Hebrides. The inhabitants consist of 40 Europeans, and 500 black workmen employed by a French company.

Montana is larger than the Turkish empire, and Texas is larger than the whole Australian empire, by 30,000 square miles.

Memory Gems.

Not failure, but low aim, is crime.—LOWELL.

"To thine own self be true, and keep Thy mind from sloth, thy heart from soil.

Press on, and thou shalt surely reap A heavenly harvest for thy toil."

The humblest individual exerts some influence, either for good or evil, upon others.—BEECHER.

To *train* the mind shall be the first object, and to *stock* it the second.—W. E. GLADSTONE.

Opportunity comes, sooner or later, to all who work and wait.—STANLEY.

"Knowledge is power to him who can discern That he who loves to know must love to learn."

Not a truth has to art or to science been given, But brows have ached for it, souls toiled and striven.

—LYTTON.

We live in deeds, not years, In thoughts, not breaths, In feelings, not in figures on a dial. We should count time by heart-throbs. He most lives who thinks most, Feels the noblest, acts the best.

—BAILEY.

"Beautiful faces are those that wear The light of a pleasant spirit there, It matters little, if dark or fair.

"Beautiful hands are those that do Deeds that are noble and good and true, Busy with them the long day through."

Worth Remembering.

Nothing is more terrible than active ignorance.—Goethe.

Learning without thought is labor lost.—Confucius.

Mistakes are often the best teacher of all.—Froude.

Knowledge is the antidote to fear.—Emerson.

Drawing.

WORK OF FIRST YEAR.

MAY ALEXANDRA FRASER.

Children object to prescribed positions on principle, and after they have written or drawn without paying particular attention to the position of the hand, it is almost impossible to teach them to hold pen or pencil correctly.

Therefore, in introducing a class to the study of drawing, I would teach the positions for holding the pencil in the first lesson, and let it be rather a discovery than a direction.

Come into this class-room with me; it is the first week of school, and the forty little beginners have grown tired and restless near the end of the long afternoon, in spite of the shortness of the lessons they have had.

Miss Blank steps briskly to the board and says brightly, "Now children, we have learned a little resting spell; how many of you would like to draw?" The hands go up, most of them enthusiastically, but the watchful teacher spies a few who seem doubtful.

"Well, we will take something simple, so that Ella and John may learn to draw, too," she says. "How many of you can draw a straight line?"

The brighter ones laugh, the hands, even of the timid ones are raised; of course they can draw a straight line, that is so easy. One of the best is sent to the board, and grasping the chalk over the end, he succeeds in making a wiggly line.

Miss B— tests it with the edge of her rule. "Is this a *straight* line, children?"

They all see that it is not. Another tries it, another, and another, the result being varying degrees of crookedness. Miss B— takes the crayon, and very carefully adjusting it in her hand in horizontal position, draws a straight line; after testing it to prove that it is straight, she asks a boy who has been watching her movements

very intently, "Howard, what did I do, that you did not?"

"You fixed the chalk in your hand."

"Yes, that is the reason my line is straight and yours is not; whenever I want to draw a straight line lying down, I always hold the chalk or pencil in my hand just so. If I did not my line would not be any better than yours. When I want to draw a line that looks as if it were standing up, I hold my pencil so (taking vertical position), and it is very easy to make it straight.

"This line which seems to lie down, we call a hor-iz-on-tal line (writing the word on the board, and drawing a line beside it to illustrate); this one which stands up we call a ver-tic-al line. Say these words after me, horizontal, vertical—again. Who can say this one alone? James, Annie, May. Who can say the other? Ella, John, Carrie.

"Harry, come and point to a vertical line; Grace, a horizontal. Is the floor vertical or horizontal? The walls? The ceiling? What do we call the line that stands up?"

"A vertical line."

"The one that lies down?"

"A horizontal line."

"Very well; I will leave these words on the board, with the lines beside them, and if you cannot think what kind of line I mean when I say horizontal, you may look at this to see. To-morrow I will show you how I hold my chalk to make them straight."

Of course these children cannot read such words as horizontal and vertical, but many of them will be able to associate the sound with the written word, as they know a few of the letters, especially if they have been well drilled in the pronunciation.

[To be continued.]

The teacher's teaching power should stand for as much as scholarship, in estimating the grade of a teacher's license.

The eyes of a man are of no use without the observing power.—*Hood.*

Our Rambler Finds That

Porpoises are said to exist in Lake Victoria, Nyanza, Africa.

An astronomer estimates that 146,000,000 meteors fall upon the earth annually.

Tulare lake, in California, is rapidly filling up. The cause is unknown. Many settlers on its banks have abandoned their ranches.

By careful experiments made at the United States Mint, it has been shown that five dollars are lost by abrasion every time \$1,000,000 in gold coin is handled.

The Brooklyn bridge in total length is 6,537 feet. It is 135 feet above the river, computed from the middle of the span.

The forests of "Darkest Africa" strike the imagination, but they are not the greatest on the earth. In the empire of Russia there are 494,228,000 acres of forest; in Africa, according to Stanley's calculation, there are only 224,000,000 acres.

Oklahoma is nearly as large as the State of Ohio. It has 60,000 inhabitants, a larger number than either Wyoming or Nevada has, and is about ready for Statehood.

The first almanacs printed in England were issued about the year 1500.

A rival has been found for the eight-day clock. It is stated that a Liverpool man has invented an eight-day lever watch.

The Persian Gulf is called the Green Sea, from a remarkable strip of water of a green color along the Arabian coast.

Good authorities estimate that the crop of oranges in Florida next year will be over 4,000,000 boxes.

Good diamond cutters can earn from \$60 to \$75 per week in New York.

The product of gold in the United States during the past sixteen years has aggregated the enormous amount of \$572,000,000.

Arithmetic.

H. E. A.

In dealing with this branch, beginners are too apt to allow one subject to follow its predecessor too rapidly. Though your presentation of a subject may be a model for very clearness, though each member of your class says he understands it; if you follow with something new too quickly, the last impression will efface the former, unless it is also kept before the class daily.

As far as possible, let the new follow the old so naturally that your class fails to recognize it as a fresh subject or operation.

Never let your class feel that a subject has been dropped; they immediately begin to forget. If they feel that they are to be held responsible for anything they have once learned, and you constantly call upon them for back work, this tendency is checked. In the development of a subject, use objects as much as possible. Compound numbers are made fascinating, especially to the boys, and dry fractions are deprived of half their terrors by this method.

In well-graded schools, the time devoted to mental or oral arithmetic should be fully equal to that given to written work. If any difference is made, it should be in favor of the oral.

One of the best A Grammar teachers I ever knew, used to devote the fifteen minutes immediately following devotional exercises in the morning to what she called "quick work." It consisted in dictated examples to be done mentally. Beginning with combinations involving the four fundamental rules, she would select those operations in which she had found the pupils made the most errors when doing written work. She claimed that it brightened their wits and put them in a good thinking attitude.

That mental arithmetic should come in the morning, I think, is generally conceded. I like the

written then also, but this cannot always be managed.

In giving mental work, insist that the pupils carry the problem in their minds. If this is new to your class, I would advise that you read the example, requiring the entire class to work it, while one does it orally; or when the example is read, let books be closed, then if a number escapes the mind, it can be referred to quickly.

Encourage them to do without the aid of the book, but do not compel it at first. You can raise a spirit of pride in the matter and gain your point much better than by compulsion.

A Lesson in American History.

I should like to have had a lesson in history from Sir Walter Scott. It seems to me that he would have been a successful teacher of this subject. Our books now-a-days don't give details enough. If we are to be wholly interested in a man we want to know all we can about him—his appearance, his habits, his dress, his conversation, as well as his acts. If we are to be wholly interested in an event, a battle for instance, we want to know why it was fought, how many men were on each side, who the leaders were, what the weather was like, a full description and map of the ground, how long the fighting lasted, how many were killed and wounded, which side won, and what the defeated did. We want to know all the details. Dickens' characters are famous because they have been described so carefully and particularly that we should know their boots or their hats at first sight. History will never be popular while our teaching is confined to the dry skeleton of the subject and to preparation for examination. Better take one important event and allow the child to spend a year gathering information bearing upon it. If his knowledge cover but twenty-five years, he

will add centuries of his own accord if he has learned to love the subject.

New Rules of Politeness.

In certain private schools of Brooklyn new rules of politeness are enforced. It is no longer proper for the little pupils to say "Yes, sir," "No, sir," "Yes, ma'am" and "No, ma'am" to their elders. Now the correct thing is "Yes, Mr. Brown," "No, Miss Smith," and so on. If the child happens to be addressed by a strange lady or gentleman the child is instructed to reply: "Yes, mister," or "Yes, lady." At first this strikes the uninitiated as an unpleasant innovation, but it has obtained a stronghold on the children, and they are rapidly making their parents converts to the new system.

Personal Magnetism.

Emerson says, "A man succeeds because he has more power of eye than another." That teacher is a success whose eye commands.

It is well known that more teachers fail from want of control than from a superficial acquaintance with what they are expected to teach.

"There's no order in the school" is a general complaint in the rural districts. Yet the weary teacher is constantly chiding his pupils.

His words are like chaff that clouds the air and obscures vision.

The very attitude of another restrains frivolity and secures attention. He speaks, and the indifferent hear; the careless are riveted.

He has that magnetic power that flashed from the eye of Patrick Henry, when first he woke to life, and changed to alarm the sneers of his confident auditors.

Plutarch says that Thucydides being asked which was the best wrestler, Pericles or he, replied, "When I throw Pericles, he says he was never down, and he persuades the very spectators to believe him." A modern Pericles, by his manner of putting a question, "Are you sure of that?" once led an intelligent pupil to doubt if

the whole were equal to all its parts.

Personal magnetism is a necessity to the achievement of desirable results in the general experiment which assimilates mind to mind, awakens slumbering capacities, curbing the unrestrained, and spurring on the indifferent.

Such an influence is a panacea for excited nerves. Like pure air, it stimulates brain work, and effectually aids in the development of symmetrical manhood. Most teachers talk too much. There is more weight in a look than in words; more force in a gesture than a threat; and more controlling power in the atmosphere around the man, than in words, threats, and commands all put together.

The personal influence of a great teacher is greater than anything he says or does—greater than the man himself. He that is wanting in this direct influence, may doubt if his vocation has been wisely chosen. His work lags; there's drudgery in it. Like the Danaides, he draws water with pitchers full of holes. As well might the Roman world have been governed by the weak policy of Nerva, or a pugilist have won Gettysburg and Antietam. A great scholar is not necessarily a great teacher. We are not so much educated by what others tell us, as by what we find out for ourselves. That teacher is most successful whose zeal is reflected in the student; and whose influence is best calculated to expand both mind and heart.—*Selected.*

Manners for Boys.

Poor fellows! How they get hectored and scolded and snubbed, and how continued is the rubbing and polishing and drilling which every member of the family feels at liberty to administer.

No wonder their opposition is aroused and they begin to feel that every man's hand is against them, when, after all, if they were only, in a quiet way, informed of what was expected of them, and

their manliness appealed to, they would readily enough fall into line.

So thought "Auntie M." as she pointed out the following rules for a little twelve-year-old nephew, who was the "light of her eyes," if not always the joy of her heart, for though a good-natured, amiable boy in the main, he would offend against the "proprieties" frequently.

First come manners for the street:

Hat lifted in saying "Goodby," or "How do you do."

Hat lifted when offering a seat in a car, or in acknowledging a favor.

Keep step with any one you walk with.

Always precede a lady upstairs, and ask her if you may precede her in passing through a crowd or public place.

Hat off the moment you enter a street door and when you step into a private hall or office.

Let a lady pass first always, unless she asks you to precede her.

In the parlor stand till every lady in the room is seated, also older people.

Rise if a lady comes in after you are seated and stand until she takes a seat.

Look people straight in the face when speaking or being spoken to.

Let ladies pass through a door first, standing aside for them.

In the dining room take your seat after ladies and elders.

Never play with knife, fork or spoon.

Do not take your napkin in a bunch in your hand.

Eat as fast or as slow as the others, and finish the course when they do.

Rise when the ladies leave the room, and stand till they are out.

If all go out together, gentlemen stand by the door till ladies pass.

Special rules for the mouth are,

that all noise in eating and smacking of the lips should be avoided.

Cover the mouth with hand or napkin when obliged to remove anything from it.

Use your handkerchief unobtrusively always.

Do not look toward a bedroom door when passing. Always knock at any privateroom door.

"Did you make up all these rules, auntie?" said Roy, as a copy neatly printed by a typewriter was placed in his hands.

"Make them up? No. These are just the common rules of society that every gentleman observes. You will not find your father failing in one of them."

"Well, but he is a man!" said Roy deprecatingly.

"And you do not wish to be a manly boy!"

Roy said nothing, but it was noticed that the rules were placed very carefully in his drawer.

Some months have since passed, and auntie has had the pleasure of hearing repeatedly the remark, "What a manly, thoughtful little nephew you have," as one and another observed his polite and careful attention to others.

Perhaps there are some other boys who will like to cut out these rules and read them over now and then, keeping or getting some kind friend to keep a record of their success or shortcomings in the observance, always remembering that the mothers, sisters and aunts are the "ladies" to whom these attentions should be shown, and not merely the guests and strangers.—*Yonkers Gazette.*

Do You Want

to know how to spend August? Go to Vermillion, O., and attend the Camp Meetings and Sunday School Conventions at Linwood Park. The Nickel Plate will sell excursion tickets at half rates from July 28th to August 24th.

Laws die, books never.—*Lytton.*

Books are embalmed minds.—*Borel.*

Woman's Opportunities in Influencing Education

The following article by Grace H. Dodge is exceptionally good. It is clear and directly to the point. Our less conservative western states seem to have realized woman's fitness for school supervision and legislation sooner than many of their eastern sisters.

She says: How often one hears the expression, "I am saving now, for I am anxious to accumulate for the education of my children;" and yet those same children may be now seven, eight or ten years of age, and are attending some primary school. The parents little realize that education has begun, indeed, that the foundation of future education has been laid, and that no more important years of study will ever come to their children. Their characters and habits are being formed, and lessons learned in these same primary schools or classes will affect all their future. Women are their teachers, usually young and inexperienced. It has been said, "As the mother, so are the children." Is it not also true that "As the teacher, so the class?" And the class consists of from twenty to a hundred young lives, to whom every hour is important.

In New York City alone, there were taught during the year 1889, 187,926 children in the primary departments and schools, under the auspices of the Board of Education; 307,118 students were under their care. Four thousand one hundred and eleven regular class teachers had the care of this army of children, and only about 500 of these were male teachers. Thus there remained over 3,500 women who had the responsible work of guarding and developing the young lives that are to become our future citizens.

Women, besides being teachers, play an important part in educational matters, but not as important as they should. School boards deal with courses of study, appointment of teachers, hygiene of class rooms, the structure of buildings, and the many details which go to make up a modern school. As

yet, only a small minority of commissioners or of those who serve on committees, are women, but this minority has had an influence for good in many of our great cities. Study the work of women who are serving on Boards of Education in London, Liverpool, Birmingham, New York, Philadelphia, Boston, Chicago, Springfield, Providence, and many other cities in the East and West.

Read the report of the State Commissioners of Education in such states as Massachusetts and Kansas, and see there the hand of the women state commissioners.

Who can estimate the work done by such women as Miss Susan Blou of St. Louis, Mrs. Augustus Heminway and Mrs. Quincy Shaw of Boston, or Miss Anna Hallowel of Philadelphia, in behalf of the Kindergartens, or of the many others who have done so much towards introducing manual and practical training.

Mr. Charles H. Ham of Chicago, in writing on this subject, among other good things, says: "Women have more leisure than men, and hence are able to visit the schools more frequently. This is a very important fact. It is essential to the welfare of the schools, that the teachers in charge of them should be brought into close and confidential relations with the parents of the children, who are so unreservedly confided to them, and upon whose lives, at a most susceptible period, they exert an influence so potent. On Saturdays, the fraternity of teachers and the general public should be brought together by means of informal social reunions, and this can be done only through women holding positions on Boards of Education. Such members should inaugurate receptions for teachers and parents, and advanced pupils; and if they are influential in society, it will come about after a while, that parents will regard it as the greatest of privileges to be able thus to familiarize themselves with the subject of education, which makes civilization mean or great, according as it is poor and stunted, or abundant and scientific.

The fact that women have more leisure than men is especially important, in relation to the subject of text-books. Every text-book question ought obviously to be settled not by courtesy, by favoritism, or by intrigue, but on its merits. And this can only be done through the exercise of the utmost care, through such intelligent examination as requires much time, great patience, and infinite pains. Who so well fitted to this task as women? Men have neither the leisure, nor the patience, nor the culture demanded by the delicate and onerous service; while women possess all these qualities in an eminent degree. One of the most obvious grounds for the appointment of women on Boards of Education, is the fact that nearly all the teachers in the public schools are women. If women are fitted to teach, they are fitted to divide with men the responsibility of school supervision and direction. This being true, the vast body of women who teach in the public schools has a right to aspire to principalships and superintendencies; and in order to make this right effective, Boards of Education should be so constituted as to incline them to regard such ambition as not less legitimate than a like ambition on the part of men. It is asserted that women lack the necessary business qualifications for school inspectorship and trusteeship—as if the very characteristics for which they have been shown to be distinguished, namely, capacity for details, honesty, morality, and habits of economy, were not the real foundation of all honorable achievements! There are not wanting, however, a sufficient number of instances of remarkable business successes by women, to warrant the conclusion that in this regard they are in nowise inferior to men. These instances are frequently noted and commented upon in the press, and need not, therefore, be cited here. There is not, I firmly believe, a single valid argument against confiding to woman her full share of the responsibility and work of supervising the public schools of the country.

The Rev. Washington Gladden, in speaking to the graduating class of a female school, said: "Here is the greatest interest of education, of public education—what a tremendous interest it is! How directly and how powerfully it bears upon the life of the nation! The organization and management of our public schools—what a problem it presents for philanthropic efforts! What kind of schools ought the state to provide for its citizens? How far should it go in furnishing the higher education, in providing for artistic or technical tuition? Industrial education—is that within the scope of our public schools? What are we doing, and what ought we to do for the moral education of the children? Should education be compulsory, and if so, how can we enforce it?"

"Who is responsible for this vast business of public education? The people at large are responsible for it." Then alluding to politics getting into the management of the schools, Mr Gladden says: "The only thing needed to prevent it, is an aroused and enlightened public opinion. Two or three bright women in each ward or district, who will ask questions, and write letters to the newspapers, and stir up their neighbors; who will make themselves thoroughly acquainted with the facts, and keep them before the people, could correct many of the most flagrant abuses in the administration of our schools."

"In some of our states, women are now permitted to vote for school offices, and to hold places on the school boards. When this privilege is given to them, their responsibility for the schools is emphasized. But even when they have not received this measure of enfranchisement, the opportunity is theirs of studying the whole system of popular education, of making themselves familiar with its defects, its difficulties, its possibilities of arousing and guiding public opinion concerning it, of bringing the power of trained intelligence and earnest purpose to bear upon the solution of this tremendous problem. And is not this a magnificent opportunity for

the educated women of our country, and a clear and commanding appeal to their patriotic feelings?"

The schools furnish a great field of usefulness for women and women's work. It is time that the aspect of the primary school educational subjects should be studies, and this is work for the intelligent women of our country.

Geography.

H. E. A.

A great deal of your success in teaching this branch the coming year will depend upon the first week's work. If you can start your class or classes with enthusiasm you will have gained a great point. Do not assign a lesson from the book the first day, perhaps for one or two days. Have a general talk with the school or such a part of it as study the branch on the subject; show up its interesting points. If you are to teach any continent beside our own, start at home and travel to it. Make your journey just as realistic as possible; call upon the boys to give you the name of the railroad you would take passage on to the nearest seaport; some one else to describe the country or cities through which you would pass, throwing in remarks or descriptions now and then yourself to keep up the life; ask another to give you the name of the best steamship line or steamer to be taken. You will see that this requires some preparation upon your part. A few words placed upon the board as you go along, as

Railroad,
Scenery,
Cities,
Steamer,
Voyage,

will render the next day's review easy. The following is the order in which I would deal with the important points to be developed, relative to the continent. If you have not a wall map you should have one drawn upon the board. The children should use their geographies, but a great deal of precious time will be lost unless you can direct them from the wall or board map:

Relative position.

Boundaries.	}	Natural. Political. Parallels and Meridians.
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A great deal of traveling can be done in this connection. Instead of saying, for instance, "What bounds Europe on the north?" start at the extreme north-eastern boundary, imagine yourselves on a coasting vessel, and take a cruise all along the coast, naming the bodies of water as you pass through them until you reach the Black sea. The rest of the boundary will be readily put in. Bounding by giving latitude and longitude is the least interesting, but is an invaluable aid in teaching climate and customs.

Space will not permit more elaboration save to say that all work indicated in this article can be done with advantage without using the books further than consulting maps. I should have the pupils draw, or rather sketch, maps of their own, to illustrate each lesson. If time in class is limited, let them bring them in all ready drawn. I would follow boundaries with

Surface	}	Highlands. Lowlands. Mountain systems.
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Climate. Give this in sections, giving reasons. Give at least five causes for variation of climate. When they understand the principles underlying climate, they will soon learn to give it without being supplied with a set form of words. Having fixed these points, have them, with their maps before them, give the general climate of any country you mention.

[TO BE CONTINUED.]

CLASS OF '91.

Mr. C. H. Dils will attend the Cook County Normal.

Mr. Wm. C. Howe has a school in Mifflin township.

Mr. John W. Bowman has a school in Luzerne township.

Mr. S. M. Small is in his brother's law office in Pittsburg.

Mr. R. M. Day is one of the teachers of Amwell township.

Mr. C. E. Dickey is principal of the schools of Salisbury, Pa.

Miss Lizzie DeHaven teaches at Allentown, Washington county.

Miss Etta Lilley is taking a course at the Cook County Normal.

Mr. H. W. Wilson is located for the year in St. Paul, Minnesota.

Mr. H. W. Corneille is principal of the schools of Centreville, this county.

Mr. W. H. Martin is principal of the schools of Ursina, Somerset county.

Mr. Walter Hertzog is principal of the schools of Speers, Washington county.

Mr. W. D. Brightwell is principal of the schools of Trotter, Dunbar township.

Mr. W. J. Latimer is principal of a graded school in East Huntingdon township, near Scottsdale, Pa.

AMONG THE ALUMNI.

W. L. Cooper, '83, is again teaching in Derriek City.

Miss Linnie Leech, '99, teaches in Mt. Pleasant township.

J. C. Longdon, '84, is principal of the Burnsville schools.

Miss Carrie Wilson, '85, teaches in Fallowfield township.

Van A. Powell, '88, is principal of the schools of Manor, Pa.

Miss Carrie McGinnis, '86, is principal of the schools of Amity.

Misses Janette Campbell and Estelle Yarnell, '90, teach in Lucyville.

Miss Fannie Greathead teaches at Stauffers, Westmoreland county.

J. E. Masters, '90, is principal of the schools of Woods Run, this county.

Misses Mary Vogel and Sallie Thomas, '90, are among the Webster teachers.

Miss Belle Sterling, '90, teaches in Springhill township, Fayette county.

Miss Jennie Thomas, '90, teaches in Forward township, Allegheny county.

Miss Clara Z. Stiffey teaches in the Highland school, East End, Pittsburg.

W. J. Lowstuter, '88, is principal of the schools of Monarch, Dunbar township.

W. S. Kreger, '90, is teaching in Barkleyville Academy, Venango county, and at the same time pursuing his studies in Latin and Greek. He expects to enter Oberlin college soon.

MARRIED.—July 15th, 1891, Mr. L. C. Beal, '76, and Miss Mollie McCullough, both of Uniontown, Pa.—August 26, '91, Mr. L. B. Wilson, '86, and Miss Elizabeth Stapleton, both of St. Paul, Minn.

A graduate of the Normal, now teaching in Pittsburg writes, "Our salary in Pittsburg is decided upon the number of months we have been teaching. Normal School training counting more than anything else."

Rev. J. H. Sutherland, '83, has resigned his charge in Kittanning, and accepted a call to the Presbyterian church at Ford City.

The Seniors have begun their chapel recitations. Miss Andrews opened the series with "The Day is Done," and Miss Barnes followed with "McLain's Child."

Mr. Wade Billingsley will attend Bethany college, Mr. Alden Davis and Miss Margaret Abell, Allegheny college, and Miss Laura Miller, Washington Female seminary.

A correspondent of the California Messenger, speaking of the music at the Bentleysville camp-meeting, says of two Normalites, Miss Mame Billingsley and Mr. A. T. Morgan: "Miss Billingsley has made a name both in music and elocutionary lines. Her unceasing energy and amiable way will be heard of no doubt in the future. Mr. Morgan is a bass of renown, because of his volume and depth of tone. When he would sound his tones it seemed as though the leaves sought to carry the melody. He no doubt is the coming singer of this part of the State. We learn he is Prof. in some school east. We hope he will make good use of his ability and make himself prominent there."

Mr. Beaver, of Bellefonte, secretary of the Y. M. C. A. of Pennsylvania, visited us at morning chapel a few days ago and conducted the devotional exercises. He also gave us a very interesting account of Mr. Moody's school for Bible study at Northfield, Mass., where he has been in attendance.

Charles T. Graves, who has been on the reportorial staff of the Reporter for several months, has severed his connection with the paper and will enter on his duties as teacher of the Clover Hill school. Mr. Graves made friends rapidly and will be much missed in Washington. The Reporter regrets to lose so ready and reliable an employee, and to part with such a pleasant gentleman.—Reporter.

Jesse O. Arnold, of Franklin township, has been elected principal of the New Haven schools. The school board of that borough made a wise selection, as their new principal will fill the place admirably. "School teachers are born, not made" down in Franklin township and the members of the profession want to keep their eye on Jesse. Modestly and because of real capacity and worth, he is coming to the front and ere long he will be the leader in the school business.—Uniontown Genius.

The New York Tribune correspondent from Chautauqua, in speaking of the work of the schools, calls attention to the increasing demand for industrial drawing as the foundation of industrial training. Miss Clark, of West Troy, N. Y., had charge of this department. The subject was practically illustrated by a class of children under the instruction of Miss Julia Patten, of the California, Pennsylvania State Normal School. The enthusiasm of this class of little folks, under her instruction, was suggestive of what can be done in practical school work.