

# The Normal Review.

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CALIFORNIA, PA., NOVEMBER, 1891.

50c. A YEAR.

Entered as second-class matter.

H. W. Corneille will hold an institute at Centreville, Nov. 27th and 28th.

Messrs. G. M. and W. S. Vandyke, both of '78, were California visitors on the 7th inst.

Miss Laura Gilmore has been elected as an additional teacher for the schools of Charleroi.

Miss Mabel Mounstier has been elected to fill a vacancy in the 5th Ward schools, of Allegheny.

Brutus and Cassius, given by Messrs. Colebank and Garwood at morning chapel recently, was well done.

Mr. Norman W. Phillips, a former student, and Miss Carrie H. Dowry, of Shire Oaks, were married recently.

Work on the new building still goes forward, and its fine appearance calls forth favorable comment from all beholders.

Mr. John S. Packer, a former student at the Normal, is now taking the engineering course in Allegheny college, Meadeville. \*

E. E. McGill, J. A. Snodgrass and T. H. Sutherland are members of the Washington county committee on permanent certificates.

Ex-County Supt. Geo. A. Spindler, once a Normal student, will leave soon for the State of Washington, where he expects to locate.

Thos. R. Wakefield, '78, was a delegate to the Royal Arcanum convention in Monongahela City,

October, and made an effective address in the interest of the order.

Dr. Noss was one of the leading instructors at the institutes in Elk and Greene counties, and will attend several others during the term.

The faculty was represented at the Washington institute by Dr. and Mrs. Noss, Profs. Hertzog and Hall, and Misses Patten and Shutterly.

It is rumored that Wm. McCullough, '90, principal of the Fayette City schools, will be a candidate for superintendent of Fayette county next year.

William Debolt, '86, who is teaching in Masontown, paid the Normal a visit Saturday, Oct. 24th. He will hold an institute the latter part of this month.

When you learn the date of the dedication of our new building, "Science Hall," you had better plan to be present. The occasion will be an interesting one.

The teachers of Rostraver township have organized an association, of which Mr. Geo. H. Thompson was chosen president and Miss Sadie R. Thomas secretary.

Arrangements have been made for an elocutionary entertainment on Dec. 5th, by Prof. Ford, who is beyond question one of the leading elocutionists in the country.

Mr. C. E. Dickey, principal of the schools of Salisbury, Somerset county, writes: "Our schools were never in a more flourishing condition. Everything is moving along

first-class. Only a short time ago, we were presented with a fine flag which floats free to the wind and under which we labor each day."

We acknowledge the receipt of a neat catalogue of the schools of Loveland, Colo., of which Mr. A. L. Hamilton is principal, giving course of study, regulations, &c.

The picture frame for the class of '91 has just been completed. Of the seventeen class frames now hanging on the Normal walls, this one is decidedly the handsomest. It is the work of S. W. Craft.

MARRIED.—On Thursday evening, Oct. 22d, E. E. McGill and Lucy McNay, both of West Finley township, this county. The attendants were J. I. Blayney and Miss Amanda McNay.

Mr. Lee Smith, principal of the schools of Uniontown, since commencing his work there, has received from a school board in the State of Washington, where he was traveling last summer, an offer of \$120 per month, for a term of ten months. This new State appreciates Normal talent, as this offer and the employment of J. H. Layhue at Ballard show.

W. D. Brightwell, says one of the Washington dailies, a graduate from the California Normal school, in the class of '91, is an interested listener at the institute. He has established the reputation of being one of the best teachers in Fayette County, and is being mentioned by his friends as a county superintendent possibility at the next election.

## EDITORIAL

In all parts of the country the schools are at their best, and the work of training the youth of all lands, is well in hand.

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We must not lose sight of the end in our beginnings, and the end of education is manhood, in possession of all the powers of manhood, trained and directed to the right end, and including in its results knowledge, principles of conduct, and character.

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There can be no higher calling than that of assisting to make a man master of himself, able to do a man's work in the world, involving a varied interest, first for himself, then of those directly connected with him, and after that the State at large.

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The special part of school work is intellectual training, it is true, but school should help directly and indirectly all the other parts, for all persons school education is a very important part of the whole, and for a large portion it is all.

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To accomplish the ends, there is a natural order of development of faculties, and this order the teacher should follow.

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The University of Michigan has determined to add women professors and lecturers to its faculty.

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Stanley declares that the center of Africa teems with riches, which cannot be utilized before the construction of railways, but this construction would be easy.

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The time required for a journey around the earth by a man walking day and night without stopping would be 428 days; sound, at a medium temperature, 32½ hours;

cannon ball, 21 3-4 hours; light, a little over 1-10 of a second; electricity, passing over a copper wire, a little less than one-tenth of a second.

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Dr. Sheldon Jackson, United States General Agent of Education for Alaska, who recently returned on the Revenue Cutter *Rush*, reports that the three government schools in the Arctic had a prosperous year. Dr. Jackson accompanied the *Bear* on her Arctic cruise, and made a successful commencement in the introduction into Alaska of the domesticated reindeer of Siberia.

### School Discipline.

Character is the best gift offered a child, and the school room should be the best place in the world, except a good home, to discipline and cultivate character power, the conscience and will. The teacher who fails to keep good order fails in his highest duty. Each child is related in some way to several centers of authority, and has duties that he owes to each of them. He is a member of a family, a school, a municipality, a nation, and finally the great brotherhood of man. Whether rightly or wrongly, the school has to be the agency for giving the most definite training in fixing the attitude of humanity to law. Hence, the responsibility of teachers.

Many mistakes in regard to order would be avoided if teachers would distinguish between securing order and maintaining order.

Even on the first day, the teacher must be captain. The first hour usually settles to a large extent the nature of the teacher's control over a class. Submission to the teacher's authority, may be given willingly or unwillingly. Teachers should aim to secure willing obedience. The habit of ready and exact obedience is the corner stone of the temple of order; the ultimate aim of all disciplinary agencies is to make each

individual self controlling in directing his own activities to true and noble purposes.

### Suggestions And Directions.

BY COL. FRANCIS W. PARKER.

1. Ascertain by careful, prolonged, thorough and all-sided examination, your pupils' motives and habits of work; what they know, what they can do, and how they can do it.

2. The work given to pupils should be directly adapted to their power to do work and their habits of working. If the work is too easy, something that they have done well before—or if the work is too difficult, something beyond their powers, then the results will be a failure.

3. Do not judge a pupil by a narrow standard; find out all that he knows, and all that he can do, which comes in the line of character building.

4. Take all time necessary to do good work.

5. Prepare each and every lesson with the greatest care; no matter how well you think you know the lesson, go over thoroughly every step of the ground.

6. Never allow or accept any work from the pupil which is not the result of his best efforts. Always effectively demand the best from your pupils, both in thought and expression.

7. Learn to know the best each one of your pupils is capable of doing in every direction, and then always strictly require the best efforts.

8. Never praise pupils for results, but always recognize effort to obtain results.

9. In recitation demand the closest attention; if a pupil lags or shows the slightest inattention, ask him a question or give him some special work to do.

10. Never allow a pupil to use an incorrect oral sentence (when due confidence on his part has been acquired).

11. Never allow a pupil to use an incorrect written sentence; never allow a pupil to spell, punctuate, or use capitals incorrectly.

12. Always demand your pupils' best writing.

13. From the beginning to the end, never teach anything in correctly; have the writing correct in form.

14. Never use a wrong form for the purpose of teaching a right form; in spite of your best efforts, pupils will make all the mistakes necessary (?) for correction.

15. Teach the right, the true, the positive, and let the wrong, the negative, severely alone. Above all knowledge, principles and methods, stands the personal influence of the teacher, and that influence must have behind it a complete self-sacrificing love for each and every child under his charge.

#### Attention!

H. E. A.

What is it? Eyes riveted upon the teacher or book with such persistence that the door may be opened and a visitor enter without causing one of those visual organs to turn in that direction? Such a demonstration, or lack of demonstration from children, is abnormal and certainly not a gauge of their power of attendance.

Attention depends upon the ability to concentrate the powers of the mind upon the subject in hand, not simply the eye, though there is recognized by scholars a specie of attention called involuntary, which, as an educational factor, is worthless. But is it not this involuntary attention that many of us are obtaining.

Numberless devices are tried to catch eye and ear, a lively or original manner, striking pictures, a new story to illustrate the lesson, until the grain of knowledge to be imparted to these minds committed to us to develop is lost sight of in its attractive surroundings. Is it well to put too heavy a coating of sugar upon these intellectual pills? Mind grows by action, not spasmodic, involuntary action, but voluntary, persistent effort.

How are we to obtain this higher educative attention in our children? Not by commanding it, you will readily see from its very nature. It must be developed. It is a trait of childhood to be inattentive. Get the eyes of your class upon you in as pleasant a manner as possible, then give what you have to impart, or make the needed explanation distinctly and impressively. Call upon the first one who shows inclination to "go wool gathering." Keep every member of the class on the alert by question or look, but you must be guided by the age of your pupils as to the duration of such an effort. Little folks cannot keep it up long without injury.

When pronouncing words for spelling or giving a dictation exercise, never repeat, but instead, when the lesson is finished, give it once more in a common conversational tone from beginning to end, that an omitted word may be supplied. You may find trouble the first day or two, but when the pupils understand that the rule is invariable and no appealing looks will induce you to repeat, they will pay attention and get it the first time given. You will find after a month or two that you will be able to omit the final repetition fully half the time, if not entirely. It will depend somewhat upon the age of the pupils.

In dictation work, study your class, and gradually lengthen the portion repeated, as they will bear it. If this work is done frequently, you ought to be able to see an appreciable difference within two weeks.

This may seem but a small step toward gaining that attention necessary to master a difficult lesson. Small steps are often surest of results where development is concerned.

Another needful condition is something definite for which to work. The pupil must have a goal ahead of him, and not too far removed. I should not let it be the examination.

With older children, why not tell them your plan of work for the week. I have found it work

well. Then, time them when they are studying. "Children, you have just fifteen minutes to do these examples or learn this lesson. You can do it if you try. Let us see who will succeed the best." Be careful to be just to them by allowing enough time for the average scholar. Don't talk to them when they are studying. Govern the idle scholar by a look or touch but don't distract the workers by speaking to him.

Two classes in the same room, though very hard on the teacher, is thus a benefit to the children, by compelling them to work when other work is going on.

A habit of immediate attention is indispensable to good school work. Having gained this, the next step is to develop the power of continued attention, and that is a slow process, but should never be lost sight of.

If we can give our pupils control of their own minds in this respect, we are doing them a far greater service than if we stored their memories with numberless facts by means of side shows and sugar coated plums as incentives.

#### Discriminate.

Discriminate between "present" and "introduce." Richard Grant White affirms that the use of "present" for "introduce" is an affectation. Persons of a certain rank are presented at court. We present foreign ministers to the President. We introduce, or should introduce, our friends to one another.

Discriminate in the use of "polite" and "kind." Don't say, "your polite invitation was received," "you are so very polite in being obliging;" use "kind."

Discriminate in the use of "ride" and "drive." Although "ride" means, according to nearly all the English and American dictionaries, an excursion on horseback or in a carriage, fashion says we must use "drive" instead. Hence, to be fashionable, don't say "I am going for a 'ride,'" use "drive."

## A First Lesson In Reading.

BY MISS LIZZIE C. CLIMO.

An authority on the subject has said :

"Teaching a child to read is one of the hardest things in connection with primary work. Be that as it may, it is certainly true that a primary teacher must possess her soul in patience," if she would obtain the best and most lasting results in the work. So again, I say to the young teacher "Patience," and to the old teacher "Patience"; say it to yourself every moment of the day. There must be a natural, steady growth of the child's mind; a strained, unnatural pushing and forcing will surely end in failure. Give him time to digest and settle what you have given him, remembering that this work is not of a mushroom growth, born in a night, and destined to fade before the setting of another sun, but a work which will last as long as life itself.

We will start out in imagination, with a class of beginners, by this I mean a class of children who have never been in a school-room before. Beginning with the child's "known", and reaching out to the "unknown", we will endeavor to get hold of some clue or key to work upon. What do they know, and what CAN they talk about?

In the first place, the teacher must have definiteness of purpose. She must know what she is going to teach, and how she is going to do it. The children look around in a bewildered way—everything is strange and new. "What shall we do to attract their attention?" is the first important question. The teacher must DO or SAY something to make them look at her. They should look, because they cannot help looking; the attention should be involuntary, for constrained attention is no attention at all.

There are many little devices and tricks which will catch the eye of the child; the simpler the better, for what would interest him now would not claim his attention a few months later, perhaps, and

what you would use later would not aid you now. Take, for instance, a young child in arms, I try to attract his attention, I clap my hands and whistle, but the child looks off in another direction; a few months later I try again, and am rewarded by seeing him look. After the attention is obtained, the aim is to hold it through the lesson. An excellent way to break the ice, so to speak, and make each child feel as if he were doing something, is to have a little concert work. In this, all the children can and will join. The teacher pronounces some common word, and asks the children to say it after her, as chair, table, boy, mamma, slate, pony. At the first attempt, she will hear as many words as there are children, the small boy in the front bringing up the rear. The teacher says "Now children, we will try again, and make it sound as if one boy were talking, and so we will all speak when I let my hands fall. Now—together." The children repeat again, guided by the motion of the hand. I should not spend more than a few moments at this. Now, we will try to teach a word at sight, which is the definite point in view. Almost any word of one syllable can be taken. The word 'cat' is oftentimes used, for what the frog is to the physiologist, the cat is to the primary teacher. For many reasons, I would recommend another word than 'cat.' Unless a perfect pronunciation is insisted upon, the word is likely to be partially spoken, the final 't' in some cases dropped entirely. Then there is nothing especially distinctive about the appearance of the word itself, the picture cat, as drawn by the teacher, is not always recognized as such. The word 'girl' is an excellent one to start with. There is something fascinating to them in the coiled 'g' which they seldom forget. Then they are constantly brought in contact with little girls, at home, in the streets, in school, etc. The teacher steps to the board, and with the aid of a few straight lines and a ring, in a second constructs a picture, which will not for a mo-

ment be mistaken for anything else. It is more rapidly made than that of a cat, and more readily identified. The teacher says "Now, children, I am going to make something which says 'girl', and when you see it, you must always say girl, no matter where you find it, in the newspapers, on the wall, or in the picture book, everywhere it says girl." The teacher prints the word again. "Now, who can tell what this says?" Then she makes a picture, and asks the same question; then another picture, and another word, printing rapidly all the while, until the board is covered. Now, Johnny may find the picture girl, Maggie, the word girl, always insisting upon the child's pronouncing it, and thus make each child do something in this first lesson. The teacher then takes the pointer, "Now, children, chase my stick over the board." She points to the picture, then to the word, the children saying the word as she points." "Now Mike may hide the word girl, Jenny hide the picture girl; cover with your hands or handkerchief. This may be reversed. The teacher may hide the word, and then let the children tell what is beneath it. Then let a child come to the board and erase a word, another a picture, pronouncing the word. Do this until only one word is left. "Jamie may bring me what this word says." Jamie brings up a girl. The teacher now has an opportunity to question and draw out the children with the living object before them. The class will be only too pleased to tell the teacher something about this particular little girl; her name, street, the color of her hair, eyes, dress, etc. These different steps will be enough for a fifteen minute lesson.

The great "Soo" Canal accumulates a trade far in excess of that which passes through the Suez Canal. Some idea of its immensity can be gathered from the fact that closing a lock for three days caused to shippers a loss of more than \$1,000,000.

### The Game of Prefixes.

One of the company is sent from the room and a word with a good prefix, such as *ex*, *con*, *sub*, *pro*, or *in* is selected. When the exile returns he attempts to discover the word by asking questions of the company, having been first informed of the prefix used. The answers to his questions are supposed to express the meaning of the word. A writer in *Good Housekeeping* describes a trial of Jack suggested *Exaggerated*, and Alan, hearing his name called, came in with a boy-like jump over the nearest chair, and standing before Floy, said demurely: "Miss Mathers, may I come into your school-room some afternoon and have a fit?"

Of course everybody laughed; they always did when happy, fun-loving Alan had any thing to say, and Floy replied, "Yes, indeed, Alan; but let me know when you are coming, as I would like to invite in all the other teachers, the principal, and perhaps the board of education, to witness the performance."

"Is the word *Extraordinary*?" asked Alan.

"Not quite right right, try again, my young friend," said Floy.

"Well, Marion, will you make me a loaf of your famous chocolate cake some day?"

"Perhaps so; one about six feet high and four feet in diameter will about right, I suppose.

"That will be excessively large, will it not?" asked Alan, with a quizzical expression.

But he was assured that *Excessively* was not the word, so with a bow to Mrs. Merrels, he said "Will you take a walk with me when it stops raining?"

"Yes, I should quite enjoy a walk; we will go to the Desert of Sahara and possibly visit the pyramids of Egypt; then, if you are not tired, we can take a stroll to the top of Mount Washington when we get back."

"That would be an *Extremely* long walk, I think.

But Alan had to try again, which delighted them all, as he was usually a quick guesser.

"Well, Gertie," he said, "will you have a game of tennis with me to-morrow?"

"Certainly, but I warn you to be careful, for I have played four thousand games this season, and come off the victor in every one of them."

"Whew—w, that's a very *Exaggerated* story for a truthful young lady to tell."

So Gertie had to leave the room, and Alan was at last permitted to resume his seat.

*Inaudible* was the next word, and Gertie's first question was to her mother.

"Will you make me some ice cream for dinner, mama?"

Mrs. Ames' lips moved, but no one heard her reply.

"Your answer was quite *Incomprehensible*, mama.

"Try again dear," she answered.

"Marion, will you show me that embroidery stitch you learned last week?"

Marion simply nodded assent.

Gertie thought over it a moment, and then said, slowly, "Your answer was *Intelligible*, yet I hardly think that is the word."

"Try again," said Alan, "I think you will get it next time."

"Well, Helen, will you give me your opinion of the weather?"

Helen spelled out something with her fingers in deaf and dumb fashion, but Gertie looked bewildered.

"I do not understand her, Alan, will you tell me what she says?"

Alan whispered something, but the whisper was so low as to be inaudible.

"Ah! I have it! You have all answered me, yet I have not been able to hear you, the word is *Inaudible*."

The new postal law makes it larceny to take a paper and refuse to pay for it.

A mining corporation in the copper region of upper Michigan will sink the deepest shaft in the world; over 4,000 feet at least.

Japanese lace is coming into the market. It is new manufacture and hitherto has been mainly consumed at home.

## Physical Training.

KARL ZAPP, SUPERVISOR OF PHYSICAL TRAINING, CLEVELAND, O.

The intrinsic value, as well as the absolute necessity of Physical Culture are becoming more generally recognized. The folly of an educational system, which cultivates with absolute preference the mental faculties and totally neglects the physical development, is now generally understood, and measures are being taken to repair the loss occasioned by the neglect.

Clubs and classes are being organized by women as well as men, which strive zealously to improve the physical condition of their members. Eminent educators advocate the introduction of physical exercises in the public schools.

Colleges, Normal and High Schools and our Military Academy erect buildings for this purpose, which remind us of those platial structures, the Greek gymnasium. Normal schools and classes are being opened to educate and train specialists for this new branch of education.

Physical exercises in school should in the first place counteract the main evil effects of the mental strain and the long sessions in more or less insufficiently ventilated school-rooms and, at the same time prove a valuable agent in the improvement of the health and physical development of the scholars. In order to attain this purpose the limited time allowed must be utilized to the utmost and the series of exercises so arranged as to affect and benefit all parts of the body.

A progressive series of exercises which are so arranged as to bring the principal muscles of the body successively into action will contain in each lesson (which is intended for one day's work) groups of exercises similar to the following.

- I. Preparatory exercises.
- II. Leg exercises.
- III. Forward and backward trunk exercises.
- VI. Arm exercises.
- V. Balancing exercises.
- VI. Lateral trunk exercises.
- VII. Breathing exercises.

## History Teaching.

It is sometimes said that Science is a record of the thought of man, and that Literature and Art are a record of his feelings, while History is the record of his deeds. But the discovery of a science is a deed and so is the embodiment of man's feelings in literature and art. Everything that man does is a deed. History is, therefore, the record of the process by which man has grown from the state of the savage to the civilization of the present time. And it is more than a record of this process. It is, too, the record of the thoughts and feelings of man that have prompted him to do these deeds. To know history is to reproduce in ourselves and bring into our own consciousness those conceptions and desires that have been the springs of action in the growth of the race.

We must live the life of the race over again to the degree that we come into a knowledge of history. It is within the power of a higher phase of mind development to reproduce in its consciousness all of the lower phases of growth; while it may not be within the power of the lower to experience the higher. This latter fact will make the person who is discreet very slow to declare that others cannot know and feel what he cannot know and feel. There is a large and increasing number of people who are called scientists and scientific thinkers who seem ready to affirm that there is no knowledge possible to man beyond the range of their own vision. They scoff at the idea that any man can discover and know God, Freedom and Immortality. There are, too, so-called musical people who declare that the music of Beethoven is meaningless, and that those who think they see more in it than in "Home, Sweet Home" are deluded. And who has not seen the would-be artist who insists upon estimating the content of a work of art by his own power to see.

Not unlike these is the student of history who discovers nothing in the past but a conglomerate of

events, the result of passion and impulse, that are without reason and method. To him a science of history is impossible. The mistake of all these otherwise excellent and valuable people is that they will insist upon measuring the value of all things to all persons by their own standard of measurement. To acknowledge the possible existence of something beyond their range of vision would be to question their own power of insight, and they see no reason for doing this. It is the belief of the writer of this paper on teaching history that the growth of the human race in civilization is quite as rational a process as is the growth of a plant or a tree, and that the scientist would discover this if he did not wall himself in by self-imposed limitations.

A reasonable explanation of every event in history is possible, and there has been one fundamental principle that has been the spring of action of man in every period of his growth. This principle has been the idea of freedom and the desire to realize it. Consciously and unconsciously every people, in so far as it has had any national life, has been seeking to realize its idea of human freedom. Without a rational idea of what freedom is, it is impossible to see in history a record of the process by which mankind has made approaches toward the realization of it in the different nations that have lived.

Freedom is defined by Webster as "exemption from the power and control of another." This can be realized only when each individual shall determine his own acts by the rights of others. Suppose that each undertook to determine his acts without any regard to the rights of others. Anarchy would result.

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It is probable that the first approach toward the realization of freedom was made by the establishment of the tribe—while man was yet in a savage state—and the submission of all to the will of the chief. Here each was controlled

by a power external to himself, and the chief alone was free. But as far back as pre-historic times it is plain that the chief was controlled by a power other than his mere individual caprice. There had arisen a law of custom, a common law, to which he was made amenable, and within the vague and uncertain limits of which he was free. But let him once pass beyond these limits and the tribe at once became the avenger of the violated law.

In the process of time the tribe expanded into the nation, and the chief became the monarch. The king was still regarded as the only free man—the one who is uncontrolled by any other—but in the earliest recorded history we read of the fixed character of the laws of the Medes and Persians. By this we are to understand that the common law of the unchangeableness of law governed the law-maker and the subject alike. The king could only act with freedom within the limits of this common law. As king, it was his prerogative to discover and declare the laws of his realm, but he must do this under a law higher than himself, viz., that these laws were not to be changed.

The subject found himself free to act within the limits of a law that he regarded as imposed by an authority other than himself, but the king realized that he, too, was limited in his freedom by a law imposed by the consensus of opinion of many generations of his nation.

In the process of time the absolute monarchies of the Orient became the limited monarchies of the Western nations, in which the limits of the freedom of the ruling power are stated in a system of laws or decisions called the Constitution.

By this Constitution the highest wisdom of the nation was supposed to be employed to discover and proclaim what were the laws within the limits of which king and people could act with freedom.

It now begins to dawn upon the consciousness of the race that laws are not the statements of the arbitrary will of the king and his

counsellors, but that they inhere in the organization called the state, and are but another name for freedom. That is, if a man would live "exempt from the power and control of another," he must live obedient to the higher law of the organic unity of which he is a member. Thus living and thus acting, he finds his freedom of action not only unobstructed, but aided and re-inforced by the combined efforts of all the other members of the organization. He finds that if he would be free to act he must know and obey the order that inheres in the organization which he calls ethical society. He must know the truth if he would realize freedom. He substitutes for control by others that self-control that is made possible to him because he discovers that the laws of his nation are really the laws of his own spiritual nature. He finds in the government the objective embodiment of what is within himself. And, as the consensus of what is the law of man's spiritual nature changes, the laws of the state change. The laws thus become a guide to man in his attempts to realize his own freedom.

It is an essential attribute of freedom that it be orderly; that is, that it conform to law. The record of man's progress toward freedom is the record of his advance from subjection to the "power and control of others" to self-control in obedience to the laws which freedom imposes. It is possible that the absolute monarch might discover, and state, and enforce the true laws of freedom in his state. This might result in a happy, contented, and prosperous people, but they would not be free. They would ever be conscious of being subject to the control of another.

But the uncertainty of the ability of the monarch to discover and declare the true laws of freedom for his state, and of his disposition to obey and enforce them, has, through the discipline of many generations, taught the people to depend upon themselves for the discovery and enforcement

of these laws. The republican state is fast taking the place of the monarchical state. Even where the form of monarchy has remained, the substance has vanished among the more enlightened nations. But a nation needs a large degree of enlightenment, generally diffused among the people, if the people are to meet with eminent success in discovering the laws of free activity that are applicable to the grade of civilization to which they have attained. A republic is not necessarily a *free* people. The people may be too ignorant or too vicious to be able to determine and enforce the laws of freedom that are applicable to their grade of civilization. One must ever bear in mind that freedom is only possible to man when he knows the truth. "Know the truth and the truth shall make you free," was the declaration of one of the freest of men many centuries ago. The conditions of freedom have not been changed and they never can change.

The same law holds in respect to freedom in the realm of nature as in the realm of man. Man in his primitive ignorance looked upon nature as a tyrannical power to which he was hopelessly subject. But now the knowledge of the laws of nature is giving to man a freedom in her kingdom of which he never dreamed in those early times.

The knowledge of the truth is the only source of freedom in this life or in any other life which a rational being can conceive as possible to man. The progress of the ages has been a constant struggle to know the truth. And man has been prompted to persist in this struggle from the consciousness, more or less clear, that this knowledge would add to his freedom.

G. P. BROWN.

A truce has been made between the advocates of the rival Holy Coats at Argenteuil and Treves by conceding the former to be the coat worn by Christ as a child, while the latter was the coat worn at the time of the crucifixion.

### Suggestive Questions For Teachers.

A careful consideration of each of the following questions will, we are confident, result in much benefit. Think each question through to a complete definite answer, one that may be written out. We need to analyze our own methods and see if they are effective.

How do you teach history, as a story or as an aggregation of facts and statements relating to them?

To what extent do you introduce geography in connection with history?

What use do you make of progressive maps?

What dates do you teach, and how do you teach them?

In teaching, how may the book be used to the best advantage?

What use do you make of the general reading of the pupils?

How do you maintain that intense interest necessary to practical results?

How do you interest the dullard? How much should we attempt to do in teaching *cause* and *result*?

How do you impress upon the minds of the pupils the fact that the English Colonies grew and prospered in the face of all opposition?

How much would you teach them of their laws, customs and general character?

At the close of the year how much should the average pupil know of the early discoveries and explorers? Of the location, size, condition and history of the several colonies?

Two gum trees which tower over 160 feet above a little church in Guatemala are sixty feet in circumference, and their strong roots have pushed the foundation of the church out of place.

After the passage of an electric storm there is so much ozone in the atmosphere that its presence may be frequently detected by exposing a piece of blotting paper, previously dipped in a solution of starch and iodide of potash, when it will be turned blue.

# CLIONIAN REVIEW.

MOTTO—Pedetentim et Gradatim Oriamur.

E. T. HORTON, Editor.

Clio is now strengthened by a Junior choir.

We often have with us Dr. Noss, who always has a good word to say.

The question, "Which is preferable, high license or no license," was ably discussed last Friday night.

We have several times during the last month been favored by instrumental duets by Misses Gabler and Billingsley.

On Friday evening, Oct. 30, the society was favored with an address by Mr. Bailey, a former member of the Faculty and at present a member of the Board of Trustees.

The following were elected to office for a term of six weeks, beginning Nov. 13, 1891: President, L. B. Meyers; vice-president, Miss Greathead; secretary, Miss Frye; attorney, Mr. Thomas; treasurer, Mr. Horton; chorister, Miss Morris; critic, Miss Peterson.

After considerable discussion, it has been decided that Clio play the "Merchant of Venice" sometime during the present term of school. The caste of characters has been selected and the work commenced. Prof. King will be the instructor. The funds go toward the lifting of a debt which now rests on the shoulders of the society.

A joint meeting of the two societies was held not long since, in which both societies showed preparation and earnestness. It was thought by some that this would cause dissension to arise, but the societies were both too wise to allow of this, and everything passed off smoothly and left no cause for any trouble whatever. May the good feeling still continue.

Clio, we are confronted with two ends, success or failure. To win the former it requires of us labor and perseverance. We must remember that those who start for glory must imitate the mettled hounds of Actaeon, and must pursue the game not only where there is a path, but where there is none. If we would win success we will have to make Perseverance our bosom friend, Experience our wise counselor, Caution our elder brother, and Hope our guardian genius. Let us not repine because the fates are sometimes against us, but when we trip or fall let us like Caesar, when he stumbled on shore, stumble forward, and, by escaping the omen change its nature and meaning. Time is too short for us to waste one moment in deploring our lot. We must go after success, since it will not come to us. Then let us be alive in our work and hope for the best, and if we are not able to reach the goal of our ambition, we will be conscious of one thing, that is, that we have done our best, which is after all the truest success to which man can aspire.

Mr. H. D. Shallenberger, '81, and Miss Kate F. Galley, of Leisening, were married recently.

J. W. Berryman, '83, and O. S. Chalfant, '86, are soon to be admitted to the Washington county bar.

This heart of love bursts like a mighty volcano into an eruption, and overflows and enriches the lives of the children, parents, and all.

Among the names of those taking part in an institute to be held in Amity, Nov. 21st, we notice

those of J. B. Hathaway, L. C. Crile, Wm. McVay, and R. M. Day.

Don't attempt, in your school by the littleness of rules to crush out the immensity of ideas.

A week's instruction by Prof. De Motte, including several evening lectures, will probably be one of the attractions of the Normal at some time in the near future not yet definitely fixed.

Prof. J. D. Meese, A. M., of Meyersdale, Pa., for many years the popular and efficient principal of the academy at that place, has been elected to a position in the Normal faculty, and will enter upon his duties, January 4. His work will be in English Grammar and Arithmetic. Prof. Meese will meet with a cordial reception at the Normal.

This is the test of work, of life—do you grow nobler and more tender and helpful and better every day. Even Mahomet, the early wild man, said: "The tenth part of a man's annual income, whatever that may be, is the property of the poor, of those who need help." Do we teach and practice this? Every day is a day of judgment.—American Journal of Education.

The fire of a new love for the children ought to flash the heat of a righteous indignation in upon the meanness and littleness of these school officers who cut the salary and the life out of these heroic teachers. The people, who pay the taxes, do not want the schools and their children crippled in this way. Such conduct is more than stupid, it is unrighteous.—American Journal of Education.



# Philomathean Galaxy.

Morro—Non Palma Sine Pulvere.

EMMA G. CONGER, Editor

Mr. Bailey, of Amity, visited our society on Friday evening, Oct. 30.

L. Patterson, of McKee's Rocks, visited his sister, Miss Ella, last week.

Misses Ida Gallagher, '90, and Mattie Morgan, '91, are teaching in West Newton.

Misses Reed and Foster, of McKeesport, have each visited Miss Downer this term.

Dr. Irving Handy, of Delaware, was received into our society as an honorary member.

Miss Patten visited Washington county institute, and reports it well attended and interesting.

Miss Fannie Greathead, '90, is teaching her second term at Stauffer, Westmoreland county.

Misses McVay and Craft, former Philos, are among the successful teachers of Morris township.

Mr. McVay, of the class of '90 and an earnest Philo worker, is teaching at Cross Roads, Washington county.

The Seniors are now busy at work on their classics and theses. All seem to be interested and to enjoy their work.

Misses Gallagher and Horne, members of the Senior class, spent a few days at their homes the first week of this month.

The lecture given by Rev. Zwyer in the Baptist church on Saturday evening, Nov. 7th, was entertaining as well as instructive.

The following officers were elected for the ensuing month: President, Miss Patterson; vice-presi-

dent, Miss Meloy; secretary, Miss Watt; treasurer, Mr. Lewis; attorney, Mr. Henderson; marshal, Mr. Ross.

Miss Lou, daughter of Dr. Jennie Teagarden, of Waynesburg, and A. F. B. Morris, of Waynesburg college, were among the visitors at the chapel exercises, Nov. 9.

With Mr. Bair at the head, Philo has been in a flourishing condition the past month, and we think she will be equally so next month with Miss Patterson, her first lady president of the year, at her head.

Miss Rhoda Harrison, a former student and Philo, died at her home in Elizabeth, Nov. 4, 1891, and was buried in Mt. Vernon cemetery Nov. 6. Philo extends her sympathies to her grief-stricken friends.

Dr. Handy, who won for himself at the Washington institute a reputation as a lecturer and orator, gave a lecture in the Normal Chapel on Oct. 31, on "Patrick Henry," which was favorably received by the students and people of California.

Society was much pleased last Friday evening to see A. J. Johnson, of the class of '90 and one of our most enthusiastic and successful workers, among the visitors. In his pointed remarks, he spoke of the vigilance, activity and bravery, which Philo's members possess as of old.

Already we see clear indications of a battle not far distant, and we should lose no time in preparation for it; but be fully prepared for our adversary, ere the trumpet

sound is heard or the smoke appears above the horizon.

Let us, then, be up and doing,  
With a true and noble aim;  
Still aspiring, still progressing,  
And the victory we will gain.

What People Say.

"If I were going to Chautauqua this year," said Prof. Jennings, of Pittsburg, as he passed through to Bentleysville on his summer vacation, "I would advocate making the school maps or atlases on a uniform scale. They use sometimes half a dozen different scales of size in a single book, and it is impossible for children to get a correct idea of the relative sizes of different countries because of the lack of uniformity in the scale. In an atlas for school use all the maps should be on the same scale, otherwise most incorrect ideas will be formed. A bright school-boy, had just finished the study of geography and laid it by, was recently asked how large he supposed Arabia was. He reflected a moment, and then, with some confidence, replied that Arabia was about the size of Massachusetts. I suggested the possibility of his being mistaken when he got his atlas and showed me that Arabia and Massachusetts were nearly the same size, that is on the map. He opened his eyes when I explained to him the mysteries of the scale, and instead of being a mere speck, Arabia was as long as from St. Paul to New Orleans, as wide as from St. Louis to New York, and contained more than one-third as many square miles as the United States. He had been misled by the maps, as his teacher probably had also, and thousands of other people besides. A uniform scale would prevent many false ideas.—Monongahela Republican.

## Language.

B. K. A.

One important point is to lead the pupils to use good material when doing sentence work. Insist that they use what knowledge they have of geography in sentence making. Develop orally the parts of speech. Teach that whatever limits a verb, unless it denotes *what* or *whom* is an adverbial element.

Teach that prepositions with their objects and infinitives are called phrases.

Teach the correct use of familiar irregular verbs, using constructions in present, past and future tense, with singular and plural subjects.

### PUNCTUATION.

The uses of the comma.

Rule I. Words or groups in the same construction, forming a series should be separated by commas.

Rule II. Words or groups contrasted with each other should be separated by commas.

Rule III. Words or groups which by inversion, are placed at the beginning of a sentence, should be followed by commas.

### WORDS PRONOUNCED ALIKE.

The doctor says he will *die*.

Will you purchase some blue *dye*?

He was *too* late.

She went *to* school.

There are *two* books on the desk.

The horse's *fore* leg was injured.

There were *four* boys who went.

### EXERCISE IN CAPITALS, PUNCTUATION, DICTATION AND MEMORY.

1. The names of religious denominations should begin with capital letters.

2. Words which indicate some great event, etc., should begin with capital letters, as The Revolution, The Civil War, &c.

3. The names of the days of the week and the months of the year, should begin with capital letters.

### SPECIAL WORK.

Thanksgiving.

Lead the children to talk of the associations connected with the

day. Peculiarities of the early New England settlers.

Have composition on this subject.

Read quotations from Mrs. He-man's "The Landing of the Pilgrims," Charles Sprague's, "The Coming of the Pilgrims."

Take up the biography of some eminent man, telling the chief facts concerning his life and works.

TALK—Animals of the dog kind, their characteristics, habits, etc.

### CONVERSATION AND COMPOSITION.

Benjamin Franklin, his services to his country as statesman; his proverbs and precepts.

### SELECTIONS.

William Cullen Bryant.

## Memory Gems.

Truth, crushed to earth, shall rise again;

Th' eternal years of God are hers; But Error, wounded, writhes in pain, And dies among his worshippers. —Bryant: "The Battle-field."

There is a day of sunny rest For every dark and troubled night; And grief may bide an evening guest, But joy shall come with early light. —Bryant: "Blessed Are They That Mourn."

So live, that when thy summons comes to join

The innumerable caravan, which moves

To that mysterious realm, where each shall take

His chamber in the silent halls of death,

Thou go not, like the quarry-slave at night

Scourged to his dungeon, but, sustained and soothed

By an unfaltering trust, approach thy grave,

Like one who wraps the drapery of his couch

About him, and lies down to pleasant dreams.

—Bryant: "Thanatopsis."

According to Jewish estimates the number of Jews in New York City is now between 80,000 and 100,000.

## Geography.

H. E. A.

The development of the separate states of a grand division should be in a great measure simply an application of the knowledge already obtained from a study of the whole.

State	{	Position,	{	Position,
		Surface,		Surface,
		Drainage,		Drainage,
		Productions,		Agricultural,
				Mineral,
		Occupations,		
		Exports,		
		Imports,		
		Capital,		
		Seaport,		
		Form of government.		

Have the children locate the state intelligently; require no set form, and in this connection speak of surrounding countries. It does more good, in my opinion, than a set boundary.

This country being in the eastern part of the division, what surface must it have? By what drained? The climate must be—what? etc. Having learned the exports of the entire grand division, you have simply to decide which of them are obtained from the state under consideration. For most countries the capital and chief sea ports are all the cities that need be taken. In most European countries, however, there are some cities of great commercial importance or historical interest of which a knowledge seems necessary. It is always difficult for me to decide where to stop when teaching the cities of Europe, so usually give the most important ones first and then as many of those of interest as time will permit. When teaching cities travel from one to another, lading your vessel with such commodity as they have to export, and the people to whom you are carrying it require. You thus gain two or three points—you review the bodies of water, also the exports of the different countries, and teach the children to discriminate

when lading their vessels. Chili exports wheat, nitrates and copper. If we start from Valparaiso, and our destination is San Francisco, we will not carry the wheat, but nitrates; but if we are to sail to London, we may take any or all three of these exports.

If possible, have Butterworth's "Zig zag Journeys" within reach of the boys and girls when they are studying Europe. It will take all dryness out of the study. His Zig-zag Journeys in India should be read when studying Asia, and Knox's "Boy Travelers in Central Africa," and Stanley's "My Kalulu," when working upon the "Dark Continent," which is fast losing its right to that name.

I have always found that the more history I could introduce into the geography lesson, the more interesting it seemed to the children. Extracts from Prescott's "Conquest of Peru" are as interesting as fairy stories to a class studying about that ancient empire.

When studying any of the important countries of the world where more detail is necessary, a map of the country should be sketched and filled in by the pupils. In no way that I have tried can the relative position of cities and rivers be fixed with as little drudgery.

A most excellent device, and one which is sure to meet with great favor among the pupils, is the constructing of a relief map of the continent with putty upon a suitable board. The general outline should first be drawn with chalk or pencil—the latter is more durable—upon the board. Beginning with the lowlands, the surface of the grand division can then be built up, by the class, day by day.

I should encourage as many of the children as possible to make individual maps of this kind. When completed they can be made into production maps. Toothpicks, colored green, can represent the forests, tinfoil and gilt paper the precious metals, while specimens of the agricultural productions are easily obtained and made to adhere.

### Literary Men as Diplomats.

The death of James Russell Lowell recalls vividly the fact that our government has often been represented at foreign courts by literary men.

Mr. Lowell himself was United States Minister to Spain, from which post he was promoted to that of the Legation at London.

Our diplomatic service is not, like the diplomatic services of the European nations, arranged on a system of permanency and promotion. In Europe diplomacy is a profession, for which men are regularly trained, in which they spend the busy years of their lives, and in which they rise from the lower to the higher places almost as regularly as do army officers.

It is seldom, on the other hand, that an American Minister or Consul is promoted from one legation to another, or that he spends more than four, or at most, eight years in the service.

As a result of this our government has more freedom of choice of our representatives abroad, and takes men from every walk of life, whether they have had any special training for or experience in diplomacy or not.

It seems always to have been recognized by our Presidents that men of letters are well suited to the diplomatic office. At all courts they have frequently been called upon to discharge its duties.

One of the earliest literary diplomatists was our first great prose writer, Washington Irving, who was sent as Minister to Spain, and who there saw the Empress Eugenie in her girlhood.

The appointment of Irving was no doubt intended both as a recognition of the enrichment of American literature by the author, and as a compliment to Spain, whose history Irving has studied deeply in preparing to write his "Alhambra" and the "Life of Columbus."

The historian Bancroft was for a while our Minister to London, and later at Berlin. Another historian,

Motley, was Minister first to Austria and then at London. One of our most eminent scholars in language, George P. Marsh, was for some time Minister to Italy.

Nathaniel Hawthorne was appointed by his intimate friend, President Pierce, Consul at Liverpool, one of the most lucrative posts in the gift of the government; and to this fact we owe Hawthorne's charming series of English notes. Andrew D. White, afterwards president of Cornell University, was American Minister to Berlin.

Of later writers, Bret Harte, the brilliant California author, was for some time Consul at Glasgow; John Hay was Secretary of Legation at Paris; John G. Nicolay was Consul-General at Paris, and William B. Howells was Consul at Venice, whence he gathered the material for "Venitian Days," the work which first made him known in the world of letters. Journalists have often, especially in recent times, been selected to fill diplomatic and consular posts. John Bigelow was Minister at Paris, and John Russell Young in China; the United States is now represented at Paris by Whitelaw Reid and at St. Petersburg by Charles Emory Smith.—*Youth's Companion*.

### The Primary Colors.

The primary colors, or colors of the rainbow, are red, orange, yellow, green, blue, indigo and violet. They are all produced at once by decomposing rays of light with a prism. Raindrops falling while the sun is shining act as prisms and thus the rainbow is produced, showing all the elementary colors. White is a combination of all these colors, and black or utter darkness results when they are all entirely absent. Hence it is often said that black is not a color, since it contains none of the elements of light. But a less scientific definition of color is "appearance of a thing to the eye," and, in this sense, black is of course a color.—*St. Louis Republic*.

**ASSIGNMENT OF WORK  
FOR D GRAMMAR, AND  
A PRIMARY CLEVELAND, O.**

**D Grammar.**

**READING.** Appleton's Fifth Reader—To Lesson XXX. Give particular attention to "For Preparation" at the end of each lesson.

**SPELLING.** Word Studies—Pages 52 to 69 inclusive.

**LANGUAGE.** Clear expression of thought in all school work. Common colloquial errors corrected. The effort should be to comprehend and give expression to the leading thought, whether in language, reading, arithmetic, geography, history, or other school work. A few poems should be learned. Quotations.

**CONSTRUCTIVE WORK.** Construct simple sentences in the four forms, embracing compound subjects and predicates. Direct the pupils in the selection of subjects and predicates. Develop orally the different parts of speech. Teach that a compound element consists of *two or more elements joined by a co-ordinate conjunction*. Introduce *and, but* and *or*. Teach that whatever limits a noun or a pronoun is an *adjective element*. Teach that whatever limits a verb, unless it denotes *what* or *whom*, is an *adverbial element*. (Use only intransitive verbs.) Teach that a verb with the sign *to* is an *infinitive*. Teach that *infinitives* and *prepositions with their objects* are called *phrases*. Limit nouns with words and phrases. Limit intransitive verbs with words and phrases. Form good sentences with the examples and illustrations. Teach the correct use of familiar irregular verbs, using constructions in present, past and future time, with singular and plural subjects. [Year's work—see Second and Third Terms.]

**PUNCTUATION, CAPITALIZATION.** The use of the period, interrogation point, exclamation point, quotation marks, comma, capital letters and the correct spelling of ordinary words required.

**COMPOSITION.** Reproduction of narratives read by pupils or told by the teacher. Stories suggested by pictures. Simple description of places, objects, etc. Friendly and business letters. Familiar topics; Items of news; Current events; Biographical sketches of soldiers, statesmen, inventors, authors, explorers, etc.; Historical and Geographical facts.

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

In connection with the study of North America, the story of Columbus, Magellan, the Mayflower, Independence Bell, etc., should be briefly retold by pupils, orally.

**GEOGRAPHY.** Size and shape of the earth. Continents and oceans. Their position on the globe. Comparative size. Poles, axis, equator, tropics, polar circles, latitude and longitude. The teacher should explain, by means of the globe, the movements of the earth, what each movement produces

*North America*, First, as whole, with reference to its general contour and relief forms, its boundaries by parallels and meridians, also its natural and political boundaries, its extent in miles east and west, north and south; its area and population. Mountains—systems, ranges, trends, valleys; how river systems, tributaries, special rivers, lakes are made. Climate—how determined and how modified. Natural advantages—drainage, position in zones; resources—agricultural, mineral, etc.; commerce—domestic and foreign; commercial routes—land and water: political divisions—United States, Mexico and Central America. Name and describe in brief the islands of the West Indies, Greenland and Iceland. Teach only so much of the divisions and islands named as are found in the Elementary Geography, as far as text-book work is concerned. Teachers are expected to add to the text-book work much that is new and interesting from other sources—educational journals, magazines, newspapers, etc. Peo-

ple—occupation, government, religion. Attention should be given to map drawing and outline. Definitions of terms employed.

**ARITHMETIC.** Review addition, subtraction, multiplication and division. United States Money briefly treated; special attention given to Merchants' Bills; Dry Measure; the standard unit; number of cubic inches in a bushel; practical examples. Reduction from a higher to a lower and from a lower to a higher denomination; Liquid Measure treated in the same way as Dry Measure. Require frequently rapid and accurate work in the fundamental principles. Mental examples should be given daily. Clear and simple analytic forms should be used.

**WRITING, DRAWING, MUSIC, PHYSICAL EXERCISES.** Under the direction 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.**

**GEOGRAPHY.** Review United States as a whole. Study it in sections, beginning with the New England States. Relative positions of States, Territories and Sections. See course of study and general directions for First term. Locate ten leading colleges. Take only capitals and the more important manufacturing and commercial cities of the States. Commercial Geography. Productions and exports of sections. Locate leading trunk railroad lines and water routes.

**ARITHMETIC.** Teach Long, Square, Solid, Time and Circular Measure. Troy and Avoirdupois Weight. Miscellaneous Table. Require pupils to learn the number of pounds in a bushel of wheat, oats, corn, potatoes, also timothy and clover seed. Addition and subtraction of compound numbers. Omit multiplication and division of

compound numbers, and articles 79 to 82 inclusive.

### THIRD TERM.

**GEOGRAPHY.** Finish sections. Review the work in outline. Map drawing. Blackboard "production maps" showing cotton belt, rice fields, etc., are recommended. Definitions. Review work of the year.

**ARITHMETIC.** Factoring G. C. D., L. C. M. and cancellation. Make the entire work of compound numbers practical; permit pupils to make measurement of rooms, walls, desks, grounds, etc.; also to find capacity of cisterns, bins, etc. Analytic work with mental drills should be frequent. Omit Apothecary's Weight and "Measures of Length." Take compound numbers to addition. Review entire work of the year.

### A Primary

**ARITHMETIC.**—Ray's Practical Arithmetic, to page 70. Ray's Intellectual Arithmetic, to page 45. Rapid oral work given daily.

**READING.**—Appleton's Fourth Reader.

**SPELLING.**—Sheldon's Word Studies. (Page 50.)

**GEOGRAPHY.**—(Ohio) United States. General description. Climate. Productions. Occupations. People. Mountains. Rivers. Capital and one important city in each state. Ten largest cities in order of size. Definitions.

### LANGUAGE.

**LANGUAGE LESSONS:**—Derived from reading and geography lessons. Reproduction of the story of the reading lesson.

Description of places, products and manufactures referred to in the geography lesson (e. g., Mound-builders, in the study of Ohio; fisheries, manufactures, in the study of New England; cotton, rice, &c., in the study of the Southern States.)

Stories suggested by pictures. Simple description of places and objects.

Reproduction of narratives told or read by teacher or pupils.

Prefixes and suffixes. Contractions and abbreviations.

Poems. Teach three.

Short quotations: (At least two each week.) Poems and prose articles read to pupils, both to improve their taste and quicken their power to understand language comparatively unfamiliar.

Short sketches of authors and artists. (Three authors—two artist.)

Form lessons—Angle, Right angle, Acute and Obtuse angle, Tri-angle; Solid Sphere, Hemisphere, Cone, Pyramid, Cube.

Lessons on temperance and hygiene. (The Eclectic Guide to Health. Book to be used by teachers only.) History.

Letter writing. Special reference to correct forms for opening and closing letters. Capital letters. Pronunciation.

Dictation exercises. Writing stanzas of poems from memory.

Written description of subjects studied in oral lessons.

Plant Lessons. (Last six weeks.)

The entire work in language to be so conducted as to encourage useful observation and promote the ready and correct use of language. Keep constantly before the minds of the children, good books and beautiful pictures.

### Historic Appomattox.

Appomattox County, Virginia, which has become historic through the surrender of Lee's army to Grant, is something less than 100 miles west of Richmond. Its western boundary is the James river, and it adjoins Campbell county, in which Lynchburg is. It is named after the Appomattux Indians, a tribe or lodge subject to Powhatan. One of the few facts recorded about the Appomattux Indians is that their queen served John Smith with water in which to wash his hands on one occasion when that adventurous Englishman was brought into the presence of Powhatan.—*St. Louis Republic.*

### Articulation.

The teacher must begin early, and continue faithfully, articulation exercises. If the teacher would have each pupil pronounce one test word with care, and the class repeat it in concert each day, it would accomplish more and not take a tenth part the time now devoted in the reading class to criticising the pronunciation of pupils by the classmates and teacher. Give special attention to the *initial* and *final* sounds.

Remember that clear, distinct articulation depends chiefly upon the consonants. Here are some good test words to call out distinct articulation:

accidents	decease	muslin
accidence	disease	muzzling
acts	east	noose
hacks	yeast	news
ere	gesture	of
ant	jesture	off
haunt	guess	old
base	guest	hold
bays	art	pillar
bean	heart	pillow
been	elm	president
precedent	helm	cart
chart	intense	salary
century	intents	celery
sentry	lease	surplice
cruise	lees	surplus
crews	loose	subtile
talents	lose	subtle
talons	whet	thyme
wail	wet	time
whale	wear	were
whew	where	weigh
whither	which	wither
dependence	witch	whether
dependants		— <i>Selected.</i>

Lessons on table manners had been thoroughly taught by Mrs. —, as she flattered herself, to her little Willie, and she felt confident and proud; but they were not abiding. At the next dinner party, Willie, on being offered sausages, broke his record with, "I—I don't want that; I don't want that at all; we have plenty of 'em to home."

"Now, Florence, you are crying again; you know you promised me you would break yourself of the habit," said her mamma, much disappointed. Florence remembered her promise and did feel ashamed, and after a moment's hesitation and regaining her composure, she, with suppressed sobs, replied, "Why, mamma, I am not crying; it's only my eyes perspiring."

# Arithmetic.

## A Recreation.

H. E. A.

The teaching, as well as the learning of the multiplication tables becomes exceedingly monotonous and often distasteful to the last degree, both to teacher and pupil. The following device used as relish or dessert not as daily food, may revive the flagging appetite of some satiated with the prosaic but necessary daily drill.

Select twelve pupils to come out in front of class. Give each a card bearing a figure from one to twelve inclusive, which they are to hold up in plain sight. Selecting the table you desire to fix in their memories, take a position where you can touch the head or shoulder of each number of this animated table with your pointer or ruler, in quick succession. Supposing you wish to drill upon the seven's. You touch the little girl holding the figure five, and instantly she responds by saying in a clear voice "Five times seven are thirty-five." Nine feels the light touch of the pointer and "Nine times seven are sixty-three, rings out without hesitation, or if their is faltering let your pointer come back to such an one repeatedly until all trace of slowness has vanished.

The class in their seats should be on the watch for mistakes, and should be allowed to make all corrections, or to give the desired answer if not given promptly by the child indicated. The numbers should be exchanged frequently so as to give each child at least half a dozen within ten minutes.

A variation might be made, by calling upon the class to answer instead of the child touched.

Two plans of selecting the twelve pupils have been used with good effect. First, choose the twelve poorest in this work and thus give them the necessary drill, under guise of a game. Second, take twelve of the best using it as a reward for special effort, so as to make it a spur to extra diligence.

In our country districts where

perhaps the class does not contain the requisite number, omit the first two or three numbers of the table as it does not need as much drill to impress them upon the mind as the others. The efficacy of this diversion will depend greatly upon the spirit in which it is conducted.

### Questions and Examples in Fractions.

1. What is a fraction? What is the *unit* of a fraction? The *fractional unit*? Which term of a fraction denotes the size of the fractional unit?

2. Show that the multiplication of both terms of a fraction by the same number does not change its value. How is the value of a *proper fraction* affected by subtracting the same number from both its terms? On what principle are two or more fractions reduced to a common denominator?

3. When is the value of a fraction equal to 1; greater than 1; less than one? How many 12ths in 11 apples? How many 9ths in 31%? How many units in  $\frac{169}{13}$ ?

4. Reduce  $\frac{14}{8}$ ,  $\frac{18}{27}$ ,  $\frac{12}{2}$ , to their lowest terms. Reduce  $\frac{3}{5}$ ,  $\frac{5}{6}$ ,  $\frac{4}{9}$  to higher terms. Why in the above reductions does the value of the fractions remain unchanged?

5. Multiply  $5\frac{1}{4}$  times  $\frac{7}{9}$  of 18 by  $\frac{5}{6}$  of 3 times  $\frac{1}{5}$  of 4.

6. Divide  $\frac{3}{4}$  of  $\frac{5}{6}$  of 8 by  $\frac{2}{3}$  of  $\frac{6}{7}$  of 21.

7. A farmer being asked how many apple trees he had, replied, "If I had 3 times as many as I have, and 5 more, I would have 1,358." How many trees had he?

8. Add  $\frac{2}{3}$  of  $\frac{3}{8}$ ,  $\frac{3}{5}$  of  $\frac{5}{8}$  of  $2\frac{1}{6}$ , and  $\frac{7}{8}$ .

9.  $\frac{3}{11}$  mi. +  $\frac{4}{11}$  rd. +  $\frac{1}{4}$  yd. +  $\frac{1}{4}$  ft. = what in integers?

10. If  $\frac{2}{3}$  of an acre of land cost \$150, how much will  $\frac{4}{5}$  of an acre cost? *Analyze.*

11. A man bought a cargo of potatoes. After selling  $\frac{1}{3}$  of them to one party,  $\frac{1}{4}$  to another,

and  $\frac{1}{6}$  to a third, he had 220 bushels left. How many bushels were there in the cargo?

12. How many times will my bicycle wheel revolve in running 9 mi., the wheel being  $15\frac{1}{2}$  ft. in circumference?

13. Mr. Blank owns  $\frac{3}{5}$  of a ship. What is the value of the whole ship if  $\frac{3}{4}$  of his share is worth \$4500?

14. From the sum of  $5\frac{3}{10}$  and  $8\frac{1}{7}$  take their difference.

15. If  $17\frac{1}{2}$  acres of land cost \$3,941.87 $\frac{1}{2}$ , what will  $\frac{3}{5}$  of an acre cost?

16. Express in words  $\frac{2\frac{1}{2}}{3\frac{3}{4}}$ .

17. Two boys bought a pound of raisins for forty cents. John paid 30 cents and Henry the rest. How many ounces should each receive?

18. What is the amount of the following bill?

25 $\frac{1}{2}$  lbs of cheese at 8 $\frac{1}{2}$ c. per lb.  
15 bu. 3 pk. of potatoes at 80c. per bu.

$\frac{3}{4}$  bbl. of flour at \$7.50 per bbl.

19. Eighteen and three-eighths yards were cut from a piece of cloth containing 37 yards. What fraction of the piece remained?

20. A grocer bought two tubs of butter weighing in all 70 $\frac{3}{4}$  pounds. One of the tubs when empty weighed 7 $\frac{1}{2}$  lbs., and the other 8 $\frac{1}{4}$  pounds. What was the butter worth at 26 $\frac{1}{2}$  cts. per lb?

21. If  $\frac{7}{9}$  of an acre of land cost \$125, how many acres can be bought for \$1297?

22. A seedman bought 37 $\frac{3}{8}$  bu. of grass seed for \$226. He sold 25 bu. at a profit of \$1 $\frac{1}{2}$  per bushel. If he sell the remainder at \$6.75 per bushel, how much will he make by the transaction?

23. A man on the average breathes seventeen times a minute, and takes in  $\frac{5}{7}$  of a quart of air at each breath. How much air will he need every hour?

24. One load of hay weighs 1 $\frac{3}{8}$  tons; another 17 $\frac{7}{8}$  cwt., an other 1940 pounds. How many tons, hundred weight and pounds in all?

25. If it requires thirty-two million gallons of water to supply the city one day, how much would be needed from 10:15 a. m. to 2:30 p. m., the supply being regular?

### The Low Plains of South America.

ELIZABETH CARTER.

South America, like our own northern continent, has extensive lowlands occupying the central part, extending from the extreme north to the south. This great lowland is divided into three distinct divisions, not only by the water divides, which are but slight, being obliterated during the rainy season, but by the character of their vegetation.

The northern section, containing over 256,000 square miles, lies between the Guyana plateau and the Andes mountains, in Venezuela and the U. S. of Columbia, and is drained by the Orinoco river system. The greater portion of it is exceedingly level, so that for leagues there is not the variation of a foot in elevation. These grassy plains, for they are treeless, as their name, Llanos, indicates, support immense herds of horses and cattle, which are branded and allowed to roam at large, with but little constraint.

Lying in the torrid zone, the climate is exceedingly hot, and seasons of great drought occur, when the cattle take refuge on the lower foot-hills and in the higher valleys. Every sign of vegetation disappears; the reptiles bury themselves deep in the mud before it is entirely dried up; rivers vanish, the earth cracks, and great sand storms sweep over the desolate plain.

But scarcely is the earth moistened by the return of rain before its aspect is entirely changed. Numberless varieties of grass spring to life as if by magic, and afford rich pasturage for the returning cattle.

The Pampas in Argentine Republic resemble the Llanos in many respects, their chief vegeta-

tion being grass, but of a much coarser variety, growing from ten to twelve feet in height, and in their having a wet and dry season.

Sir Francis Head divides this region into three sections. First, That portion lying immediately west of Buenos Ayres, which is alternately covered with clover and thistles. Second, The grassy region, four hundred and fifty miles wide, extending still further to the west. Third, That portion bordering the Andes, which is rolling land and well supplied with trees and shrubs.

Speaking of the first section, he says: "In winter the leaves of the thistle are large and luxuriant, and the clover is exceedingly rich and strong. In the spring the clover has vanished, the leaves of the thistle have extended along the ground, and the country looks like a rough crop of turnips. In less than a month the change is most extraordinary. The whole region becomes a luxuriant wood of enormous thistles, which have shot up to a height of ten or eleven feet, and are in full bloom. The view is completely obstructed, not an animal is to be seen, and the stems of the thistles are so close to each other and so strong that, independent of the prickles with which they are armed, they form an impenetrable barrier. The summer is not over before the scene undergoes another change. The thistles suddenly lose their sap and verdure, their heads droop, the leaves fade, the stems become black and dead, and they rattle in the breeze until the violence of the hurricane levels them with the ground."

The Selvas, or central region, drained by that mighty river, the Amazon, and its but little inferior tributaries, can hardly be surpassed in the luxuriance and variety of its vegetation. Here flourishes the caoutchouc, or India-rubber tree, palms of nearly every variety known, fern trees of gigantic size, those most valuable of cabinet woods, the mahogany, rosewood and ebony, the cinchona, which supplies the quinine of commerce, the sarsaparilla, the manioc, from the root of which tapioca is manu-

factured, also a meal which made into bread, is the chief article of food of the natives; cacao, from which chocolate is made, vanilla, and numberless others.

This tropical forest is not only composed of trees of extraordinary size, but the whole space between them is so filled with undergrowth, and they are so bound together with strong vines that not even a foot-path can be made through without the aid of an axe.

The hot, moist climate of this region seems to be as favorable to lower animal life as to vegetable. Nowhere can be found a greater variety of animals and birds; man alone breathes death with every inhalation. Even the native population, engaged in gathering the forest products, are forced periodically to remove to the higher land to recuperate.

### Sinking a Sea's Bottom.

Scientists tell us that, counting from the sea level, the lowest body of water on the globe is the Caspian sea. For centuries its surface has been gradually settling down until now it is eighty-five feet lower than that of its neighbor, the Black sea, which also lies far below the level of the ocean. The common conclusion has all along been that the Caspian was merely losing its waters by some means, but recent investigations have shown this not to be the case. Soundings made and compared with records of soundings made more than one hundred years ago, reveal the astounding fact that there is still a as great a depth of water as existed then. This leaves but one hypothesis that would seem to be tenable—the bottom of the Caspian sea is actually sinking. There is much speculation in scientific circles relative to what the final result will be.—*New York Telegram.*

In the 351 towns and cities of Massachusetts 248 now have free public libraries, and the state has lately provided aid for the 103 small towns and villages which have no libraries.



## A Letter From the Bay State.

BOSTON, MASS., Nov. 4, 1891.

DEAR REVIEW—Says Carlisle of Dr. Johnson: "When told that Boswell intended to write his life, he answered, 'I will certainly take his life if he attempt it,' and no doubt were the great people of Boston informed that your humble correspondent intended giving you a slice of their biography, a mob would instantly surround 80 Waltham street.

Such are the dangers that beset poor biographers; but like poor teachers, we begin somewhere; somebody must suffer, and perhaps if we take a detour of several hundred miles and switch off toward New York City, we may be able to hoodwink even the cultured Bostonian into the belief that he is let sincerely alone, while in reality, and in the common parlance of the street, we intend to see him later.

Then, too, with the recent exciting election scarcely off his hands, he may forget to inquire too curiously into the traits of his ancestors whose ghostly forms still stalk down Pyncheon and Tremont streets or peer from behind the corners of Faneuil Hall.

But why, dear REVIEW, do we say staid Boston! Were you to pick up *The Woman's Voice*, the champion of woman's suffrage and the public school interests against Romanism, or walk down Washington street and see staring straight at you through some window-pane the following: *Slate Writing, Medium Miss* —, hours 9 a. m. to 10 p. m., or were you to glance down the long column of Sunday services in the *Saturday Evening Transcript* and read that at 10:30 the Theosophists will hold their regular meeting in the Boston Spiritual Temple, 4 Berkeley street, were you to do all this, you would be convinced that Boston is still true to the liberty of her Tea Party episodes, and is more revolutionary than her appearance indicates.

And yet one must be struck with the marked difference between New York and Boston. Of course, dear REVIEW, we must give you our own impressions, and even if we are altogether wrong, you must be content with *so it seemed to us*, as we walked down Broadway and gazed at the elegant brown stone fronts and marble mansions of the Stewarts and Vanderbilts, or stood awe-struck in the dim aisle of beautiful Grace church and the magnificent Catholic Cathedral; so it seemed to us, as we walked through the great store in the Stewart block—unequaled, we were told on the best authority, by any in London or Paris; so it still seemed

to us, as we were whirled rapidly down 3d Avenue on the elevated railway to South Wharf, where we took boat for Liberty Island, and where an hour afterwards, we with thirty others were gazing from the crown of Bartholdi's Statue of Liberty out over that wonderful New York harbor; so it seemed as we looked from Brooklyn Bridge down over the seemingly densely packed New York and Brooklyn cities that lay far beneath us like one mysterious monster of vast innumerable coils puffing from its mighty mouth the breath of thousands of industries, and so it certainly *was* as the New York swung gracefully into harbor at 22d pier on her return trip up the Hudson, and left us a few minutes later in the glow of an autumn sunset, hurrying past shipping houses and numerous masts of trade, to catch the car for 129 E. 10th street; so it certainly was as we gazed on that wonderful reservoir of fresh water in Central Park with its rival Roman aqueducts.

But what was? What really seemed the difference between New York and Boston? Ah, dear REVIEW, if you have not already guessed it, we cannot tell you better than the poet who calls one the pot of gold; the other, the book and the lecture.

Still New York has another besides the elegant Broadway view, and if you come with me we will take a peep. It is Sabbath afternoon. The venerable walls of old St. Marks church, and its quiet graveyard are on our left, dignified, serene as if needing nothing save its own history to wrap it in a solemn antique splendor. In company with Miss Tealdo, the Italian missionary, we step out on the balcony of our dwelling, and cannot escape a quick heart throb, as we remember that over that same balcony was borne the stolen body of A. T. Stewart from the vault of the adjoining graveyard. There, too, we know is the grave of Stuyvesant, the first governor of New York. Near such historic ground we stand. But we hurry on down 3d Avenue, on, on, through the Bowery, where families are packed almost as close as sardines in a box.

It is Sabbath, but to all appearances week day here. Stores, theatres, saloons, gambling houses, are all open. We do not stop. Our objective point is the song service by the children of the Five Point's Industrial School.

Soon we are in a large, comfortable building, where already a large crowd of visitors are assembled. A few minutes go by and we hear the sweet voices of

children singing a beautiful hymn as they march in and occupy tiers of raised seats in front of the chapel. These are children picked up off of the streets, clothed, fed, educated by voluntary contributions. Women were in tears, and strong men bowed their heads to hide the emotion that filled their hearts as over their mental vision rushed the pictures of the *now* and *then* in those children's lives.

After a beautiful song service the children marched out to supper in a style that would have pleased even the critical eyes of Miss MacPherson. On entering the dining room, however, in spite of discipline hundreds of eyes glanced curiously at the tables to see what good thing the evening meal promised, and a smile of satisfaction stole over the faces of the children as they saw each plate supplied with a large bowl of bread and milk, a piece of cake and a large red apple.

A little later we walked upstairs to where the babies, children of three and four years old, were busy with their bowls of milk and bread. One little tot, too hungry to wait for the attendant's directions, plunged her chubby fingers in the bowl and began eating with a concentration that would put to flight the theories of the most skeptical opponent of the New Education.

From here we passed through the large play-rooms, recitation and industrial rooms, and stopped in the bath-room, struck with the objective lesson in neatness and cleanliness the place offered. Each child was supplied with a towel, comb, piece of soap and tooth-brush.

"We need these wonderful lessons of trust and love," said one of the missionary ladies, "to prevent us from being entirely discouraged in the midst of so much vice and crime." This certainly is tangible religion and worth more than tons of speculation and dogma, was our mental ejaculation; and as we went out of the door and walked slowly home through the crowded Italian and Chinese quarters and saw the dark holes from whence so many of these children come, not even the masterly sermon of Dr. Alexander, nor the thrilling words of Drs. John Hall and Josiah Strong left on our hearts the sweet lesson of the Christ life as did our visit to the Five Points School of Industry.

But already I think I hear your readers say "this is a rather large slice of the New York loaf," so I shall reserve for my next some of the Boston brown bread.

Sincerely yours,

ELMA RUFF.