

The Normal Review.

VOL. VII. No. 2.

CALIFORNIA, PA., OCTOBER, 1891.

50c. A YEAR.

Entered as second-class matter.

Miss Maude Moore is teaching in Pittsburg Female college.

Mr. E. F. Thomas, '86, is principal of the schools of Rankin, Ill.

Mr. Jacob Schrock, '82, is principal of the Roxberry school, Johnstown, Pa.

Dr. Noss will attend the institutes of Greene and Washington counties this month.

Mr. W. A. Powell, of the Senior class, leads the school occasionally in the physical exercises.

Prof. Welter was absent two or three days this month, attending the wedding of his sister.

Misses Maggie and Edna Alter visited the Normal at morning chapel one day this month.

Dialogues and tableaux form an interesting feature of the society work occasionally this term.

Mr. W. A. Applegate, '88, now of McKeesport, was admitted to the bar of Allegheny county, Sept. 19th.

The new building rises higher and higher, and before this reaches our readers we hope to see it under roof.

Epworth Hymnal No. 2 has been introduced for use in the chapel and other devotional exercises of the school.

Most of the students, on last Sunday, heard the first sermon of Rev. C. W. Miller, the new pastor of the M. E. church, in town.

Mattings have been placed in the

hall and on the stairs of the main building, thus diminishing the noise made by the passing of classes.

The Senior recitations continue at morning chapel, at the rate of three a week. All are interesting and are received with applause.

To each practice teacher in the Model school an observer is now assigned, who is expected to make a full report of the method in which the lesson is taught.

Mr. B. F. Meredith, '90, has resigned his position as principal of the Glenfield schools, and has accepted the principalship of the schools of East Brady, Clarion Co.

Miss Mary Vogel, '89, of Webster, Pa., was married Sept. 24th, by Rev. M. M. Hildebrand, to Mr. James Young, also of Webster. They have the best wishes of THE REVIEW.

We were favored at morning chapel recently by a visit from Rev. Zwayer, of the Baptist church, and Rev. Firman, of Lewiston, Pa. Both gentlemen addressed us in well-chosen words.

Rev. M. A. Rigg, '84, and Rev. D. H. McKee, '78, were continued in their respective charges of Reynoldton and Bridgeville, by appointment of the M. E. conference held recently in Uniontown.

Morning chapel, Sept. 21st, was rendered unusually interesting by a solo from Rev. J. R. Morris, who also conducted the devotional exercises, and by a recitation from Miss Billingsley, of the Senior class.

Prof. J. C. Kendall, '86, princi-

pal of the Homestead schools, has twenty-five assistants. A teacher of music is also employed. The enrollment in the schools is 1,400, the High School numbering over 70.

Mr. J. C. Hockenberry, '86, is taking the Scientific Course at the West Chester Normal. On his way home from the Y. M. C. A. at Franklin, Pa., to which he was a delegate, he made us a short but welcome visit at the Normal.

The Model school and the lower classes of the Normal now meet at nine o'clock, when chapel exercises are held, lasting half an hour, followed by three periods of school work. The Seniors and Juniors have a period of work before chapel.

Rev. J. H. Sutherland, '83, pastor of the Ford City Presbyterian church, had the pleasure of laying the corner stone of a fine new church on Oct. 1st. For a cut of the building, and an account of the exercises, see the Presbyterian Banner of Oct. 7th.

The scripture readings this term have been from the parables of Christ. The words of explanation and comment added by Dr. Noss make the exercises much more interesting. Occasionally voluntary quotations from scripture by the students give variety to this part of the exercises.

Mr. Frank H. Underwood has entered the Western Penn'a Medical college.

Miss Grace Ward, of California, was married September 24th to Mr. Walter Savage, of the same place.

EDITORIAL.

The autumn is the best time of the entire year for effective school room work.

* * *

What educational book are you reading?

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A certain amount of educational reading is essential to good teaching.

* * *

Are you working out a program? It may not be necessary to make one ironclad, and strictly adhered to in every detail, but a program of work for the school-room is as important as a plan for an architect in the erection of a house. The teacher to be successful must know beforehand what to do, first, second and last.

* * *

How many of you think more of neatness than of character? How many of you notice every little irregularity in the way of a piece of paper on the floor, but overlook the gross errors in teaching, and inexcusable sins of disposition. Is it not true that excessively neat people are usually irritable? Neatness is excellent, but *character* is far better. It is not so much the thing accomplished, but the *power to accomplish*, that is the ultimate end of all school work.

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Right hearing is as important an element as right speaking.

* * *

Each child that takes his place before you is capable of preparation for some special work. To be able to discern what that is, makes of that teacher a valuable laborer. The ability or power of looking into a child's mind, and knowing how he can be trained for success, is worth something in this world.

The true way to help others is by helping ourselves, a cheerful countenance makes other cheerful countenances.

* * *

A western school journal says, "No teacher is equipped for independent work, who does not own *the whole of* (not a partnership interest in) a Bible, an unabridged dictionary, and an educational paper. They are just as indispensable as a hat, an umbrella and shoes."

* * *

Teachers, be loyal to your superior officers, and be in sympathy with every effort put forth to elevate the work in your locality. If your superintendent gives some direction, it is not of the slightest consideration whether you agree with him or not, *your* duty is to follow his suggestion—if it is unwise and impracticable, your faithful enforcement will be the one great step towards its recall. Do not run to the directors or board members with every little circumstance upon which you differ from your fellow-workers. These same directors may listen to you, and for a while you may seem to be the victor, but that sort of thing is contemptible, and they think so, and sooner or later you will suffer.

* * *

In our battle of life we should have something worth fighting for; otherwise we can have no creditable victory.

* * *

Each day brings its own duties, and we must meet them as they come. The leaving off till tomorrow plan is ruinous, alike to business and character.

The aim of education should be to teach us rather *how* to think than *what* to think.

School Discipline.

FIRST PAPER.

One cannot be variable in discipline; each day should be alike. Steady, uniform discipline must be maintained. "*Never a tyrant*," always a governor," should be the rule.

If a class is becoming disorderly, do not stand before them, and think, "Oh, what shall I do!" the class will understand your position and condition as well as you do; usually in such cases, a little positiveness of manner and action, will be all that is required. The first pupil you see out of order is the one of whom to make an example.

Do not ask a *class* a question that will admit of more than one answer, or you will hear "yes" and "no" all over the room, and that makes confusion always.

Do not name a pupil who is to recite before asking a question. This causes the rest of the class to lose interest, and loss of interest in the subject under discussion makes mischief in all departments, as the pupil is bound to give his attention to *something*, and if not the work of the class, it is sure to be disorder of some sort.

Order at school must not be understood to mean order in the school room only. It must include a prompt and definite performance of duty, in the school room, in the school yard, and in the street.

Teachers make a great mistake, who permit disorder in and about school premises. It is a well-known fact, to observing teachers, that the school, whose pupils properly conduct themselves while outside of the school room, requires but little so-called discipline while within the room. The teacher who aims to have order in the school room alone, rarely succeeds in having it even there.

Order includes a great deal more than the condition of the pupils, and their relation to their work. An orderly school is one in which there is a place for everything, and in which everything is *in its place*.

In such a school, the books of the pupils are arranged in proper order in the desks, and no scraps of paper will be upon the floor. The blackboards will be dusted and the chalk tray will be free from accumulation of crayon—the work placed upon the board will be the “trade mark” of the school, in exact proportion to its appearance.

All writing should be uniform, if necessary, *rule lines* for blackboard writing; your school will copy your method of work.

There is an element, which used, becomes a strong factor in the successful attainment of proper school discipline.

That is the feeling of sympathy that should be established between teacher and pupils. Pupils will do much to win and to hold the esteem of a teacher they love. The idea of co-operation comes right in at this point. The participation in the same line of work unites pupils and teacher very closely. A child responds much more willingly to the teacher who says, “we will learn this,” than to him who says, “learn this!”

One good book on school management should be in the hands of each teacher, and should have been carefully read, before *beginning* school work. You have a right to use the experience of others, and to draw from the common treasury.

It is astounding how many people there are who neglect punctuality. Thousands have failed in life from this cause alone. It is not only a serious vice in itself, but it is the fruitful parent of numerous other vices, so that he who becomes a victim of it gets involved in toils from which it is impossible almost to escape. It makes the merchant wasteful of time, it saps the business reputation of the lawyer, and it injures the prospects of the mechanic, who might otherwise rise to fortune. In a word, there is not a profession or station in life which is not liable to the canker of this destructive habit. *Society Journal.*

Impatience in Recitation.

BY ELLA M. POWERS.

Let us step into your school room. A class in arithmetic is reciting. You suddenly turn on one of the members of the class, and with a quickness peculiar to yourself, abruptly ask a question. You wait just long enough for the pupil to discover to whom the question is directed; and, before he has time to arrange his answer in his mind, with a startling suddenness, “Next” rings out from your lips, and the answer is hastily seized from another; and in the same confused haste, the recitation is conducted. Those who lag behind in a road where others are travelling, are always in a cloud of dust. How dusty, then, must be the brains of those who are less quick, and hesitate from timidity? How can this cloud of dust become settled? Perhaps their dullness is made more prominent by such words as: “Think quick, John!” Haven’t you mastered this lesson, Jane?” “I can’t have any hesitation; now *think*.” If the answer was half formed, such words would drive it into infinitesimal particles of dust, and nothing is manifested except that clouded, dusty mind. They are human, and cannot be driven like dumb beasts. Give them room, light, freedom of thought and soul.

How to Read.

Whatever you read, read with enthusiasm, with a generous, yet critical sympathy. Make it your own. Take it up by lively and intelligent application at every point into your mental system and assimilate it. An active interest is a condition of mental growth. The mind only expands or strengthens when it is thoroughly awakened. Give to all your reading an awakened attention, a mind alive and hungry for knowledge, and then whether you read history or poetry, science, theology, or fiction of the higher order, it will prove to you a mental discipline, and bring you greater pleasure as well as increased knowledge. L.

The Itata.

The Itata, a Chilian vessel, which was being loaded in San Diego, Cal., with arms and supplies, was seized and a deputy marshal placed on board.

The day following the Itata put to sea with the deputy marshal on board, but when out to sea he was put into a boat and returned to the shore.

The U. S. ships, “Charleston,” “Baltimore” and “San Francisco,” after the “Itata” was 500 miles away, started in pursuit. The vessel was captured in the harbor of Iquique. The ship and cargo were confiscated and brought to the navy yard near San Francisco, subject to United States orders.

What fine was imposed on the “Itata” for leaving San Diego without clearance papers?

What neutrality laws were violated?

Which of the Chilian forces was the “Itata” intending to help?

Name cause of the war.

Who was president?

What city of Chili has been partially destroyed?

Scientific Rain.

The last session of congress appropriated \$9,000 for the purpose of experimenting in the excessively dry regions in order to produce artificial rain. History develops the fact of rainfall after battles have been fought or heavy cannonading.

The department of agriculture, with Gen. Dyrenforth as director, have provided explosive balloons, kites with explosives attached to them which are to be exploded in mid-air, and mortars which will shoot along a two-mile line of explosives of all kinds.

This bombardment of the heavens for a day or two is expected to produce rain. Western Kansas and Texas have been selected for the experiment.

The result of Uncle Sam’s rain-maker is looked forward to with no little curiosity. Watch the newspapers for the results. Some have already been chronicled.

EARNING A LIVING.

How to earn an honest living is the problem that faces every young man. Any sensible advice on the question is worth having. Here is what Carroll D. Wright, United States Commissioner of Labor, has to say about it:

"The men who achieve the highest success at the present time are those not particularly favored by influential friends, but who have carefully qualified themselves in the technical knowledge of their chosen vocation. Many individual instances of this might be recited. I remember one that illustrates how quickly a young man went to the top. He is now the managing vice-president of a great railroad system. He insisted (and only a few years ago) on taking up the machinist's trade, with a view to perfecting himself for great managerial positions. He worked as a boy (although a young man) in a machine-shop, beginning at the lowest grade of work—wheeling castings and doing the ordinary labor about a shop. He went on step by step, finally taking up the mathematical side of the work, and entered a technical institute. He then found employment in a machine-shop of a great railroad. From that point he advanced to the place of a foreman, and finally went on the road as superintendent of a section. He is now, as I have said, the managing vice-president of a great system. Another instance is that of a gentleman I know thoroughly well, who came out of the army as a field officer at the age of twenty-four. He had a good academical education. His immediate friends all occupied fine places, not only in society, but in educational ranks, and they had marked him as a lawyer. He carefully studied the field and the prospects. He became convinced that in the great mechanical pursuits were to be found the best opportunities for the exercise of ability and skill. So, instead of entering a law office, he entered a machine-shop as an apprentice-boy. He came out a thoroughly equipped man, and has always occupied

leading managerial places at high salaries.

"These instances the working-man may say are not for him, but they are for him. A young man of my acquaintance, twenty four years of age, is now receiving a salary of \$2,800. He had no opportunity in life beyond that open to every boy. His parents were poor, but he determined to equip himself, and as the result of his equipment, his services became of great value, and he is compensated in accordance with their value. The man who, in driving a board-nail, is obliged for want of skill in driving it home to strike eight or ten blows, and oftentimes to break in the nail, is compelled to work, or should be compelled to work, for exceedingly meagre compensation; while the man who trains himself so that with unerring precision he drives the nail home with three or four well directed blows and with no loss of material is not only entitled to, but he receives, the better pay. One is a slovenly, uneconomical person to employ; the other a skilled workman; and skilled work well paid is always the cheapest labor. The production is better, the time is better employed, and all the results, not only to the one performing the service, but to the one for whom it is performed, are of the highest grade and thoroughly satisfactory.

"Looking the field all over then, the suggestion which comes to my mind as the leading one to be made to the great body of young men and women who are about to compete for the vacant places in the business of the country is this: Take up something, smithy, jewelry printing, electrotyping, railroading, engineering, teaching, stenography—whatever taste leads to—and put your whole heart into learning the art of your work; develop your individual powers; insist upon making yourselves masters of your trade or profession, in order to become master-workman in whatever calling is chosen; and then the real satisfaction and the intense enjoyment of a serious and active life will develop to a wonderful degree and prove that the best

citizenship is found in those who are the best and most remuneratively and most enjoyably employed. The competition is too critical as between mind and mind for any man to expect to succeed unless he is willing to take his place as a professional in the work he chooses. There are too many day laborers in every profession and calling in life. The great end of the times, as well as the great end for men themselves, is profession spirit; and in this and the equipment necessary to secure the professional spirit there lies success, whether from an ethical or economic point of view. If there are 500,000 people who will seek 460,000 places during the current year, I beg of the young men and young women of the country not to find themselves in the 40,000 margin. They can keep themselves within the 460,000 fortunates by properly fitting themselves for the duties upon which they wish to enter, and through the remuneration for which they expect to gain a livelihood."

A VERY REMARKABLE RIVER.

In the February number of this magazine, a German geographer has treated of the remarkable phenomenon of bifurcation or water connection between lake and river basins. It will be interesting to examine the most remarkable bifurcation of them all—that of the River Casiquiari, which unites the water of the Orinoco with the Rio Negro, thereby connecting the basins of the Orinoco and Amazon rivers.

In the noteworthy journey which Mr. Chaffanjon, the French explorer, made to the headwaters of the Orinoco river three years ago, he examined the bifurcation of the Casiquiari, and his careful studies led him to advance the following explanation of the cause of this phenomenon. He says the Casiquiari, at its junction with the Orinoco river is about fifty yards broad. A short distance above the Casiquiari the Orinoco flows through a gorge only ninety yards wide. This contraction of its bed

greatly accelerates the current, and the river rushes through the gorge at high speed. The rapid current just below the gorge therefore tends to undermine the left bank of the Orinoco.

In his opinion, the Casiquiari was originally merely a tributary of the Rio Negro, and therefore a part of the Amazon basin. In the course of time the mass of water escaping from the Orinoco gorge and undermining the left bank of the river dug a channel towards the Casiquiari which increased in length, until during the rainy season, a passage was formed for the Orinoco waters by which they reached the Casiquiari. This channel gradually increased in length until a permanent connection was made with the Casiquiari and now at all seasons of the year, a small part of the Orinoco waters flow into the Casiquiari and thence into the Rio Negro and Amazon. Mr. Chaffanjon thinks this communication between the basin of the Orinoco and the Amazon, is quite recent. The junction of the Casiquiari and Orinoco moves down stream a few inches every year, and is now nearly half a mile below its original position.

By means of this bifurcation, it is possible for canoe voyagers to travel from the mouth of the Orinoco to the mouth of the Rio Plata, by inland water routes, with a land portage of less than two miles between the head waters of tributaries of the Amazon and Rio Plata systems.—*Goldthwait's Geography.*

IVORY.

I wonder if our boys and girls have ever thought very much about ivory—where it comes from, and how we obtain it. The next time you go to visit the animals at Central Park—if you live in New York City—or the Zoological Gardens—if your home is in Philadelphia—or to Barnum's circus—which goes everywhere—you will, I am sure, look at the elephants and their big white tusks with more interest, when I tell you that the best of ivory is obtained from

the tusks of the elephant. Elephants are found in the East Indies; but there are more elephants in Africa, and from these we obtain the most of the ivory which is carved into many useful and pretty articles. Traders go to the coast of Africa in ships and buy the ivory from the negroes who live in that country; and give them beads and bright colored clothes in exchange. The negroes have to go hundreds of miles through the woods, and over the mountains in search of the elephants. They hunt for them at night, with large torches or fire-brands. Finding a number of elephants together, they surround them, and drive them into an open space. Elephants are very much afraid of fire, and so some of the negroes shake the flaming torches in front of them, while others kill them with spears and lances. Many thousands of elephants are killed each year. The labor of carrying the tusks to the sea coast where they are taken away in ships is very difficult, as there are no roads through the woods and mountains. The women, as well as the men, help to carry the tusks; and even little children are forced to carry some of the lighter tusks. Some times the women will have to carry a tusk on each shoulder, while strapped to their backs, in a band of cloth, will be a baby.

They often walk from sunrise until ten or eleven o'clock. Then they take off their heavy loads, and rest for several hours, as the sun is so hot that it is impossible for anyone to do any work. When it is cooler they take up their burdens again and walk on until evening. The heavy weight carried so long a time upon their shoulders very often wears away flesh. As they wear no shoes, their feet become torn and blood-stained from the sharp stones and thorns over which they walk.

While traveling to the hunting grounds or returning from them, the negroes make a deafening noise. Each one seems to try to be noisier than his neighbor. They imitate the roar of wild animals, and the shrill cries of birds. Their object in

making so much noise is to frighten away wild beasts and robbers. Very often, however, when a hungry lion comes along, he has no ear for music, and cares nothing for noise, but snatches up the first negro he meets, and carries him to his den where he quietly eats him for his dinner. Some deep thinking children may wonder how—away off in Africa—these people should have cornets and drums to play on? The Africans make a great many drums of a rude sort themselves. Besides, the traders, whom I spoke of as taking beads and other things to them, took with them—upon one of their voyages—some musical instruments for their own use and pleasure. The natives were wild with delight when they heard them, and were only too delighted to make an exchange of ivory for these musical instruments; and they never again made a trip to the coast of Africa without taking along a goodly supply of drums, fifes, cornets and other instruments.—*Goldthwaite's Geographical Magazine.*

\$6.00

Chicago Excursion October 3 via the Nickel Plate under the auspices of Erie Lodge No. 27, I. O. O. F. of Cleveland, Ohio. Trains leave Cleveland 6:30 a. m. and 9:30 p. m. Tickets good seven days.

The Chicago Exposition opens September 16 and closes October 26. The Grant monument will be unveiled Tuesday, October 6. The meeting of the Society of the Army of the Tennessee takes place October 7th to 9th. Do not fail to see the World's Fair buildings now under construction.

Tickets for sale at following places: Larwood & Day, 259 Superior st.; E. A. Cobb, 1205 Cedar Ave.; C. H. Cobb, 1377 Cedar Ave.; G. W. H. Young, 903 Woodland ave.; J. A. Robinson, room 4, 52 Public square; G. F. Bowman, Pearl and Detroit sts.; A. T. VanTassel, 250 Detroit st.; P. Vouke, 1228 Pearl st.; H. Cohn, 778 Lorain st.; J. Turk, 1118 St. Clair st.; J. Damm, 2210 St. Clair st.; A. Sekeres, 193 Holton st.; J. Sternischa, 101 Wageman st.; M. Kniola, 924 Tod st.; F. Turek, 32 Bergen st., and Nickel Plate agents. For sleeping car berths and further information call at City Ticket Office, 224 Bank st. B. F. HORNER G. P. A.

Teaching Children How to Study.

ELLEN G. REVELY, CLEVELAND, O.

In reading the lesson assigned, with the pupils before it is studied, they should be led to distinguish between that contained in the lesson already their known and their unknown. This has a twofold value; it leads them to be hopeful to gain the unknown since they have gained the known, and to concentrate attention upon the unknown. Especially in the first use of books; as arithmetic, they may be led to see that the definition or rule is merely telling in words what they already know how to do.

In all studies concerning material objects, the fact that they are studying about real things should be continually before the child's mind. Their attention may be called in geography to natural objects about them, defined or described in the text-book, or to resemblances or differences in the things around them, and those described in the geography. For instance, there may be schools in which no child has ever seen a river or mountain, but all doubtless have seen brooks and hills. Let them learn by aid of the imagination how a river differs from a brook, a mountain from a hill.

A paragraph may be read and a pupil may tell in his own language what it says. The attention should be directed to the salient points of a paragraph, or the keyword of a sentence. By a frequent use of the blackboard placing the outlines, or tabular analysis of the lesson before him, the pupil gains an outline of the whole, with the leading divisions; he has the skeleton which he is to clothe by study, which develops the central or life-thought. A child led to study in this way will sooner be able to make a schedule of his own lesson.

Aid to right study may also be given through questioning in the recitation. May not every recitation be counted a failure in which a great number have been able to answer correctly every question propounded? Is it not sometimes

the greatest service a teacher can perform for a pupil, to lead him to see by apt questions that he did not study aright? Such questions are especially important in arithmetic, leading pupils to discover the points at which the example may be taken apart.

Children may be encouraged to test their own knowledge of a lesson, as in history or geography, by drawing rough outlines of maps, and locating points. Thus self-help becomes manifestly an advantage, even to the oral repetition to some member of the family before coming to school.

But above all, the pupil should be led to consider the meaning of the words he repeats and to look them up or ask information concerning them. Intelligence is general enough, and books cheap enough, so that all ordinary words and references may be understood by children. When those occur that may not be comprehended, they may be strung on the golden thread of the future, as something to be afterward gained.

Great care must be exercised in the first reading of a lesson with the pupils, that only so much help as is needed to study correctly be given. All outside information and interesting applications should be reserved by the teacher to be used in the recitation.

By teaching how to study, we help to inspire a desire to study, and thus help to make students. Every successful man or woman is a student of matter or mind. Can one be a true teacher who does not aid in accomplishing such results?

A NEW LAKE.

Near San Diego, in Southern California, 200 miles south of the Death Valley and 90 miles from the Colorado river, lies a desert region which is below the sea level. In June the water began to appear and continued to increase until by July 1, there was a lake formed which covers a tract 90 miles long by 12 miles wide, with three feet of water. There has been much conjecture as to the cause and source of this inundation.

Stephen A. Price, once governor of New York, was one of those kind, honest, true, warm-hearted men who are not only respected, but honestly liked by all who know them, both old and young. He never seemed to forget that he had been young once himself, though he lived to a good old age. He lost his life in a steamboat disaster.

Upon a worn piece of paper found in his pocket-book, bearing the evidence of much use, were the following rules:

Keep good company or none.
Never be idle.

If your hands cannot be usefully employed, attend to the cultivation of your mind.

Always speak the truth.

Make few promises.

Live up to your engagements.

Keep your own secrets if you have any.

When you speak to a person look him in the face.

Good company and good conversation are the very sinews of virtue.

Good character is above all things else.

Your character cannot be essentially injured except by your own acts.

If anyone speaks evil of you, let your life be so that no one will believe him.

Drink no kind of intoxicating liquors.

Ever live (adversity excepted) within your income.

When you retire to bed, think over what you have been doing during the day.

Make no haste to be rich, if you would prosper.

Small and steady gains give competency with tranquility of mind.

Never play at any game of chance.

Avoid temptation, through fear you may not withstand it.

Earn money before you spend it.

Never run into debt, unless you see plainly a way to get out again.

Never borrow if you can possibly avoid it.

Do not marry until you are able to support a wife.

Never speak evil of any one.

Be just before you are generous.

Read over the above maxims at least once a week.

Would it not be well to instil these principles into the minds of our pupils?

A fine map of the United States has just been issued by the United States Geological Survey, on a scale of 1:2,500,000, or about 40 miles to an inch. The map gives contours of heights above the sea level all over the country, using the Land Office, State and Natural History Surveys and other sources of information to supplement the altitudes ascertained by the Geological Survey. The contour lines are drawn 100, 500, 1000 and 1,500 feet above the sea level, and in the Colorado and Great basins at 2,000 feet, with intervals of 1,000 feet above that level. In some parts of the Appalachian and Rocky Mountains, where heights have not been accurately ascertained, the contour lines are only approximate. In the Mississippi valley, railroad levels are largely used. The map is a fine specimen of the invariably excellent work of our Geological Survey, and will be found very useful for many purposes. Information about altitudes in our country is lacking to a painful extent on most of our maps and was hardly accessible to the general public until the printing of Mr. Gannett's pamphlet a few years ago.

Gather up pleasant thoughts in your mind for pleasant thoughts make cheerful lives. Strive to see all that you can of the good and the beautiful, so that bright cheerful pictures may be impressed upon memory's tablet and give you of which to make sunny, lovely thoughts.

Where education has been entirely neglected or improperly managed, we see the worst passions ruling with uncontrolled and incessant sway.—S. Parr.

The Rambler Has Found That

The project to connect the New York and Brooklyn postoffices by a pneumatic tube to be laid on the bridge structure will soon take definite shape.

Nearly twenty thousand pounds of bread are daily eaten in the Sultan of Turkey's household.

Boys of Germany begin the study of Latin when but nine years of age, and continue the course for nine years.

It is expected that the new steamships to be built for the Cunard line will be able to cross the Atlantic in five days.

A shoe man says that the people of the United States spend \$465,000,000 annually for shoes.

The people of this country use 561,132,100 pounds of coffee each year. The value of the article is \$27,140,000.

The absolute wealth of the nation is estimated at \$62,610,000,000, or \$1,000 per capita, as against \$870 per capita in 1880.

Next to Great Britain, France has the greatest number of iron clads, Italy, Russia and Germany ranking third, fourth and fifth respectively as maritime powers.

Aspirant: "What is the chief requisite for a young lady entering the literary field?" Editor: "Postage-stamps."

Caterpillars, from ten to twelve inches long, are said to be not uncommon in Australia, while species which vary in length from six to eight inches, are said to be numerous.

The true test of a genuine American paper currency is to hold the bill up to the light so that you can discern two lines running parallel across its length; these are a red and blue silk thread inside the paper; no counterfeit has them.

The new cable which establishes direct telegraph communication between the United States and the east coast of South America has been opened.

It is proposed to expend \$350,000 to bring 100,000 militia to Chicago during the World's Fair, giving the troops of each state a week in camp.

The Bible has now been translated into sixty-six of the languages and dialects of Africa.

THE "CIRCLE OF FIRE."

If a large circle be drawn around the globe, with London as its center, it will be seen that the majority of the continents are crowded into one hemisphere, and in the other is a vast waste of water.

The cause of this, Sir William Herschel says, is the difference in weight of the particles which constitute the earth's mass and consequently the non-coincidence of the actual center and the center of gravity.

While the Atlantic appears as an inland sea, the Pacific stands out as an immense sheet of water, around which is an amphitheater of land, bordered by a continued chain of mountains, from Cape of Good Hope to Kamtschatka and the Aleutian Islands to Cape Horn, equal in length to the equatorial circumference of the globe.

It is a noteworthy fact that all the great mountain masses of the earth face the Pacific. The Mountains of the Moon in Africa and the Himalayas in Asia, border on the Indian ocean, which is only an arm of the Pacific, while the Rockies and the Andes in the Americas, overlook the main body. Also in this great circular system are found the craters of hundreds of volcanoes both active and extinct. Thus with truth, the amphitheater of mountain peaks and volcano craters around the Pacific, has been called by Carl Ritter the "Circle of Fire."

CECIL JEROME ALLEN.

Train the intellect of your pupils; not merely endeavor to get them to do certain operations in a certain way. You will do more for the pupils if you do less.—E. Moulton.

Clionian Review.

MOTTO—Pedetentim et Gradatim Oriamur.

C. S. SMITH, Editor.

Clio, we are glad to say, is doing good work.

Dr. Noss is a frequent visitor, and his remarks are always prompt and appropriate.

Mr. Meyers, an earnest and faithful Clio, attended a meeting of the Y. M. C. A at Franklin, Pa.

Messrs. Smith and Horton have twice favored the society with very acceptable music on the guitar.

W. H. Farquhar, of the class of '90, and an earnest Clio worker, was a society visitor on last Friday evening.

The society was visited on the 9th by Messrs. I. T. Smith, Harry McEldowney and Walter Hertzog, Clios of the past.

The following have been appointed as a contest committee: Messrs. Graff and Meyers, and Misses Greathead, Powell and Peterson. Mr. Graff will act as chairman.

Clio is still on the upward march; her excellent performances and variety of excellent music have attracted the attention of 41, who have joined her since the opening of this term.

One of the chief features of the societies last Friday evening was a piece of instrumental music rendered by Prof. Keffer. The professor knows how to play, as well as how to teach.

Mr. Warren Gibson and Miss Eunice Jones, both of Bentleysville, were married Oct. 8, 1891. Mr. Gibson was a former student and Clio. He is now engaged in teaching his home school, Jones-town.

A joint meeting of the societies has been agreed on for Friday evening, Oct. 23d. In the joint committee for the arrangement of a program, Clio is represented by Mr. Powell, Miss Lytle and Miss Greathead.

A few evenings ago the society was honored by the presence of Rev. Zwayer, who gave a very interesting talk on the question under discussion, "Resolved, That legislation is the true means of solving the liquor question."

We were all surprised last Friday night by a continuous clapping of hands near the door, and upon asking what it meant, some one said; "There is Ira Smith." Sure enough there he was with as gay a look as ever, and we were glad to see him. Come again.

Mr. Phillips, the president of Clio, is the possessor of a fine reward obtained as a token of remembrance of the great clothes-pin contest, which took place last Saturday night in chapel. May Clio be as successful next spring as she was during the above contest.

While many do not appreciate the work done in the Normal schools, we are glad to see so many here during the present year. It seems to show that people are arising from the old ruts and trying to become teachers in the true sense of the word. If there is one thing on earth that needs to be revised, it is the common school system. The great mass of pupils throughout this broad land of ours do not know what is to be accomplished by attending a Normal school. We not only get facts but

also gain the power of seeing things as they are. This, as Dr. Noss says, is the principal thing to be accomplished, and we hope more will start on this great highway of knowledge. But this is not all that is to be gained. Any one stepping into the societies would know there is something else gained here, and that is, literary culture. Yes; they have sent out many influential men and women, and who knows but they may soon be represented in the presidential chair.

Miss Eva Keener, '91, teaches the home school at Dunkard, Greene county, Pa.

The Seniors made an excursion to Grandville several weeks ago for the purpose of gathering fossils and studying geology.

Dr. Noss, in addressing the Allegheny County Teachers' Institute on the "Important Things in Education," said: "Though I have all knowledge and have not love, I am nothing. Love is the greatest factor in a teacher's work, love for the work and love for the pupil. A teacher to instruct successfully must have a knowledge of what he is teaching and this knowledge should make him an enthusiast. But the greatest thing is not this knowledge but the love for the child and the love for the work. This love cannot be a sham love either, or it will receive a rebuff something like that contained in an intercepted note in the school-room which was being passed by a little lad to a flirtatious little maid, 'Don't send me no more notes tell ing me that you love me, but love me so that folks will know it.'"

Philomathean Galaxy.

MOTTO—*Nom Palma Sine Pulvere.*

JENNIE BARNES, Editor.

Mr. Latimer, one of Philo's most able members last year, is teaching near Scottsdale.

The society was pleased to have Mr. Parsons, an old Philo and graduate, visit us.

Mr. Day and Mr. Crile are both meeting with success in their schools in Amwell township.

H. W. Corneille, an old Philo and a member of last year's graduating class, was a welcome visitor on Friday evening, Oct. 16.

The tableaux and dialogue given by the young ladies, Oct. 9, were very nice, and Philo will always be glad to give an opportunity for such performances.

When you stand by the anvil,
boys, do you never think,
As the sparks fly around in their beauty,
"In the chain of my life I am forging
a link,
Wrought by the hammer of duty."

Every week some new names are added to the roll, and still there are some losing the benefit of society work. Not one student should be out of the ranks.

Miss Conger, a member of the Senior class, was called home, Oct. 1st, on account of her father's illness. We trust that she may soon return to the Normal.

Mr. Dils and Miss Lilley, of the class of '91, and both Philos, are attending Col. Parker's school in Chicago, and report that they like the work very much.

Prof. Welter and Miss Downer accompanied the Senior class on a geological excursion on Oct. 3. All returned tired, but feeling that they had spent a very pleasant and profitable afternoon.

Philo's members have taken hold of society work with a will and determination to receive the full benefit which Philo offers her members; and they not only strive to maintain the reputation gained, but to raise it far above what it has ever been. The performers of each evening deserve commendation; and we are especially glad to see our new members taking an active part in the work. Go on and

May the victories of the past
Won through honest labor done,
Be the pillar that at last
Shall support new honors won.
May our glory still burn bright,
And our banner wave on high;
Guiding students to the light
Where true victory e'er is nigh.

And you ne'er shall be led wrong,
See the Seniors in our band
Followed by a pleasing throng!
Extend to you a helping hand.
We let envy take her flight,
'Tis ambition marks our way,
She shall lead us in the right
To a higher, better day.

Then on, brave Philos, to the work
Where victory crowns the way.
From your duty never shirk,
God will help you all the way.

At our last meeting the following officers were installed: Pres., Mr. Bair; Vice-Pres., Miss Horne; Attorney, Mr. Fazenbaker; Marshal, Mr. Laufman; Critic, Miss McIntyre; Secretary, Miss Edmundson.

On the evening of Oct. 2d our hall was brightened by the presence of Messrs. Carr and McCullough. Mr. Carr made a very enthusiastic speech and was followed by the cheery words of Mr. McCullough. Come often, we are always glad to see you.

Our society has been quite pros-

perous with Mr. Sloan at the head. He has earnestly tried to further the interest of Philo, and the present condition of our society tells that his efforts have not been in vain. We were sorry to see him leave the chair, yet heartily receive Mr. Bair, believing the society will continue to grow in strength and interest under his administration.

Rev. Major E. Dunn, '84, delivered the address of welcome at the U. P. centennial, Laurel Hill, October 13th.

Mr. Albert A. Guffey, '87, and Miss Allie K. Wall, both of Forward township, Allegheny county, were married on Wednesday, Oct. 14th. They will reside at Wall station.

The educational interests of the U. S. are represented by four hundred thousand teachers, millions of pupils, and an annual expenditure of one hundred and forty millions of dollars. Its well-known representative, the School Journal of New York, has made two important moves this fall on attaining its twenty-first year. These are, the change in form to a smaller form, and the monthly issue of a Primary Number with eight additional pages. The last issue is very attractive.

The Teachers' Institute, of New York, celebrated its increase to fifty thousand regular circulation, by an enlargement in size of one-third, giving room for new departments that have been much needed. The October number has a full account, with twelve illustrations, of the Dress Reform Movement, started at Chautauqua by Mrs. Frank Stuart Parker, of which there was so much said last summer in the daily press.

Language.

B. K. A.

The construction of simple sentences in the four forms must come into daily practice.

Then will follow the division into subject and predicate. Teach entire subject and predicate first. A beautiful, large lake bounds Ohio upon the north. The entire subject is—"The beautiful lake," the entire predicate is, "bounds Ohio upon the north." Drill in this line of work.

Develop orally the parts of speech, and have the subject and predicate work—embrace the compound idea.

Teach that a compound element consists of *two or more elements joined by a co-ordinate conjunction*. Introduce *and, but, for*. The next part of speech for special drill is the adjective.

An adjective is a word that describes or points out a noun. Teach that *whatever limits a noun or pronoun is an adjective element*.

Here, you can introduce the infinitive phrase, apples—to *sell*—adjective element because it limits a noun. Teach—that the infinitive phrase consists of a verb, with the sign "to" before it. Also bring in the prepositional phrase. Definitions are not exactly necessary; lead the pupils to use these phrases and they will soon become accustomed to them. However, lead them to see that both infinitive and prepositional phrases are adjective *elements* or *phrases* when they limit *nouns*.

The study of language should not be confined to that time devoted exclusively to technical grammar, but should include clear expression of thought in all school work, whether in language, arithmetic, or geography. One of the important features should be to train a child to write a letter.

LETTER-WRITING.

The essential parts of a letter are the *heading, salutation, address* and *conclusion*.

The correct form is given below.

Cleveland, O., Jan. 11, 1891.

My dear friend:—

Your kind letter, etc.

I shall hope to hear soon.

Yours truly,

John Smith.

In business correspondence, it is better to teach pupils to add the address of the person to whom the letter is addressed, as

Cleveland, O., Sept. 20, 1891.

Smith, Brown & Co.,

Philadelphia, Pa.

Gentlemen:

After practicing in business correspondence, take up a letter of invitation and its answer. This need not be elaborate, but simply written invitations, such as young people need to use. In this connection, might come some practice in sending a telegraph dispatch, bringing in the idea of condensation.

SUGGESTIVE LANGUAGE WORK.

Punctuation.—Quotation marks, apostrophe, caret; comma as used in series.

Talk.—Animals of the cat kind, their characteristics, habits, etc.

Conversation and Composition.—MY VACATION—where spent, companions, incidents, etc.

An Ideal Home.—Location, surroundings, advantages, etc.

Selections.—James Russell Lowell.

Exercise in Capitals, Punctuation, Dictation and Memory.

1. Begin with a capital the first word of every sentence.

2. Begin with a capital the first word of every line of poetry.

3. Write with capitals the words O and I.

4. Place a period at the end of every sentence that is not a question or an exclamation.

5. Place a question mark (?) at the end of every question.

6. Place an exclamation point (!) at the end of every exclamation.

Words Pronounced Alike.

1. WRITE FROM DICTATION. 2. USE THE WORDS IN OTHER SENTENCES.

HIM. The boy's dog is fond of *him*.

HYMN. Can you sing me a *hymn*?

IN. We are *in* the school-room.

INN. An *inn* is a hotel or tavern.

ROAD. There is a spring near the *road*.

RODE. We *rode* forty miles that day.

NUN. The *nun* wears a black veil.

NONE. *None* are absent; all are here.

CENT. The pen costs one *cent*.

SENT. The boy was *sent* on an errand.

SCENT. The dog *scent*s the game.

Geography.

Some teachers prefer, I believe, when taking up a continent, to begin with the natural divisions of land and water, projections and indentations, immediately after locating and bounding, leaving the surface, climate and those features which more directly affect man until later. I have tried both ways, but as the continent is only of value to us in so far as it is the home of man, or is brought into relation to mankind, it seems most fitting to begin with those features which most intimately affect the human race. Then this course is more apt to get the child interested in the subject, and presents a wider field for thought than the consideration of the irregularities of a coast-line possibly can. A general idea of the continent and of its relations to the rest of the world is more quickly obtained than by the other method.

No one can formulate for you an outline which you can work out exactly as suggested. Circumstances and your own personality will oblige you to digress or even change the order of presentation materially. The outlines given

in these articles are simply meant to help you in forming your own, and if your experience is anything like mine, you will not use your own tabulation twice without making changes, some of them radical.

Divisions.	Natural.	Capes.
		Peninsulas.
		Islands.
		Isthmuses.
		Seas.
	Political.	Gulfs and Bays.
		Straits.
		Name them.
		Those occupying peninsulas.
		Those occupying islands.
	Those touching the Atlantic. (Any other large body of water.)	
	Those having no sea-coast.	
	Those crossed by equator, tropic or polar circle.	
	Those in the different zones.	
	Capital of each.	

When dealing with natural divisions let the children have their books open to the map under consideration, and you yourself stand at the wall map, ready to point to the place named after a reasonable time has been allowed for the children to find it, or even better, to trace the course of the imaginary ship which is carrying you and your class upon their voyage of discovery, letting the pointer stop when you wish them to look up a name. If you can picture to them the scenes through which they are passing, so much the better. A great deal of precious time will be saved by this arrangement. Commencing at the extreme north take an imaginary voyage. In your first trip do not coast too closely, but touch only at the capes, and not at those, unless they are prominent. It is useless, yes, harmful, to encumber the memory with a great many of these which are noted for nothing in particular, and whose names will rarely be seen outside of a geography. If S. America is being taught, four capes, those at the extremities, are all I take; if Europe, with its irregular coast-line and great commercial interests, nine or ten will be necessary; if N. America, being our own grand-division, even twelve would not be too many.

Peninsulas naturally come next, or might even be taken first.

When dealing with any grand division, excepting S. America and Africa, which are peninsulas themselves, and I should speak of this fact, peninsulas will be found quite important. I should not simply name or locate them, but speak of how the climate and industries are modified by their being so surrounded by water. In this way you can keep up a running review of past work.

Islands should be treated in the same way, only selecting those that are of some importance to the world, either commercially or historically.

There are but two isthmuses of real importance—Panama and Suez, and these should be thoroughly drilled upon, what they connect and separate, their width, obstruction to commerce which led to the projection or construction of the canals across them, &c.

The natural bodies of water can all be taken at once, with advantage. Start on a coasting expedition, and as you pass through a body of water, name it. Don't go too fast. Visit your capes as you come to them, touch at your islands, but in an incidental way, the central thought must be kept upon the bodies of water. It is well to have the children write the names upon paper as each comes up, by which you will avoid many irritating questions.

Having completed your cruise, ask, "Which of these are seas, gulfs or bays, &c.?"

Have them name the seas in order, looking them up on the map, not reciting from their list, the same with the other bodies.

A good exercise to give the necessary drill and yet keep up enthusiasm is to have them take imaginary trips from one cape to another, one island to another, or to coast around some peninsula. Let the children designate the points as a variety. A great deal of repetition is necessary, and should be given in as many different ways as possible, or interest will flag, and that which might be pleasurable work becomes drudgery.

Have an outline map sketched either in school or out, as your time will allow, showing these indentations and projections; or you might have a series of them, emphasizing one feature in each. "Children, draw a map showing all the capes and peninsula we have taken," or, We will now draw a map showing all the seas, gulfs, bays and straits.

It has been my experience that this method of taking up natural divisions impresses their relative positions and importance, as well as the general outline of the continent upon the minds of the children better than any other it has been my fortune to try.

I spend but little time describing straits, gulfs or bays, or even capes. The shores they indent, or from which they project, the waters they connect, or land they separate are all spoken of at some time during the drill. If they know the *facts* they can describe any of these with but little actual practice in doing so, unless it may be straits. They would be apt to give half answers with these unless required to give both lands separated and waters connected in one good sentence.

The simple tabulated outline will indicate sufficiently the course I would pursue when teaching the political divisions. You will have to be guided greatly by the division under consideration.

Broaden the work in geography; be not content with doing the work of the text-book; branch out in all directions.

Enthusiasm

Don't let us be afraid of enthusiasm. There is more lack of heart than of brain. The world is not starving for need of education, half as much as for warm, earnest interest of soul for soul. We agree with the Indian, who, when told that he had too much zeal, said, "I think it is better for the pot to boil over than not to boil at all."

Go to Chicago Exposition via the Nickle Plate. Cheap rates.

**ASSIGNMENT OF WORK
FOR HIGHER GRADE
GRAMMAR, CLEVELAND,
O.**

FIRST AND SECOND TERMS.

GRAMMAR GRADES.

A Grammar.

FIRST TERM.

READING. Reading for year under the direction of the Superintendent.

SPELLING. Word studies—Pages 175 to 194 for entire year.

GRAMMAR AND COMPOSITION.—The rules of syntax, with a review of noun, adjective, pronoun and verb, to mode. The omissions from the B work are to be taken in connection with the A review, except those of the adjective. The analysis of simple, complex and compound sentences. Much of this should be oral. The analysis of entire reading lessons, both poetry and prose, is recommended; first, with reference to the leading thought or thread of the lesson; second, the formal analysis, the effort being to teach the force and power of word, phrase and clause modifiers. Special attention to the syntax of words. Drill in the various uses of words, phrases and clauses. Attach no importance to the *number* of each "Rule."

COMPOSITION. See B. Grammar.

HISTORY AND GEOGRAPHY. (Work of entire year). Complete the Electric History, beginning with chapter 21. Combine history and geography as far as practicable, locating the principal events of the War of 1812, the Mexican war, and the Civil war. In connection with the Louisiana purchase, study States organized therefrom; same with reference to Northwest territory; the discovery of gold: the building of the Pacific Railways; the traffic with China and Japan. The Civil War affords numerous opportunities for coupling the study of history with that of geography, but it is not in-

tended that either shall supplant the other.

ARITHMETIC. Review principles of Percentage; Bank Discount—Pupils should be able to write the different kinds of notes. Omit case II. True Discount; Domestic Exchange, omitting Foreign; Fire and Marine Insurance, omitting Life; Taxes, United States Revenue.

PHYSIOLOGY. Forty minutes per week devoted to the study, location, functions and proper care of the most important organs and members of the human body, as treated in "How we Live, or the Human Body and How to Care for It." The book to be used by teachers only.

SECOND TERM.

SPELLING. See First Term.

GRAMMAR AND COMPOSITION. See First Term.

ARITHMETIC. Ratio and Proportion to Partnership. Oral and written analysis of practical business problems of all kinds should be required. Beginning with Partnership, complete the text-book. Omit General Average; Partnership with Time; Equations of Payments; Average; Cube Root; second part of Article 249, and Articles 250, 254 and 265, as far as prisms are concerned; 257; also progressions.

HISTORY AND GEOGRAPHY. Review first 20 chapters, combining the two studies as in the advance work.

PHYSIOLOGY. See First Term.

B Grammar.

FIRST GRAMMAR.

READING. Reading for year under direction of the Superintendent.

SPELLING. Word Studies—Pages 145 to 157 inclusive.

GRAMMAR AND LANGUAGE. Analysis of simple and compound sentences, with definitions and illustrations of all terms employed. Etymology of the noun, verb to mode, Art. 94, adjective and pronoun. The following are the prescribed omissions under the verb, (see new edition):

Of Art. 22, omit 4, 5, 6, 7, 8.

" 27, omit 9, 13, 14, 15.

" 28, omit the whole.

" 43, omit 2, 3.

" 44, omit 2.

" 35, teach the *article* as an *adjective*.

Of Art. 46, 47, 48, 49, 50, omit the whole.

Of Art. 62, omit "General Remarks."

CONSTRUCTIVE WORK. Construction of sentences as to use and form, with given subjects, predicates, modifiers, conditions and restrictions; possessive modifiers, singular and plural; the use of infinitive phrases—adjective, adverbial and objective. Constant practice in the use of words and phrases to illustrate the technical work.

PUNCTUATION, CAPITALIZATION. The correct use of capitals and marks of punctuation in all written work carefully and thoroughly taught. Correct spelling of all common words in sentences and composition work.

COMPOSITION. Subjects connected with reading, geography and history. Traveling before the invention of steam power; Books before the invention of printing; Communication before the invention of the telegraph; Advantages of the telephone; Habits of animals; Personal habits; The mail in our early history; Public improvements; Paraphrasing poetry; Review of short poems; Something read; Customs of different nations; Savage life; Half-civilized life; Civilized life; Advances in knowledge.

NOTE. Every subject should be treated first as a *topic for conversation*, as a means of cultivating the conversational powers of the pupils.

HISTORY AND GEOGRAPHY. (Work of entire year). The Electric History of the United States to chapter 21. In connection with the history, the geography of North America will be taken, as far as practicable, locating in a general way the principal discoveries, settlements, territorial claims, etc., of the several nations establishing permanent colonies, and showing

the effect of mutual encroachments by growth of colonies and development of resources. The great commercial cities at the time of the Revolution, and important events transpiring in and near them, etc.

ARITHMETIC. Review briefly the more important points in common and decimal fractions; Percentage and Stocks. Under applications of percentage take Mercantile Transactions involving Commission, Trade Discount, Profit and Loss, Miscellaneous Examples. Work in mental arithmetic required daily. Pupils should bring into the class original examples.

WRITING, DRAWING, MUSIC PHYSICAL TRAINING. Under the directions of the special teachers throughout the year.

PHYSIOLOGY. Forty minutes per week devoted to the study, location, functions and proper care of the most important organs and members of the human body, as treated in "How we Live, or the Human Body and How to care for It." The book to be used by teachers only.

SECOND TERM.

SPELLING. Pages 157 to 165 inclusive,

GRAMMAR AND LANGUAGE. Analysis of simple and compound sentences, with definitions and illustrations of all terms employed. Etymology completed, with the following omissions: Arts 96, 99, 110, 112, 118, 121—new edition. Much of the work should be oral.

HISTORY AND GEOGRAPHY. See First Term.

ARITHMETIC. Short review of the principles in Percentage, Stock Transactions, Brokerage, Assessments and Dividends, Stock Values. Omit Stock Investments. Take Simple Interest. Omit Annual and Compound Interest. Mental examples to be given daily. Short, clear, simple analysis required.

C Grammar.

FIRST TERM.

READING. Appleton's Fifth Reader—Lessons LXXV to CVI,

with daily exercises in vocal drills. Give particular attention to "For Preparation" at the end of each lesson, and "Summary Directions."

SPELLING. Word Studies—Pages 98 to 114 inclusive.

LANGUAGE. Especial attention should be given to the securing of clear expressions of thought in all school work. Common colloquial errors corrected; drill in the correct use of familiar irregular verbs in time present, past and future, and in both singular and plural number. The correct use of *who* and *whom*, of *he* and *him*, and the like. Poems and quotations should be learned.

CONSTRUCTIVE WORK. Construction of simple and compound sentences in the four forms. Simple and compound subjects and predicates. Positive modifiers (noun and pronoun). Word and phrase modifiers. Transitive and intransitive verbs developed with familiar examples. Objective element introduced. Direct the pupils as to the selection of words for subjects and predicates. Develop common and proper nouns and pronouns. Break sentences into general subject and general predicate. Review D work.

PUNCTUATION, CAPITALIZATION. The work of D. Grammar continued and extended. The paragraph. Combination of separate statements into single sentences. Writing from dictation. Correct spelling of common words.

COMPOSITION. See D Grammar.

GEOGRAPHY. South America and Europe treated in the same way as North America. (See Geography D Grammar.) Descriptive Geography should be taught in connection with the blackboard or map. Compare main physical features of North and South America. These should be thoroughly studied in each Grand Division. Teach the name and location of but few cities, and only those of special importance, historically, commercially and politically. Map drawing with approximate accuracy is required. Ex-

ports and imports of the different countries should be taught. Trace commercial routes between these countries.

ARITHMETIC. Common fractions from beginning through addition, subtraction, multiplication and division. Teach the six principles as given on page 136 textbook. These principles should be applied in both common and decimal fractions. Miscellaneous examples. Require pupils to give full and accurate explanations of their work in fractions. Give frequent oral drills in solution of problems.

WRITING, DRAWING, MUSIC, PHYSICAL EXERCISES. Under the direction of the special teachers throughout the years.

PHYSIOLOGY. Forty minutes per week devoted to the study, location, functions and proper care of the most important organs and members of the human body, as treated in "How we Live, or the Human Body and How to Care for It." The book to be used by teachers only.

SECOND TERM.

READING. Appleton's Fifth Reader—Lessons CVI to CXXXI.

SPELLING. Pages 114 to 131 inclusive.

LANGUAGE. See First Term.

GEOGRAPHY. Asia, Africa. These Grand Divisions should be treated in the same manner as suggested in previous grades. (See D and C Grammar, First Term.) The importance of the Suez Canal. The trade with China, Japan and India. Trace routes to Europe, America, etc. Wild animals; Condition of people; Forms of government and religion; Habits of living, etc. Commerce with United States. Map drawing review of important points.

ARITHMETIC. Brief review in fundamental principles; apply these principles in the work of decimal fractions. Beginning with decimal fractions advance to decimal compound numbers; omit metric system; give frequent exercises in common fractions in connection with the work in decimals.

Arithmetic.

First Lessons in Fractions.

H. E. A.

My class came to me having some knowledge of compound numbers but none of fractions, as learned from books, though, of course, possessing much information upon the subject derived from actual every-day life.

To arouse an interest, and make the lesson as informal as possible,—for I think children often learn best when not making a conscious effort in that direction,—I asked, “How many of you know what subject we are going to learn in arithmetic this year?” At least a dozen or more knew that it was to be fractions. “Well, what is a fraction? I don’t want a book definition,” (for I saw the brows begin to contract, and an apparent effort was being made to recall something which they seemed to think they must have learned some time,) “but just tell me what kind of thing it is.” Hands came up, and a relieved expression passed over more than one face. The answers were truly original, and many struck wide of the mark, as for instance,—a fraction is a whole thing. I immediately took up a number of objects, pencils, crayon, erasers, and so forth, and asked if they were fractions, receiving an affirmative answer from many.

The better informed began to get excited, which was just what I wanted. Receiving permission to speak, one bright little girl insisted that a fraction was only a part of a whole thing, although I pretended not to agree with her. Taking a pear from my lunch box and borrowing a knife—children like to have their teacher borrow their things—I asked if I might cut it *anywhere* and have the pieces fractions. There was diversity of opinion, so I agreed with those who thought that it must be cut in such a manner as to make the pieces of equal size, and cut the pear in half. Holding up the pieces I asked what they were called, and was a

little surprised to be told “fractions.” “Yes, they are fractions, but what kind; what would you say you had if I gave one of these to you?” “A half.” “How many does it take to make a whole one?” putting them together. “Two.” “To make two whole ones?” “Three,” “Four,” etc.

Cutting the halves in half, “Who can tell me the name of one of these pieces?” “A fourth.” “Why is it called a fourth?” “Because it takes four of them to make a whole thing.” “Yes; now, do any of you know another name that we can use instead of saying whole thing?” Both integer and unit were given. “Unit is right. You know an integer may be more than *one* whole thing,” going to the board and illustrating. “How many fourths have I made out of one of these halves?” holding up the pieces. “Two.” How many could I make out of three halves?” etc.

We also used thirds and sixths. Taking two of the fourths in my hand, I asked whether any one could write the fraction on the board which would tell just what I had. It was done correctly by the first one sent. “Which of these figures tells you what *kind* of pieces I am holding; which the *number* of pieces?” They had no difficulty in telling. I changed the number of pieces and sent other children; changed both *kind* and *number* until considerable practice had been given.

Stepping to the board myself, I wrote five-sevenths. “Into how many pieces is the unit divided? How many have we taken? What is the name of the pieces? Which number names the fraction then?” “The lower number.” “Yes; so we call it the denominator, because it gives the denomination just as much as though I wrote pecks or bushels there.”

After developing numerator in a similar manner, a row of children were sent to the board. Write a fraction showing that the unit has been divided into ten pieces; take seven of them. The examples were multiplied until none could be caught, the class working upon

their slates and criticising the board work.

The definitions for fraction, numerator and denominator, also unit, then followed, being formed by the children and written upon the slates. Whole numbers were reduced to fractions by analysis, singly and in concert, the first analysis being written upon the board and the others modeled after it.

Which is greater, three-fourths or three-eighths? Simple as this seems, it took numerous examples and considerable explanation before the class grasped the idea securely enough not to be puzzled by fresh problems.

“How many fourths did you tell me that there are in a unit?” “Four-fourths.” “Can we have a fraction like this then?” writing five-fourths on the board. Some thought we could, others not. “Yes, we do use it for convenience, but we call it an *improper* fraction. Can any one tell me why? You are right; it is not a *part* of a unit, but it would make more than a unit, and could be written this way, $1\frac{1}{4}$, meaning one unit and one-fourth of another; but you will find that in a great many places it will be easier to use it when expressed as five-fourths. Would it be proper to write $\frac{5}{4}$?” The children easily saw that this, too, was an improper fraction. A drill then followed to make the recognition of proper and improper fractions instantaneous; then we wrote and *learned* the definition for each.

This work, with the daily review at the beginning of each lesson, occupied the time assigned for arithmetic, fifty minutes daily, for four days. We shall now proceed immediately to reduction, one fraction to another of higher denomination, for which the way is paved, being given first. Care will have to be taken here that the children do not get the idea that higher denomination means greater value. We shall take reduction slowly, using a great deal of analysis and giving reasons for everything. Why is the value of a fraction not changed by reducing to

higher or lower terms? Insist upon the "why." A child does not understand unless he can put his knowledge into words. Review, *review*, REVIEW. The thought conveyed may be ever so clear when received, but if it is not kept in constant use it will become dim in a very short time. If it is possible to avoid it, do not let the children get the idea that fractions are hard. You will save both yourself and them a great deal of unnecessary work if you can prevent this.

Memory Gems.

JAMES RUSSELL LOWELL. POET, DIPLOMAT,
CRITIC.

When a deed is done for freedom, through
the broad earth's aching breast
Runs a thrill of joy prophetic, trembling
on from east to west.

Truth forever on the scaffold, wrong forever
on the throne;
Yet that scaffold sways the future, and
behind the dim unknown
Standeth God, within the shadow, keeping
watch above his own.

New occasions teach new duties, Time
makes ancient good uncouth.
They must upward still, and onward,
who would keep abreast of truth

Once to every man and nation, comes the
moment to decide,
In the strife of Truth with Falsehood,
for the good or evil side.

'Tis only heaven that is given away,
'Tis only God can be had for the asking.

Before man made us citizens,
Great Nature makes us men.

You Can.

Yes, you can do it. What? Why that which you have been trying so hard to accomplish for the last week or month and are feeling so discouraged over because success does not descend immediately upon you, or stay when it seems at last to have really come. Don't be discouraged. Search for the *cause*, both in yourself and surroundings for your apparent failure, and strike resolutely and perseveringly at that. Don't deal simply with *results*;

plough deep; don't take it for granted that the primary cause for all the headache and heartache, consequent upon your want of immediate success, is due to someone else's shortcomings or unreasonableness. Perhaps they are, but be honest in your self-examinations; you may find the primary cause in yourself. You may have been vacillating in your methods, which is destructive of both good order and mental activity. It engenders an uncertainty in the minds of the pupils as truly as it indicates the same condition in your own.

A definite program, strictly lived up to, will be a great aid in overcoming this defect, as far as lessons are concerned. As to discipline, guard against "letting up" as the week advances. A steady hand upon the reins is indispensable to good order. Plan your work with great care. If it is not laid out for you, do it for yourself, being careful to allow plenty of time for reviews, and then hold to the assignment.

Are the patrons in your district unreasonably fault-finding? Be so strictly fair and impartial in your government that there can be no *just* cause for complaint, then meet them, even the most irate, with perfect good nature and dignified courtesy. While holding your own ground in all essentials, as of course you must for the good of your school, agree with them wherever you can, it will do much to disarm prejudice. If you can in any way make these parents understand that although you are paid for teaching, the money is not what you are thinking of when in your school-room, but that you have the real true interest of their children at heart, you will gain their respect and opposition must die out, at least among the intelligent part of the community.

Again, let me assure you that you can overcome even such difficulties as are now discouraging you if you will but keep up heart, and work intelligently and perseveringly to gain your object.

Geographical Notes From All Sources.

The most watery county in the United States is Monroe county, Florida. Monroe county has an unusually large area, but most of it consists of the Strait of Florida and the Gulf of Mexico. The extended lines of keys or islands along which steamers sail for a whole day on the way from New York to New Orleans, are included in Monroe county. A part of the county is on the mainland of Florida, and with the keys, it is the most southern territory of the United States. The keys are almost wholly composed of coralline rocks, which sweep in a great curve around the end of the peninsula, and form the northern bank of the Gulf Stream at its very source. Key West is the only large town in the county, and a good deal of Monroe county, it should be said, is rather dangerous ground to travel over, for the channels are very tortuous and shallow, and are extremely troublesome to large vessels.

Some important nations depend almost wholly for their maps upon foreign countries. It has been found, for instance, by those who have endeavored to get from Spain and Portugal original material used in the schools for geographical education, that they depend almost wholly upon the German makers of maps and atlases for their appliances. The same may be said of some South American countries. A number of European geographical houses issue special editions of their publications in Spanish for the use of South American countries. In our own land, too, a great many maps and other geographical material are imported. Several series of school wall maps used in this country which bear the imprint of American firms, are, in fact made in England. The day is probably not far distant when, in all respects, we will be fully abreast of the best geographical work that is done, and will make our own maps and atlases.

WANTED—Items of interest about former students and graduates of the school, for the columns of **THE REVIEW**. Don't let modesty prevent your sending them about yourself; you want to hear about others, others want to hear about you. Remember the golden rule.

WANTED—Every former student or graduate who reads this, to subscribe for **THE REVIEW**; fifty cents will secure it for one year.

WANTED—Every subscriber who is in arrears one or more years, to square his account, and pay for another year in advance.

WANTED—All our subscribers to send in new subscriptions.

To any graduate of the school, who will secure for **THE REVIEW** one new subscriber, at 50 cents, (said subscriber not to be a graduate) we will send **THE REVIEW** free for one year.

To any former student not a graduate, who will secure for **THE REVIEW** two new subscribers, at 50 cents each (said subscribers not to be graduates) we will send **THE REVIEW** free for one year.

A gift of over forty dollars was made last summer by the "King's Daughters," of the Normal, to the U. P. Memorial Hospital, of Pittsburg, Pa. This will explain the following:

PITTSBURG, SEPTEMBER 28TH, 1891. }
343 Bedford Avenue. }

At the last regular meeting of the Board of Managers of the United Presbyterian Hospital for Children, the following resolution was unanimously agreed to:

"That we extend our hearty thanks to the 'King's Daughters' of the South-Western State Normal School, California, Penn'a, for their generous gifts to our hospital."

Very truly,
MRS. JEAN S. SANDS,
Secretary.

"Inasmuch as ye have done it unto one of the least of these, my brethren, ye have done it unto me." J. S. S.

The Monongahela Daily Republican

quotes as follows from the Ft. Smith, Ark., Daily Times about R. Q. Grant, of the class of '79: "Yesterday R. Q. Grant, the handsome captain of the Equitable Light Guards, slipped out to Greenwood, was examined by the court and given license to practice law in any of the courts of the state. This move was a surprise to a large number of his friends, who, although they knew that he was preparing himself for the legal profession, did not expect him to apply for admission to the bar until he had severed his connection with the United States weather department. Mr. Grant is one of the best known young men in this city, and is a polished, educated, versatile young man. He has always pushed to the front any enterprise with which he was connected and we feel sure that he will soon be at the top of his profession." Mr. Grant is now visiting friends in Carroll township, this county.

EXTRACTS FROM CORRESPONDENCE.

Hope to always hear great things of the old State Normal. Am meeting with excellent success in my new profession.—J. F. BELL, M. D.

I always read with great interest the news found in **THE REVIEW**.—PROF. D. C. MURPHY.

I find that I cannot get along without **THE REVIEW**. It is the only way that I keep posted in the work of my Alma Mater. Besides, the articles which it contains on educational subjects are well worth the subscription. May **THE REVIEW** and Normal continue to prosper.—E. F. THOMAS.

Am enjoying my work very much. Have been encouraged in my method and manner of work.—CLARA Z. STIFFEY.

PERSONAL PARAGRAPHS.

Miss Sadie J. Dague teaches the school at Hoge's summit.

Mr. Virgil Hess has a position in a Uniontown drug store.

Mr. A. J. Hamilton is principal of the schools of Loveland, Col.

Miss Mary B. Crow is teaching in Forward township, Allegheny county.

Chas. H. Smith is taking his last year in medicine in the University of Pennsylvania.

The C. P. church of Bridgeport was dedicated last Sunday, Oct. 11th. Rev. J. G. Patton, an old student and staunch friend of the Normal, is pastor.

E. W. Howard and Maude Conner, of Masontown, were married on Sept. 23d,

by Rev. J. E. Inskeep. Mr. Howard is now attending Pittsburg Medical college.

OUR ALUMNI.

The graduates of the Normal now number 448; ladies, 249, gentlemen, 199. The largest class was that of '90, numbering 48; the smallest that of '75, numbering 2.

Seventeen classes have been graduated. In six of them the ladies have had a majority, the gentlemen in nine; the class of '82 was evenly divided, having 20 of each sex, and the class of '75 was composed entirely of gentlemen.

The successive classes of '86 and '87 each consisted of eleven ladies and twelve gentlemen.

The most unevenly divided class was that of '89, which contained 26 ladies and only four gentleman.

Sixty-two of the ladies, and an unknown number of the gentlemen, are married. There have been eleven instances in which both husband and wife are graduates:

Murphy-Patton, Jackman-Reis, Frye-Phillips, Smail-Eshelman, Bryan-Hartmanft, Eberman-Guffey, Gamble-Wilson, Lackey-Cope, Hall-Jenkins, Smith-Teggart, Danley-Ward.

We find twenty physicians, (two of them ladies) eleven ministers, seventeen lawyers, six editors and sixteen college, normal or high school professors, besides a very large number who are or have been principals of schools, including several county superintendents or ex-superintendents.

Ten of the gentlemen and eight of the ladies are dead, leaving four hundred and thirty alumni now living.

Arrangements will be made for a post-graduate class next spring term. This will be an excellent opportunity for graduates who wish to prepare for college, or to qualify themselves more fully for teaching or supervising schools. The work will include Latin, Greek, Solid Geometry, Chemistry, and Pedagogy. Every graduate, who can possibly do so, should enter this class.