

The Normal Review.

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50c. A YEAR.

Entered as second-class matter.

Science Hall.

We present, on the last page of the cover, a cut of our new building, "Science Hall." It is nearly completed and will be occupied in March. The building will include the Model school, the Natural Science department, the Sloyd shop and the Gymnasium. The Sloyd shop will be on the ground floor; the Model school on the first floor and part of the second; the Natural Science department will occupy the remainder of the second floor; and the Gymnasium will consist of the whole of the attic story, having a magnificent floor space almost the entire size of the building (83x56 feet.)

The cost of this new building completely furnished, will not fall far short of \$30,000. It is probably the finest building in the Monongahela valley, and one of the handsomest and best equipped school buildings in the State. The architect is Mr. F. J. Osterling, of Pittsburg, the contractors, J. R. Powell's Sons, of California, Pa., and the building committee of the board, Hon. J. K. Billingsley, Mr. S. W. Craft and Dr. N. S. Veatch.

The dedication of Science Hall, in the spring, will be an occasion of unusual interest. Prominent educators will be present and make addresses.

During the spring term the post-graduate class will have five studies: Pedagogics, solid geometry, chemistry, beginning Greek, and Caesar and Virgil.

Music.

The music department at the Normal is in excellent condition. Prof. Keffer is a fine instructor, and gets good results in his pupils. He is giving lessons now on the piano, violin, flute and voice. If you have friends who are musically inclined, tell them of the first-class advantages offered at California.

Mr. George D. Lutz, '73, is now an attorney-at-law in Independence, Mo., where he was for some years city superintendent of schools.

If you wish the monthly visits of a bright, newsy and helpful educational paper, send 50 cents in stamps or by postal note to THE NORMAL REVIEW, California, Pa.

Many of last spring term students, who are now teaching, will return next spring, bringing new students with them. Some expect to bring as many as four or five. Let each secure at least one.

The Normal is represented among the county superintendents of the State by B. W. Peck, '79, of McConnellsburg; C. J. Potts, '80, of Bedford, and Byron E. Tombaugh, '83, of Washington.

The fall term just closing has been the most prosperous fall term we have ever had. The attendance has been larger than ever before. A spirit of work and a hearty good will among all the members of the school have characterized the term. This makes a good ending for 1891 and a fitting prelude for 1892.

The Normal base ball club for

the spring term of '92 promises to be fully equal to that of '91. Pitcher Altman is now in school and Catcher Sterling will enter in the spring. We hope to have some others of last year's club in attendance next spring. The remaining places will be filled by good players.

C. E. Dickey, W. H. Martin, William Reid and E. E. Bach were among the California Normal boys that took part in the discussions at the Somerset county institute. Messrs. Dickey and Martin, and Miss Alice M. Hay were on the committee on resolutions. Mr. Dickey was also elected to the permanent certificate committee. He is as active in an institute as on the base-ball field. Prof. Meese, of Meyersdale, who becomes a member of the Normal faculty January 1, bore a prominent part at the institute.

Eight members of the Normal faculty are graduates of the school. J. B. Smith, '76, F. R. Hall, '79; W. S. Bryan, '81, Eve C. Downer, '86, Mary G. Noss, '81, Lizzie Morgan, '85, Annie Shutterly, '84, and Allie Baker, '89. Among those who have been members in previous years are W. S. Jackman, '77, A. W. Newlin, '77, H. Lenore Phillips McCutcheon, '78, Thos. R. Wakefield, '78, Annie Mehaffey Horton, '79, D. C. Murphy, '79, J. F. Bell, '84, J. C. Longdon, '84, Lee Smith, '89, Carrie Wilson, '85, Belle Bryan, '83, W. D. Cunningham, '87, Clara Singer, '88.

World's Fair Notes.

Of all the attempts to rob the heroes of the illustrious past of their well-deserved fame, that of trying to detract from Columbus the glory of giving to the world this Western Continent, is the most foolish. The claim by too many of the daily papers that Lief Ericsson was the discoverer of America, will only serve to mislead children, or those unacquainted with the facts. No one wishes to deny that Ericsson and his party of Norsemen may have landed upon some part of North America, but we must judge of the value of discovery and exploration by the result attained, and in this case, the Icelanders might as well not have come. They penetrated the mists that shrouded this shore for a moment, and then retreated. It was no great feat of navigation either, to cross the narrow stretch of sea between their possessions and ours. The magnitude of the distance covered by Columbus, who sailed into the unknown, following his own scientific convictions renders that voyage incomparable, and every American should award him accordingly.

Wentworth's Advice to Barton.

Remember that much knowledge is growth, not accumulation.

The life that one is living is the book that men more need to know than any other.

Never outrun health; a broken-down scholar is like a razor without a handle.

The finest edge on the best steel is beholden to the services of homely horn for ability to be useful.

Keep an account with your brain. Sleep, food, air and exercise, are your best friends; don't cheat them or cut their company. Laugh a good deal, frolic every day, keep in high spirits; a low tone of mind is unhealthy. There is food and medicine in nerve. Quantity and quality of nerve mark the distinctions between animals and men, from the bottom of creation to the top. NORWOOD.

Does This Suggest Anything?

A novel idea is being carried out by a Bay State man, for placing libraries in small towns, where no library exists. Each of several hundred people, subscribe a dollar a year, and select any book at that price, he may desire to own. All the books are placed in a temporary library, and every subscriber has the privilege of reading each one. At the end of the year the subscribers draw out the books they originally selected, so that the cost of the year's reading is one dollar.

The Coming Examinations.

My young friends, you perhaps for the first time are putting the finishing touches to your work, preparatory to that trial, not only of the teacher's patience and endurance, but also of the pupils—the examinations.

Let me suggest one or two things in this connection. Don't allow yourself to become nervous over the results, or what may be most noticeable just now, the lack of them, for two reasons. It will unfit you for the calm, thoughtful work to be done, and it will communicate the same feeling or a kindred one of distrust of self, to the children, which will as surely incapacitate them for the extra strain which you are bringing to bear upon them.

Think as little of the examinations as you can, and talk of them even less. Plan each lesson carefully so that you may cover the necessary ground.

Do your best, then leave results to one higher and more powerful.

When examination day comes put on your brightest look, and most becoming dress. Have a smile and cheery word for each and every one. Talk as little as possible after the work has begun. Let your instructions be clear and definite, but pleasantly given.

I venture to say your school will stand at least ten per cent. higher, than they would if you showed anxiety and distrust of their ability.

The Toronto Convention.

Teachers in the west who contemplate attending the convention at Toronto, held in July, should bear in mind that the Chicago, Rock Island and Pacific Railway runs through vestibule express trains from Pueblo, Colorado Springs and Denver, via both Kansas City and St. Joseph to Chicago, and on no other route can better accommodations be had.

The through car leaves Pueblo at 6:05 p. m., Colorado Springs 7:45, Denver, at eight p. m.; arrives at Chicago the second morning at 9:50. This makes excellent connections with any one of the nine trunk lines east. The fast trains over these routes leave Chicago about three o'clock p. m. Take advantage of this and see that the tickets read, via "Great Rock Island route."

Parties in Colorado and Western Kansas should address W. H. Firth, general agent passenger department, 1664 Lawrence street, Denver; and those of Eastern Kansas, address for particular information A. H. Moffet, general southwestern passenger agent, 532 Main street, Kansas City.

Teachers of North-western Missouri will remember that this line runs from Kansas City and St. Joseph, through Trenton, over the south-western division to Davenport.

Those of Iowa who desire to take the line, will remember that the Southwestern division passes through Centerville, Fairfield and Muscatine, and the main line runs from Omaha, Nebraska, to Chicago, through Davenport, touching the principal cities of Atlantic, Des Moines and Iowa City.

For further information address as noted above, or John Sebastian, general ticket agent.

E. ST. JOHN, Gen. Mgr.
Chicago, Ill.

A truly sensible person is not offended, but pleased with the detection of his errors if, in the manner of exposing them, the laws of friendship and decorum are not violated by unkindness.

That Chilian Difficulty.

The Chilian disturbances were started by the difference of opinion between the president, Balmaceda, and the legislature. President Balmaceda desired to name his successor, which Congress would not permit. It was argued by the opposition that Balmaceda had need to cover up his official transactions. Neither side would give in, so Congress with the navy at its back, arrayed itself against the president who commands the army. The insurgents were in need of arms and ammunition and sent the *Itata* north to obtain them. She was seized at San Diego by the United States government for obtaining arms from a neutral power.

An United States Marshal went aboard to detain her, but she put out to sea, taking the officer also. This government sent the *Charleston* in pursuit, but the result thus far, has been a chase down the Pacific.

Don't.

Don't conduct correspondence on postal cards.

Don't write notes on an inferior quality of paper.

Always use a choice quality and entirely plain.

Don't fail to acknowledge by note all invitations whether accepted or not.

Don't use the word "regret" when declining an invitation.

Don't leave a letter unanswered.

Don't teach children to say, "yes sir," and "no ma'am." Teach them to say, "yes, papa," or "no Miss Blank," etc.

Don't say *posted* for *well informed*, nor *balance* for *remainder*.

Of all arts, the finest is the power to convey knowledge skillfully; to make the thought of one the thought of thousands, "speech is silver but silence is golden" never, except when silence, which may become a part of language, conveys a deeper truth than speech itself.

Helps and Hints.

The middle grade school, in which many of the public spend the last of their school days, must work for the best possible means of giving all the essential branches, which in our judgment will take rank as follows.

1. Correct habits of speech.
2. A sufficient knowledge of arithmetic.
3. Good writing, spelling and reading.
4. Geography of one's own country.
5. History and government of one's own country.
6. A knowledge of common facts of nature.

What is the Object of Punishment.

All punishment, whether in or out of the school-room, should be given with the purpose of working a reformation in the offender. Is this not true? My experience in the school-room has forced this conclusion upon me. That which will prevent the re-occurrence of the offence and put the delinquent in the proper frame of mind for good work is the most appropriate punishment. The less it partakes of the character of a punishment the more effective it will often be. Why should we punish both the child and ourselves by assigning long tasks, which are a weariness to all concerned, dulling rather than brightening* the intellectual powers, or still worse, inflict real mental or physical pain, by way of evening up accounts and coming off best. Do not misunderstand me. I am no advocate of sugar and water government. Severe means are sometimes needed and should then be used, but in a majority of cases I believe we can gain our object better by using such means as will not make the child feel that he is being punished, for then his attitude is one of antagonism or at least self defense, and all doors of access to his heart are closed.

I have often found an apprecia-

tion on my part of the temptation to which he yielded accompanied with kindly admonition and advice, do more to gain the heart of an unruly or mischievous boy than any punishment I could have inflicted.

Use those means in governing your school which are going to develop strong, self-reliant, self-governing, conscientious pupils.

Free Education in England.

It is a well known fact that in England denominational education prevails, and the clergy consequently control most of the schools.

This state of affairs has attracted the attention, finally, of the political parties; the Liberals have insisted upon free schools for some time, and now the Conservative party is committed to free education. The measures, at present suggested, are not as broad as the American plan of free schools, but the fact remains that public opinion is changing in England, and at no very distant day the British Isles will adopt a system of free education as broad as the American idea.

Suggestions.

1. Begin your lesson with that which is known or familiar; proceed step by step to that which is unknown.
2. Get the children to think and to talk.
3. Encourage the timid ones, and use tact with the dull pupils.
4. Whatever you *tell* the pupils, *ask* them again in way of a review.
5. Never tell the children what you can get them to tell you.
6. Teach the lesson by questions.
7. Make the lesson brief and brisk.
8. Patient and continual application in *any* direction will lead to great results.
9. The directive and controlling influence of the men of tomorrow is in your hands.

Better Reading.

There is nothing to be hailed with greater delight than the dying out among good elocutionists and in the best schools of expression of the old time force, energetic emphasis, excessive gesticulation, fierce facial contortion, etc.

The time was when the reader believed he must *be* the character of which he read; that he must so carry his audience by his dramatic rendering, by his force, his magnetism, that both reader and audience forget everything in the sense picture presented before them.

It was under this style of teaching that our country was flooded with the rolling-eyed, air-clutching, moaning type of elocutionists, who not only retired from an evening's readings utterly worn out, but sent their audience home in a condition of semi-exhaustion.

But all this is going by now. We are learning to distinguish between *reading* and *personating*. We are learning that the reader is simply the medium through which the thought of the author is brought out and transferred to the audience. We are learning that the reader is not, nor should he attempt to pose as the original source of the thought.

Too many readers do not discriminate between reading and acting, and so offend good taste. The reader should, to be sure, make the author's thought his own; but he need not, and he should not, assume the role of the author in reading it.

The best reading is that which leaves much for the imagination to fill out; that which stimulates the listener to build up vivid pictures, and enables him to formulate clear thoughts of what is set forth.

Oral expression is to reading what melody is to sound, what grace is to form, what color is to landscape—it is the artistic element.

Let us avoid the dramatic—it is ridiculous off the stage.

Avoid mechanical force—it is as vulgar as haste.

EMPHASIS.

To a child of ordinary culture

there is likely to be but one method of emphasis—the forcing, pounding method.

Teach him, then, that though this kind of emphasis is emphasis, and though it is sometimes, indeed often, correct and necessary, yet it is the crudest, most rudimentary of all kinds of emphasis, the one least used by refined, scholarly readers.

Better than this is the emphasis gained by arresting the attention of the hearers by:

1. A gentle, insinuating *holding back* of the word.
2. A pausing *after* a word.
3. A *prolonging* of the vowel.

ILLUSTRATIONS.

“Heaven is not reached by a single b-o-und;
But we build the ladder by which we rise,
From the lowly earth to the vaulted sk-ie-s;
And we mount to its summit r-ou-nd by
r-ou-nd.

“I count these things to be gr-a-ndly tr-ue,
That a n-o-ble d-ee-d is a step toward God;
Lifting the s-ou-l from the common sod
To a p-u-rer air and a broader view.

“We r-i-se by the things that are under
our f-ee-t,
By what we have mastered of gr-ee-d and
g-a-in,
By the pr-i-de dep-o-sed and the passion
sl-ai-n
And the vanquished ill we hourly meet.

“We h-o-pe, we res-o-lve, we asp-i-re, we
tr-ust,
When the morning calls to life and light;
But our hearts grow weary, and ere the night
Our lives are tr-ai-ling in sordid dust.

“Wings for the angels, but feet for the men;
We must borrow the wings to find the w-a-y;
We may h-o-pe and res-o-lve and asp-i-re
and pr-ay,
But our feet must r-i-se, or we f-a-ll again.

“Only in dr-ea-m's is the ladder thrown
From the w-ea-ry earth to the sapphire wall,
But the dreams depart and the visions f-a-ll;
And the sleeper wakes on his pillow of
s-t-one.”

Does it seem almost too much to expect the average pupil to appreciate, to understand, to reason out, to apply these differences?

Don't expect it. But memorise, repeat daily in concert some such poem as this—and await the result. Do you forget, or do you underestimate that marvellous capacity in children for blind, unreasoning imitation? It is to the teacher her strongest ally. An ally that at once encourages us, and if we *apply* the psychology we all have

learned—appals us when we realize what a weapon in it we hold to use for good or evil over the child.
—*Popular Educator*.

Fixed Stars.

The term “fixed,” applied to the stars is a mistake, for it is now known that there is not a fixed star in the heavens, and probably no such condition as absolute rest in the universe. All the stars are in motion, and some of them are moving at the rate of 250,000 miles an hour, or more than thrice the velocity of our earth in its orbit. It might be thought that this constant motion would produce continual changes in the stellar relations and alter the face of the heavens every few years. But the vast distances at which the stars are set from us destroy the visual effect of their motion, and preserve the unchanging aspect of the heavens. None of the constellations have suffered a dislocation in three thousand years. Sirius, Arcturus, and the Pleiades are still in their places. Although the 81 stars in Orion have ever been in motion, each without relation to any other, the mighty figure is as it appeared to Uz forty centuries ago.

One of the most serious charges yet made by a warm friend of public education is that it cultivates a “murderous tenacity about trifles.” There is a tendency in this direction wherever and whenever we find a poor teacher, there is liability of it with an ordinarily good teacher, and no teacher can afford to feel secure against such tendency. It is high art to know how to be thorough and still emphasize only essentials.

Every teacher should realize that very much depends upon the state of mind of the pupils, in regard to the results of teaching. If they have an intense love of, and desire for knowledge, the task is easy to interest and instruct them. To secure attention the teacher must have something *new* to present. In the anxiety of many to

be thorough, they overshoot the mark and go over the work again and again, and the pupils, finding that they know it already, cease to attend. They form the habit of listening without working; there may even be the semblance of attention and not the reality.

Duties of County Superintendents.

The county superintendent is frequently asked: "What are your duties." In order to fairly reply to that question and to give information to those who may yet inquire, the following obligations are briefly enumerated: The law requires the county superintendent

To sell township fund lands.

To register applicants for admission to State Universities.

To visit each school in county, annually.

To note the methods, branches taught, and text books used.

To direct school officers and teachers in methods of teaching.

To act as official adviser and constant assistant of officers and teachers.

To conduct teachers' institutes and encourage such meetings.

To labor ardently in practical ways, to improve the condition of the schools.

To examine, yearly, the township treasurers' books and accounts.

To examine all evidence of indebtedness which the township treasurer holds.

To give notice of the election of trustees in certain cases.

To file and safely keep the returns of certain elections.

To decide matters of appeal from the decision of trustees.

To hold meetings at least quarterly for examination of teachers.

To grant certificates to teach to such as are qualified.

To keep account of money received and paid out.

To notify boards of trustees the amount paid by him to township school treasurer.

To report to the county board of supervisors, annually.

To receive and file a report from

each township treasurer by July 15, yearly.

To give general statistics regarding schools to state superintendent by August 15, each year.

Besides those enumerated there are various other demands constantly arising. To the earnest, conscientious county superintendent, the office is one of many interesting features, and yet one of incessant care and labor.—*D. P. Pittsoord, Co. Supt.*

The following is a short extract from an address given by Col. Parker on Washington's birthday, in Chicago:

I hold that no American can be educated into freedom, which alone makes a true citizen of the Republic, outside of the common school, and that the one duty of this league and of every true citizen of the Republic is to concentrate all his best thought and grandest energies upon the one central problem of the age: "How shall we best educate the little child of the Republic in the common schools of the Republic?"

The greatest drawback to the common school system is the indifference of intelligent people. The crying need of the common school is cultured, skillful, devoted, teachers.

With the means at hand every child in this city can be saved from crime and vice, to become an integral factor in society, useful, honest and true.

The school house has come to stay! That the people have finally decided. Now, the question of all questions is: "Shall trained teachers come to stay?"

The question of money is one of the smallest in education. The cheapest institution under the shining sun is the school which trains our little ones into character and citizenship. We have no choice—either millions for penitentiaries, prisons, almshouses, and lunatic asylums, or thousands for the common schools. Either a Republic sinking into ruin, or the development of the highest powers of every human being. Let the politicians of to-day plun-

der treasuries, corrupt voters, and bribe legislatures, but in the name of the future, in the name of human weal, let us save the innocent children. On this day, when the memory of our great world's hero, Washington, comes to us with renewed freshness, I wish to say that the highest duty of the Republic is to save its children; that the one central means to save them is the ideal school.

We hear much about the teacher's need of love for her pupils. The average boy is benefited not by love alone, but more by sympathy, and this is not of a moluscan variety, but one that can be strictly classed among the vertebrates. Too many homes prove that love neither controls nor receives respect. Often it is not so much what the teacher says to the child as what the child says to her. True sympathy will gain this confidence (confidence) and the submission of the self-willed and the stubborn. Dr. Holland, in his excellent essay, in *Lessons in Life, or, Half-Finished Work*, says: "The raw boy with only the undeveloped elements of mankind in him, is denounced as a dunce." Where sympathy reigns the term dunce is never heard. Fortunately, sympathy is a power that can be cultivated, and it will yield abundant increase of returns in good.—*A. Hall Burdick.*

It must be clear that weight of moral character is essential for high success in teaching. The teacher can exercise influence over the scholars only according to what is in himself. He cannot lift them higher than he is himself, or induce them to reach an eminence which he is not himself striving to attain. Far above every other consideration, as a pledge of success in professional work, is the possession of high moral character.—*Calderwood.*

Do not wrap life and the world in a shadow for your pupils; the morning dawns always and reveals light and beauty. Let us, as teachers, be purveyors of light and beauty.

The Small College, as a Factor in American Civilization.

BY REV. L. A. CRANDALL, D. D.

History knows only a few. The loves and hates and struggles and victories and defeats of the many find no earthly record. The name of the great commander is familiar to the world. Nations do honor to his memory, a grateful people mark his resting place with enduring marble, and the recorder of history writes his name and deeds for future ages. The name of the private soldier means nothing, save to the few gathered in the home which his going away left desolate, and the comrades who marched beside him. He may sleep in an unknown grave on the southern battle-field, or in the quiet obscurity of the country grave-yard. To the great busy world he was only part of an organism, a factor of a force, an element in a cause. The work abides, but the worker disappears. We wander idly amidst the ruins of former civilization, feast our eyes upon the lofty pyramids or the silent sphynx, and praise the skill and power of those who builded for the ages, but the names of those upon whose incarnate toil we gaze have perished from the earth. Men and measures live in the permanent results secured to the world by their existence.

This loss of historical personality is inevitable. We are; and we know that through the past three stretches an unbroken line of ancestry linking us with primitive man. But who shall trace that line? One generation, two generations, even the third and fourth generation we may discover, and then the ancestral chain is broken. We only know that because we are they must have been. Names and labors and characters have forever disappeared—lost as specific identities, but preserved in the life of to-day, the child of yesterday. Civilization is; and, after a fashion, men trace its genesis and development. But who does not know that the most careful study of human history brings before us

only the barest outline of those forces and movements which have gone to shape the life of mankind, and out of which our modern civilization has been wrought?

It is with the fullest recognition of this truth that we must approach the consideration of the subject before us. There is something pathetic in the fact that only the scantiest recognition has been made, or ever will be made, of the part which the small college has had in the formation of our national life. And this remains true in spite of the fact that the history of the race furnishes no instances of more heroic sacrifice or unwearied self-devotion than has been exhibited by those who have been instrumental in the founding and perpetuation of our American colleges. In prayer and hope and fear and smiles and tears, aye, in human blood were the foundations of the institutions laid. By toil and faith and self-abnegation and patient heroism have their walls been reared. They stand to-day because human hearts have been built into them, and human purposes, holy and unselfish, buttress them round about.

No friend of these institutions, I am sure, has any desire to claim for them one jot or tittle more of honor than is justly their due. No one realizes their limitations more keenly, or is possessed by a more fervent desire to see those limitations removed than the men and women who have given to their upbuilding the best they had. Larger endowments and a higher standard of scholarship are ever present visions before those who labor in connection with these schools. But, on the other hand, these institutions are not to be extinguished and their work consigned to oblivion by a puff, even of *cultured* breath. Brains are of more value than canes; and it is more important that we should know how to use the one than that we should be skilled in carrying the other. Let no friend of these colleges be made unhappy by sneers. There is no argument in a sneer. The only test of the tree is its fruit, and of a college

the results. Strong, self-reliant, earnest, truly cultivated manhood and womanhood, the warp and woof of civilization, this has been and is the product of the small college, and in as large a proportion, to say the least, as from the institutions of larger resources. Not the beauty of the chisel, but the perfection of the statue, is the test of the sculptor's skill. Not the size of the brush nor the quality of the canvas, but the artist's work determines the measure of his genius. Not the number of students nor the amount of endowment gives to the college its true rank. The training given for life's duties; the net influence upon individual and aggregate character; that is the *true* test of efficiency. An observant foreigner has said of Americans that they are apt to mistake bigness for greatness. A college may be small and yet great; great and yet small. Out of the 345 colleges in this country bigness can be attributed to only eight or ten; but greatness rightfully belongs to many more.

It will be impossible at this time to enter into any extended consideration of the distinctive features of American civilization. In this new world there has grown up a mighty nation. Through the action and inter-action of hereditary tendencies, as well as by peculiar environment, has our life been modified and given its distinctive character. How our civilization compares with that of the old world, what the dangers are that threaten the stability of our government, what the imperative needs of the present hour, these and kindred questions must be thrust aside. Enough for our present purpose to recognize two or three salient facts. This is a government of and by the people. Our law-makers, our law interpreters, our law executors are taken from the people. The ultimate and supreme authority is vested in the people. Then, according as are the people in intelligence and in morality, so will be our national character. That which affects the people, not one class, but all classes will modify our

civilization. It is because these are patent and undeniable truths that we find the reason for considering the relation between the small college and our national life.

The small college is a creator of appetency for higher education. It is at one and the same time an effect and a cause. It both satisfies and awakens a demand. No accurate statistics can be furnished, but it is not too much to say that there are in this land to-day thousands of men and women bringing to life's tasks trained and disciplined powers, who would be living on a lower plane and rendering far less valuable service to the cause of our common humanity, had it not been for the impulse received by them from a college in close proximity to their homes. They had naturally little in or about them to prompt to intellectual activity. The traditions of their family life were untouched by scholasticism. No ancestor had left to them the legends of classic days. No transmitted tendency toward educational endeavor was in their blood. No parental pride urged them to seek thorough mental training. But, almost at their very doors, a college was planted. Its life pervaded and colored the life of the community. It created an atmosphere peculiar to itself; and he who breathed it lifted his face toward the stars, and felt the beginnings of a new life throbbing within him. The boy in the furrow, or the hay-field, felt the tugging of unseen cords. The girl in the kitchen, living in the semi-isolation of farm life, came under the witching spell of a new and noble idea.

Many voices are raised against the multiplication of colleges. At the most, so some declare, we need but one institution in each state. These friends forget how limited is the area from which even the greatest of our colleges draw the majority of their students. They forget also that some of our states contain a greater acreage than some of the old world kingdoms. They overlook the fact that every college opens up for many lives the vision of a new world; the

world of intellectual activity. Our national life sadly needs the results which come from the fullest exercise of every force which tends to awaken desire for the most thorough mental training. Stand at Castle Garden, and watch the great ships as they unload upon our shores their cargos of personified ignorance. Reflect upon the rapid increase of the percentage of foreigners, especially in our urban population. Bear in mind the fact that we have some millions of people who have as yet hardly begun to cast off the ignorance and degradation inseparable from human bondage. Remember that this is a government of the people; that these men help to shape the life or the nation, and that our only hope for the future lies in the enlightenment of those who hold our destinies in their keeping. In view of these facts, who shall dare to say that we need only sufficient schools to supply existing demands? Who shall say that schools ought not to be founded with a view of creating a thirst for liberal training; schools which shall beget new purposes, loftier ambitions, a new and wider outlook upon the fields of life? It is because the small college has done all this that it is so beneficent an influence in our body politic.

Continued next month.

Our Habits.

The following extract arrested our attention the other day:

"The young seldom realize the force of habit. Probably three-fourths of all the people in middle life are doing in business, social, and domestic circumstances what they began to do when young. There are many laudable and striking exceptions, but the general rule is to do according to established custom.

"Let a person while young acquire habits of indolence and dissipation, and they will be very apt to cling to him through all his future life. There is truth in the oft-quoted saying, 'The childhood shows the man as the morning shows the day.' If one in early

life is truthful and holds a high sense of honor, and sets himself to fulfill his promises, whether it is convenient to do so or not, he is laying the foundation for future high character and business integrity."

Do we as teachers sufficiently realize our responsibility in this particular,—formation of habit?

If we allow tardiness to pass unnoticed, are we not saying to those children that we consider punctuality of little account when it interferes with our convenience. We often have to educate the parent as well as the child in this particular. A habit of punctuality, promptness in action, reliability, is of inestimable worth, and should be inculcated by daily and hourly *example* and precept.

The value of a promise is seldom appreciated by a child. Do we ever exact promises which we feel pretty certain the pupil cannot, or will not keep? If so, we are doing a great wrong. A promise should be an indication of a firm conviction, a determination back of it. Until these are strong realities the promise or pledge should not be taken, for otherwise we are weakening that character instead of strengthening it, which of course is the aim of all true teaching.

We should do our best to make the young comprehend that they are forming their life habits and that their future happiness and prosperity depends upon their establishing correct ones now in early life.

There is no greater humbug in all the world than the common sentiment, "Let the young sow their wild oats." It should rather be, "What a man sows he shall reap."

In place of the excess of verbal acquisition and mechanical recitation, we need more *thinking about things*; in place of the passive acceptance of mere book and tutorial authority, we need more cultivation of independent judgment; and in place of much that is irrelevant and unpractical in our system of study, there is needed a larger infusion of the *living* and available truth which belongs to the present.

E. L. YOUMANS.

Clionian Review.

MOTTO—Pedetentim et Gradatim Oriamur.

C. H. GARWOOD, Editor.

Clio's "Merchant of Venice."

The production of the "Merchant of Venice" by members of the Clionian society, in Normal Chapel, Friday evening, December 18, was a complete and happy success. When the curtain rose, promptly at 8 o'clock, the performers in the opening scene looked out upon a chapel filled from end to end with people. Special trains from Brownsville and Monongahela City brought large additions to the audience. It is said that there were forty persons present from Charleroi alone. Monongahela City and Brownsville were both well represented. There was probably not a person in the audience that was not well pleased with the play. Regarded as an amateur performance, it was quite superior all through. There were no failures, no mistakes. The part of Shylock was borne by Prof. Byron W. King, under whose direction the play was given. Conspicuous ability was shown in Prof. King's rendering of the Jew. Mr. Ross Lewis, as Launcelot Gobbo, captured the audience at once. No finer acting was done during the evening. Miss Romaine Billingsley admirably sustained the part of Portia, as did Mr. A. W. Powell that of Antonio. The other performers also received merited praise. Between acts Miss Estelle Powell recited the Potion scene from Romeo and Juliet, and "The Widow Kumminsky," and Miss Laura Ward sang three solos. The sale of tickets amounted to about \$230.

An interesting feature of the evening was the unusually large number of former students in attendance.

Look out for a loaf of Boston brown bread next month.

The enrollment of students for the fall term is: Normal department, 259; Model department, 210; total, 469.

The intellectual spires of Clio are towering higher and higher majestically, toward that point of perfection which every one desires to reach.

Under the leadership of our new president, Mr. Meyers, Clio has resolved to make still greater strides toward the true ideal, by earnest and genuine effort.

The marriage of Mr. W. D. Brightwell, of last year's Senior class, to Miss Margaret E. Zahner, of last year's Junior class, is announced to take place, Dec. 24, 1891. Both were excellent students and worthy Clios. We wish them joy as their two lives are blended into one.

The elocutionary entertainment given by Prof. Ford, of New York, Dec. 5, was largely attended and highly appreciated by every one present. His selections were of a kind which would please an intelligent audience, abounding in plenty of wit and humor, intermingled with some excellent humorous selections.

"Should elementary science be taught in our common schools?" This is a question which is being greatly agitated at the present time, and receiving the attention and consideration of many profound thinkers. It will be acknowledged by every one, who is awake to the best interest of our American youth, that the introduction and teaching of elementary science in our common schools is indispensa-

ble to thorough and complete intellectual development. Where can there be found a subject which gives the child such a vast amount of useful information and mental discipline as that of science? May the day hasten when our school children shall receive the training necessary for placing them in such a state, as to be capable of seeing and comprehending the beauties of nature, which teem about them as abundantly as the sands of old ocean," and to lead them to discover for themselves that which is noble and best in their lives, never losing sight of the fact that "if we study nature in books, when we go out of doors we can not find her."

Will Berryman, of Coal Center, Pa., who has been a student at law under Messrs. Acheson & Irwin, was admitted to the bar at this morning's session of motion court. Mr. Berryman is one of the brightest and most painstaking students that has been admitted to practice here for many years. He expects to practice in Washington for some time, and possibly will locate permanently in Pittsburgh. Wherever he may locate the best wishes of his hosts of friends will accompany him.—Washington Journal.

The Messenger clips the above and adds: "Mr. Berryman is a young man endowed by nature with all the gifts that usually prove attractive to the eye of Genius, and possessing as he does a fine education we have no hesitation in predicting for him a prosperous future in his chosen profession. With pardonable pride, however, we refer to the fact that while he is a graduate of the Poughkeepsie, N. Y., Commercial college, he is also a graduate of the Southwestern Normal school, of which our people are so justly proud, and should his success in the future be commensurate with the energy and ability he has displayed in the past, there can be no doubt of his ultimate triumph. We congratulate Coal Center on having so worthy a representative at the bar and wish for him a glorious future.

Philomathean Galaxy.

MOTTO—Non Palma Sine Pulvere.

ELEANOR GALLAGHER, Editor

Miss May Reis is attending the Cook County Normal, Chicago.

Messrs. L. C. Crile and R. M. Day visited Philo a few weeks ago.

Miss Lou Cox, of Brownsville, spent a few days at the Normal with her cousin, Miss Davis.

Misses McGrew and Momeyer, members of the class of '91, are both teaching in McKeesport.

The Seniors are busy preparing their monthly plans and writing their critiques on Emerson and Lowell.

Miss Loughman, of the Senior class, visited in Brownsville and Uniontown during the Christmas vacation.

Miss Mary Phillips, one of Philo's earnest workers, will deliver a valedictory on the last night of society in this term.

Miss Eleanor Patterson, the present president of Philo, is performing the duties of her office in a very satisfactory manner.

Miss Emma Davis and Lida Edmundson spent Thanksgiving at their homes in Pittsburg and McKeesport, respectively.

Philo is always glad to hear from old members. So, friends, let us hear from you.....The fall term is nearly gone. Look back and see wherein you have been wanting and resolve that the balance of the year shall see these faults eradicated.....Our choir has been strengthened by several new voices and our piano tuned up, and so our music is much better.....Philo is out of debt. What a wise step she has taken to keep out of it. In order to secure sev-

eral hundred copies of the constitution she has levied a tax upon each willing member for the small sum of twenty-five cents. In the end should she be lacking a dollar, Miss Patten has generously offered that dollar.—Messenger.

Miss Lena Reeves, a student of several years ago, was married some months since to Mr. Harry Nutall, of Pittsburg.

A flag was presented to the schools of Grandville by California Council, O. U. A. M., Nov. 20th. The presentation speech was made by W. A. Powell, of the Senior class, and the reply by Prof. Hall.

The many friends of Miss Sadie C. Scott will sympathize with her in the loss of her mother, who died Oct. 18th,

Eight members of the class of '91, Messrs. Brightwell, Corneille, Day, Hertzog, Howe, Smail, C. L. Smith and Ira Smith, visited the societies one Friday evening last month.

A temperance lecture in the chapel on Sunday evening, Nov. 16th, by Mr. Mills, of McKeesport, was heard and enjoyed by a large audience.

H. W. Wilson, '91, is located at St. Paul, Minn., engaged in the mercantile business and sends a good report of the chilly city as regards the chances for an education.—Messenger.

Prof. G. G. Hertzog, for many years secretary of the board of trustees of the California Normal school and teacher of mathematics in the same institution, is one of

the oldest teachers in attendance at the Institute.—Washington Reporter. Yes, and one of the best—old and good!—Monongahela Republican.

An institute was held at Centreville, Nov. 27th and 28th, in charge of H. W. Corneille. Among those in attendance and taking part were Mr. W. H. Farquhar, who acted as secretary, Mr. Chas. T. Graves '91, who described the "True Teacher," and Messrs. Colebank and Meyers, of the present Senior class, who gave interesting talks.

O. A. Robertson, of Campbell Minn., who has been visiting here for some time, has returned home. Mr. Robertson has been in the west for nearly ten years and before going there was prominent in educational circles of Washington County. He is a graduate of the California State Normal and for several years was principal of the double school at Bentleyville. Since going west he has been elected county superintendent of Wilken county, Minn.—Washington Reporter.

Prof. J. C. Kendall, '80, principal of the Homestead schools, has in charge of a night school, which is open for three evenings in the week, from seven to half-past nine. Nearly forty pupils attend the school, most of whom are young ladies and gentlemen who work during the day, and are glad to avail themselves of the advantages of this school. Several older pupils in the school are taking special branches which will assist them in their business.

Drawing.

Drawing.

MAY A. FRAZER.

In all our large cities drawing has been adopted as one of the fundamental branches of study. From being considered an ornamental branch, accessible only to the few, it has come to be considered of educational value, not only in training eye and hand, but in developing thought and observation, and has been made a part of the course of study from the primary grades to the senior class of the high school.

The first organized effort to establish drawing as one of the common branches in public school education was made about twenty years ago in Massachusetts, the home of educational reform. The number and character of its supporters, and the rapidity with which it spread, prove its success. In most cities a supervisor of drawing is now employed, who, besides having direct supervision of the work in all the grades, personally instructs new teachers, and gives a lesson once a week or fortnight in the higher grammar grades.

To the district and village school this is impossible. But are all the benefits to be derived from drawing to be lost to the pupil in these schools because they cannot afford to support a supervisor? The *work* in most grades of the city schools is done by the regular grade teacher, who simply receives the plan of what is expected from the supervisor of drawing, with perhaps a suggestion now and then. Why should not the country teacher follow the same plan? She cannot have the advantage of criticism, to be sure, but she can have that of which many city teachers would be glad—freedom to follow some particular line which seems to her more rational than that in the "course" laid out.

A child entering a school at six is old enough to learn what a straight line is and how to draw it

free hand. This should be the first thing taught, together with the position of hand; how to hold the pencil in drawing horizontal and vertical lines is half the battle.



Bisect _____
 Trisect _____
 Quadrisect _____
 An angle. _____
 A right angle. _____
 An acute angle. _____
 An obtuse angle. _____

Draw a square; bisect the sides and construct diameters; draw diagonals. Make designs with straight lines upon the square foundation.

Here is work for the first two years; the children should understand the terms so thoroughly that they can draw from dictation. Children, draw a vertical line four inches long; another, parallel to it, four inches to the right; connect the upper and lower extremities with horizontal lines. What have you?

A square.

Bisect the vertical sides; connect the points of bisection with a horizontal line. What is this?

The horizontal diameter. Etc.

At the end of the second year the child will be ready to study curves, and will have a solid foundation on which to start.

At an exhibition given some time ago, the blackboard at one end of the room was decorated with a beautiful border of designs in twenty-inch squares, the work of pupils of the third grade who had been taught after this method. They were original designs drawn freehand by the children, the only assistance given them being a line drawn by the teacher twenty inches from the moulding as a foundation for the squares.

He who puts a bad construction on a good act, reveals his own wickedness of heart. Don't be quick to impute wrong motives.

Nothing is so observant as dislike.

Queries.

Queries.

REMARK—All communications for this department to be addressed to Query box, care American School Press, 145 St. Clair St. Cleveland, Ohio, and must be in on or before the 20th of the month.

QUERY I. I am a teacher in a district school, and my class read poorly; how can I make better readers of them? "A," Darke Co.

Go over each paragraph of the lesson you wish to read, and have the pupils find the words they cannot pronounce, and cannot define, and drill on those; then have the class pick the paragraph to pieces, and tell the meaning of the author; then you are ready to have the class *read*, and you will find that expression will follow the correct knowledge of words.

QUERY II. I am twenty-two years of age, and I wish to teach. I have had no experience, but am fairly well educated; what shall I do?—Teacher, Lorain county.

Enter some professional Normal school, where you will have requisite training.

QUERY III. Can you suggest anything to prevent copying work, i. e., cheating, as it is commonly called? My pupils are quite young (second grade), but they will look at their neighbor's slates, and the practice is so general that I do not know how to stop it.—M. MCG.

Have a quiet, friendly talk with your pupils. It is likely, that with most, the habit has grown out of a desire to please you and they do not know how wrong it is. Make them understand that you want to teach them certain things, and that you put those problems on the board to see if they could do them, that you will know by their slates whether they can or not. If they cannot, show them that you are perfectly willing to teach them how; but if they copy, their work is like a weak place in knitting where a stitch has been dropped. *First* let them see how wrong it is to claim work not their own.

During the next written lesson, observe them very closely, and if you see a repetition of the fault, take a sponge and erase the work of the first offender, and the next, —without comment. Let the obliterating sponge swiftly follow every offense, and if you do not make the mistake of relaxing your vigilance, the habit is cured as nearly as it is possible to cure it. Now and then there will be a slate to erase, but if you notice the first lapse, it will not be general.

School Teachers, Notice.

Bear in mind that the convention of "Ohio School Teachers' Association," is to be held at Chautauqua, July 7th to 9th. If you have never been to this famous resort, do not fail to attend the meeting of O. T. A. When purchasing tickets be sure they are via the direct route, The Erie Railway. This is the only line that will land you at Jamestown or Lakewood without change of cars. For rates or further information call at 141 Superior St. Erie Ry. office (Weddell House Block), or central passenger station South Water street and Viaduct.

If you are going to attend the National Teachers' Association meeting at Toronto, Canada, enquire of agents of the Erie Ry. for full information as to rates, route, &c. See that your tickets read via Erie Railway.

Vacation Notes.

Superintendent L. W. Day of Cleveland, is authority for saying that the Canadian city selected for the National educational gathering, is a nice place To-run-to. Let every one who can, ascertain that fact for himself.

The railroads offer unusual advantages—only one fare for round trip, plus always—the two dollars for membership.

The habit of looking on the bright side is worth more than a thousand a year.

Reading.

Reading.

The character of a nation's literature is an index of national life, therefore;

1. Teach children to read understandingly.
2. Teach them to read with good vocal expression.
3. Give them a taste for good literature.
4. Create the power to distinguish between good and bad literature.

Some one has wisely said, "Childhood is an impression, middle age is a duty, old age is a memory." The success and honor of the second, with the sweetness and beauty of the third, are largely determined by the character of the first.

Worth Knowing.

That the great steel bridge across the Columbia river at Vancouver will be a mammoth structure. It will be six thousand feet from the Washington to the Oregon shore. It will be double-tracked, with a roadway on top for teams, and will be erected upon pneumatic piers. The draw-pier will support a draw which will open a space of 200 feet on either side. The whole concern is to be of steel, built ten feet above the high water of 1876, and forty feet above low water. This great structure will cost over \$1,000,000. Trains can not pass over before January 1, 1892.

The thought that comes home most forcibly to the conscientious teacher, is how to obtain lasting results, and in this age, when the teacher's standing is judged by the dullest pupils attainments, we can suggest for every subject, the following laws:

- I. Preparation.
- II. Clear presentation.
- III. Loving application.

Never give way to melancholy; resist it steadily, for the habit will encroach.

Language.

Suggestions for Language Work.

Careful attention should be given to the language used by the pupils in all departments of school work. From the very first, the pupil's attention must be called to the fact that the use of language is the expression of thought.

Never ask a pupil to express a thought in writing, until he sees clearly what he is trying to express.

Accuracy of expression follows only when one is expressing what is plainly seen.

Pupils should be given dictation exercise; each sentence should be read slowly *once*, then be required to write.

Pupils must be trained to *hear* correctly, as well as to write correctly.

Special attention should be given to letter-writing and to business forms.

Under the study of language, the average pupil of ten to twelve years should be taught the proper manner in which to send a telegraph despatch.

A few rules for the use of the comma, with many illustrations, should be given.

A list of abbreviations commonly met with should be made familiar.

Thoughtful Work.

Success in school comes not by inspiration. A good result is rarely obtained by "jumping at" the conclusion. The patient, plodding scholar is the one that wins; the patient, thoughtful, earnest teacher is the one that commands success; for a day does not necessarily mean a successful term or year, yet no one will deny that the first few days of a term will tell its drift and prophesy the end. A rattling noise means a loose wheel in the machinery, and a sort of musical hum implies good regulation, plenty to do and judicious oiling.

Geography.

How Shall I Teach It?

It is much easier to give advice than to take it, to plan a campaign than to carry out the details necessary to making it a reality, a success.

The following suggestions have all been tested by actual use, and we hope may be a help to some when planning the work for the new year:

Have a broad, comprehensive plan, definitely laid out, so that one lesson will follow another logically, making a unit of your work. Let this apply to the very first lessons of the term as much as to those near the end.

Do not confine yourself to any text-book, however good. Know your subject; then present it in as realistic a manner as possible. Make the places and people dealt with a positive reality to the child.

Do not confine your attention to the section or grand division taught. Countries are as intimately connected as individuals, and must be taken as a part of a great whole, closely united by commercial or other interests.

Interest your pupils in looking up outside information relative to the lesson, and bringing specimens of things to be discussed. I know no subject better than geography for teaching children to use books of reference. Make free use of outline maps. If you are not supplied with these by the school authorities, make your own. This is easily done by drawing squares across any map or section, then reproducing on the board or paper on an enlarged scale.

Teach the subject topically. Children do not generalize or compare unless lead to do so.

Teach climate and drainage in connection with surface, as they depend so much upon it. Show the children how to determine the climate of a country, also how to find the main water-sheds, or divides.

Compare frequently one section with another with regard to sur-

face, climate, productions, civilization, and draw out the reasons for their similarity or diversity. You will thus prevent the children accumulating a burdensome load of detached facts, of which they will gladly free themselves as soon as examinations are over, if they retain them until then.

Do not let your reviews be a simple re-hash of the term's work. Study to present the old subject in a new light, and bring in enough new matter to keep up the interest.

A simple device like the following will add interest to the review of the mountains of Europe:

Missing Mountains.

The name of some mountain or chain of mountains, in Europe, will be found to rhyme with the last word of the first line of each couplet.

1. If I ever visit foreign parts,
I should like to see the famous—;
2. If I wished for scenery wild and rural,
Of course I should seek it in the—;
3. Or in sultry weather I'd take my ease
On the snowy tops of the—;
4. Then if I'd go where the grapevine
twines
I'd wander about the—;
5. But if the weather were cold and plu-
vius,
'Twould be best to winter by mount—;
6. And then, in search of air still purer,
I'll hie me to the green Swiss—;
7. And take a look at landscapes Swiss
While traversing the mount—;
8. And, as an Indian counts his scalps,
Carve on my stick the name of—;
9. Gazing upon eternal snows
From the far summit of Mount—;
10. Not being ready with our pens,
We can't describe the French—;
11. I'll set myself a task still harder,
And climb the Sierra—;
12. None being more fond of talk than us,
We'll learn Circassian on the—;
13. Now tired out, well have a talk on
The summit of the lofty—.

—Schoolroom Games and Exercises.

Talk over current events, especially those bearing upon the interests of our country or those being studied. It relieves the monotony, and opens a new field for investigation.

Can You Answer?

GEOGRAPHICAL.

1. Which is the largest State east of the Mississippi?
2. What State has the largest

proportion of her children in the public schools?

3. Which is the Blue Grass State, and how did the name originate?

4. What is the prevailing form of government in Europe, the Americas, Asia?

5. What two countries have the largest standing army in the world?

HISTORICAL.

1. What was the cost of the late civil war?

2. How did the Forty-ninth Congress provide for the Presidential succession?

3. How many attempts were made and when, to lay the Atlantic cable before permanent success was attained?

4. Whom was the Soudan expedition sent out to rescue?

5. When and where was organized the first bank in this country?

SCIENTIFIC.

1. What liquid mixture will dissolve gold?

2. What is luminous paint?

3. What is mineral wool?

4. Which of the great lakes is so deep as to extend 400 feet below sea level?

5. How is gunpowder manufactured?

How to Make Yourself Agreeable.

Very rarely, if ever, young persons acquire the ability to converse with ease and fluency. This implies, first of all, good ideas, clearly and sensibly expressed. An empty mind never made a good talker; remember, "you cannot draw water out of an empty well." Next in importance is self-possession. "Self-possession is nine points in the law"—of good breeding.

A good voice is as essential to self-possession as good ideas are essential to fluent language. The voice, from infancy, should be carefully trained and developed; a full, clear, flexible voice is one of the surest indications of good breeding; it falls like music on the ear, and while it pleases the listener, it adds to the confidence of its possessor,

be he ever so timid. One may be witty without being popular ; voluble without being agreeable ; a great talker and yet a great bore. It is wise, then, to note carefully the following suggestions :

Be sincere ; he who habitually sneers at everything, will not only render himself disagreeable to others, but will soon cease to find pleasure in life.

Be frank ; a frank, open countenance and a clear, cheery laugh, are worth far more, even socially, than "pedantry in a stiff cravat."

Be amiable ; you may hide a vindictive nature under a polite exterior for a time, as a cat masks its sharp claws in velvet fur, but the least provocation brings out one as quickly as the other ; ill-natured persons are always disliked.

Be sensible ; society never lacks for fools. If you want elbow room, "go up higher."

Be cheerful ; if you have no great trouble on your mind, you have no right to render other people miserable by your long face and dolorous tones. If you do you will be generally avoided.

But above all, be cordial ; true cordiality unites all the qualities we have enumerated.—*American Agriculturist.*

Educational Meetings.

June 22-24—Arkansas State Association, Mt. Nebo.

June 24-26—Kentucky State Association, Henderson.

June 30—Texas State Association, Austin.

July 7, 8, 9—Ohio State Association, Chautauqua, N.Y.

July 1-4—Teachers' N. W. State Association, Lake Geneva, Wis.

July 7—Southern Teachers' Association, Chattanooga, Tenn.

July 7, 8, 9—Maryland State Association, Ocean City.

July 14-17—National Educational Association, Toronto, Canada.

August 25-27—Southern Illinois Association, Mt. Vernon.

Penmanship.

Penmanship.

Too little attention is given to penmanship except in cities, where a supervisor of such work is employed. Cannot something be done in this direction to improve the writing of pupils in the district or small town schools? In the larger cities it is the regular instructor who *teaches* writing, the supervisor merely directs the work. Pupils coming into our city schools are constantly embarrassed by their inability to produce acceptable work, or work that will at all compare with the others, in the line of penmanship, and for the simple reason that not sufficient attention is given to it to secure anything like good results.

There should be daily exercise in writing, of not less than fifteen or twenty minutes. *All work* on slates or paper, of any kind, should be the very best the child can do. It must be done slowly enough to present a neat, careful appearance. All writing placed upon the board by the teacher should be an example to the school. "As the teacher, so the school," is an old saying and a true one, and in no case better exemplified than in the writing and figure-making of any school.

Copy-book writing cannot be well done unless there has been thoughtful painstaking practice, on the same principle that a soldier who has not attended drill will not appear well on review.

With small children it is an excellent plan to take an awl and correctly space and scratch lines into the slate, and *insist* upon the child filling the spaces, closing the letters properly, crossing "t's" with a horizontal line, and watching closely the many little details of that sort. Watchful care on the part of the teacher, and never accepting careless work, cannot fail to result successfully.

National Educational Association.

At one of the Round Table conferences to be held at Toronto in July, there will be a discussion upon Educational Psychology.

The following is an outline,

I. What are the most effective and practical methods of the approach to educational psychology?

II. At what stage, in what manner, and for what purpose, may the study of general psychology be pursued by teachers or those preparing to be teachers?

III. How may teachers be guided, their interests quickened, and their work be effective in the study of educational psychology? In the study of children?

IV. In what way may co-operation be introduced, so as to secure unity of aim, the strength, breadth and suggestiveness of numbers, and the value of combined results?

V. At what stage, and in what way, may text books in psychology be used to advantage by private workers, and by students in normal and training schools, and colleges? Is it possible to formulate any directions for such study, as for example:

1. Give several illustrations from your own experience of every abstract statement found in your reading.

2. Recast in your own words the statements of the author.

3. Make an outline or synopsis of each chapter, or each subject.

Patriotism.

You cannot teach patriotism in any better way than to teach it under the Stars and Stripes floating over your own school house.

Send to the American School Press for your flag, and get it cheaper and of *better quality* than you can elsewhere.

A vast banyan tree has been discovered on the tiny Lord Howe Island, three hundred miles from Australia.

The Magazines.

Echoes from the Magazines.

The *North American Review*, for May, has an article on the "Gospel for Wealth," also one on "The Relations of Canada with the United States," by the Marquis of Lorne; and H. A. Faine presents an article on "Napoleon's Views of Religion." Prof. M. F. Egan gives his views of "A Catholic on the School Question."

The *May Arena* has a number of good things this month, namely, "The Wheat Supply of Europe and America," by C. W. Davis; Prof. Emil Blum has a striking article on "Russia of Today." "Is Spiritualism worth investigating?" is the question debated by Julian Hawthorn and the Rev. M. J. Savage.

The *Review of Reviews*, a masterly production, contains, in condensed form, the events and topics of interest for the past month, called, "The Progress of the World." It also gives extracts from the leading articles of the past month. The leading periodicals, both domestic and foreign, are reviewed, and much valuable reading matter beside.

The *Century* presents its readers with an article on "Nicholas I. of Russia;" also one on the "Game Fisheries off the Florida Coast;" and a report of the "National Conference with reference to Charities and Corrections."

Scribner's Magazine has an admirable article on "Broadway," the first in a series on the "Great Streets of the World," by Richard Harding Davis. It has also the second article on "Ocean Steamships," by J. D. Jerrold Kelley; and a paper discussing "Shakespeare as an Actor," by Alex. Gargill.

The moral cement of society is virtue; it unites and preserves, while vice separates and destroys. The good may well be termed the salt of the earth; for where there is no integrity there can be no confidence.

Physical Training.

Physical Training.

Physical culture aims to unfold the natural and symmetrical beauty of the human body.

People are recognizing more and more the need of making a certain amount of physical training a daily exercise in the school room.

We shall begin, in our August number, a series of exercises that can be used with benefit in any school room in which no other system is followed.

We shall endeavor to present a series of physical exercise, which will show the proper position in which to stand, sit, or walk.

There will be breathing exercises, leaning and support positions, and exercises for arms and legs. These can be practiced by the youngest as well as those older, and need only absorb about ten minutes per day.

The breathing exercises should be practiced daily, as they are especially adapted to strengthen the lungs.

The school room should always be ventilated when the class exercises.

Scientific Collections: How Made.

BY JULIA M'NAIR WRIGHT.

1. Begin in a humble way. Interest the children, have a shelf as long and broad as possible, cover it neatly with brown paper, utilize pasteboard boxes with divisions made of pasteboard, cover them with such stray panes of window-glass as can be secured; beguile some generous grocer into the gift of a glass-lidded raisin or honey-box or two, then set the children to work to fill their improvised cases. Teach them the *humanities* of collecting, so that the nest of the sitting bird shall not be taken, and that only one egg shall be carried away from the nest full. Help the busy hands to make butterfly nets and beetle boxes; teach the quick and painless method of

killing the specimen. As the collection grows richer weed out some of the poorer objects. Begin, begin, begin! Despise not the day of small things.

Soon the indifferent will be saying, "Why, this is really very nice!" "Wonderful how the children are interested." Astonishing how observing the youngsters are." "Curious how much they know about what I never thought of." And the one shelf will grow to two or more; some good grandmother will present to the school her glass-front cupboard, or, the best trustee will take up a little subscription to buy glass cases. Such an enterprise is bound to grow if it is started enthusiastically and continued systematically.

2. In a small reader for children, I had illustrated an observation, by reference to some object of daily occurrence on the seashore.

"Well!" said a Western teacher to me, that *would* be intelligible to a prairie boy or girl." No doubt the remark was just, and yet why should the prairie boy or girl be expected to be ignorant of the wonders of the shore? And why should the Cape Cod boy or girl be expected to be ignorant of grasses and flowers that are the growth of the prairies?

Is there a Western school where neither teacher nor pupil, neither parent nor friend of either, has a correspondent or acquaintance at the seashore who could mail a box of those simplest treasures of the beach,—shells, dried crabs, seaweeds, bits of coral and sponge?

Why cannot our schools, through the columns of our educational journals, institute a system of exchanges, like that now carried on in a number of magazines and papers, where A offers to give B seeds for roots, patterns for music, or books for scraps for crazy work? What has been efficient in one case no doubt would be in another. Schools might exchange the plants, shells, insects, minerals, and other natural curiosities of one *locale* for those of another. How easy, also, when the teacher

or a pupil writes to a distant friend, even in foreign lands, to say, "Can you mail to me such and such an object?" secured, not by pecuniary outlay, but by a little taking of thought, which will be a mutual pleasure to sender and receiver.—*Abridged.*

Let Them Go.

These things of minor consequence. The most important point in strengthening the memory is not that incidents and occurrences of minor consequence may be carried in the mind for years; because the memory, like a storehouse, can easily be overcrowded with mental rubbish; but that the pith of one's daily experience and learning may be impressed upon the brain and become part of its structure. In this way only can one add to substantial knowledge, day by day, and lay the foundation for ready understanding, keen perception, acute judgment, and quick wit.

Said a lawyer friend: "I make it a point never to remember a word I *said* in any particular case, what I remember are the facts, the mental research, the emotions, faculties, feelings called into play by that case, and from these recollections, which are the meat within the shell, I am able to argue more and more forcibly each time in similar cases."

This faculty for discarding the chaff and retaining the wheat of experience is to be acquired only by persistent education and training of the memory to seize upon and appropriate the *substance of events* and incidents and not the verbiage.

Begin in the school room by educating the children to repeat, not the *words*, but the *substance* contained in the lesson of the textbook; and the habits of thought and memory (and not parrot-like utterance) will very probably become fixed for a life-time.—*Exchange.*

Talent forms itself in solitude; character is formed amid the storms of life.

Memory Gems.

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All common things, each days' events,
That with the hour begin and end,
Our pleasures and our discontents,
Are rounds by which we may ascend.

—Longfellow.

"Great truths are greatly won,
Not found by chance,
Nor wafted on the breath of summer
dreams,
But grasped in the great struggle of
the soul,
Hard buffeting with adverse wind and
stream.

Live wisely and truly for your own
age, and if the native force be in you,
you may likewise live for posterity.

—Hawthorne.

Love is sunshine; hate is shadow.
Life is checkered shade and sunshine;
Rule by love, O Hiawatha.

—Longfellow.

Little minds are tamed and subdued
by misfortune, but great minds
rise above it.

—Wash. Irving.

Through the deep caves of thought
I hear a voice that sings—
Build thee more stately mansions, O
my soul,

As the swift seasons roll!
Leave the low vaulted past;
Let each new temple, nobler than
the last,

Shut thee from heaven with a dome
more vast,
Till thou at length are free,
Leaving thine outgrown shell by life's
uninteresting sea.

—O. W. Holmes.

A little bit of patience often makes
the sunshine come,
And a little bit of love makes a very
happy home.

"We get back our mite as we measure,

We cannot do wrong and feel right,
Nor can we give pain and gain pleasure,

For justice avenges each slight."

"He prayeth best who loveth best
All things, both great and small;
For the dear God who loveth us,
He made and loveth all."

He who would make a golden gate,
must bring a nail daily.—*Dutch Proverb.*

The Rambler finds That

The length of time required to send a message from one end of the Atlantic cable to the other is about three seconds.

Nine hundred and fifty miles of submarine telegraph cables are now in operation, most of them in Europe.

The territory of Alaska covers 370,000 square miles.

A German biologist says that the two sides of a face are never alike.

The bees visit about 100,000 flowers to make one pound of honey.

An acre of bananas will support twenty-five times as many persons as an acre of wheat.

There is only one sudden death among women to eight among men.

It is estimated that the wealth of the United States now exceeds the wealth of the whole world at any period prior to the middle of the eighteenth century.

The gain in school enrollment in New Mexico in 1890 was 283 per cent., while the gain in population is 28 per cent.

A New Nation.

The new form of government adopted by Australia is called the Australian Commonwealth. The principle underlying the whole is one familiar to all who bear the name "American," and is, independence in all local matters, and union in all that is national. The British Sovereign still appoints a Governor-General, but the tie is by no means a strong one, and the Australian Colonies are virtually independent.

Their constitution is said to resemble our own. The government is heavily indebted, largely owing to the building of railroads, which are owned by the government, instead, as in this country, by private corporations.

"A man of kindness to his beast is kind,
But brutal actions show a brutal mind."

Miss Patten spent Thanksgiving with friends in Allegheny.

Miss Maude McClain spent Thanksgiving with friends at Coraopolis.

Mr. W. H. Martin held an institute at his school in Ursina, Dec. 5th.

Dr. Noss attended the Huntingdon county institute the first week in December.

The Philo society has had a new and revised edition of its constitution printed.

Dr. Noss attended the Armstrong county institute at Kittanning, Thanksgiving week.

Mr. E. E. McDonald has a position with the Baltimore and Ohio railroad at Claysville, Pa.,

Mr. W. E. Crow, '90, took the preliminary examination to read law in Uniontown, recently.

The slate roof on the new "Science Hall" has been completed, and inside work is going on rapidly.

We are sorry to hear of the serious illness of Prof. E. F. Thomas, '86, principal of the the schools of Rankin, Ill.

Mr. J. E. Rial and daughter, of Venona, visited the Normal a few days ago. Miss Rial will enter the Junior class next term.

Prof. Lee Smith, principal of the Uniontown schools, who has been quite ill for some time, is now able to be at his post again.

A local institute was held at Homestead Saturday, Dec. 5th, by Principal J. C. Kendall. Dr. Noss was one of the speakers.

Wm. McCullough, '90, will be one of the teachers of a Normal school to be held at Springfield, Fayette county, next summer.

L. W. Lewellen, 85, who is attending the U. P. Theological seminary in Allegheny, passed through

California on his way home for Thanksgiving, and paid the Normal a visit.

Two hundred and fifty-nine students have been enrolled this term in the Normal department.

Miss Ada Goe, '89, held an institute at Belle View church, in Jefferson township Dec. 12th

Miss Dora Crumrine, of Zollarsville, a student some years since, was married on November 25th to Elmer H. Greenlee, of Scenery Hill.

Jno. L. Gaus, '82, has resigned the superintendency of the New Haven electric road, and accepted a position with a Chicago manufacturer of electric goods.

Miss Ray Whitsett, of the class of '91, who has been taking a course in Sloyd in Sweden, and has returned home, was a visitor at the Normal a few days ago.

Students of a few years ago, who knew Mr. Wm. W. Gleason, will be sorry to hear of his death, which occurred from typhoid fever, at his home in California, on Saturday, Nov. 28th.

See the Jeffersonian Democrat (Uniontown) of Dec. 10th, for an able article on Normal schools vs Colleges. We should like to reprint the article entire, if our limited space would allow.

Mr. J. W. Berryman, '82, who was recently admitted to the Washington bar, paid the Normal a welcome visit a few days ago. His ten minute's talk at morning chapel was very entertaining and instructive.

Prof. S. T. Ford, of New York, one of the foremost elocutionists of the country, gave an entertainment in the Normal chapel on the evening of Dec. 5th. All who heard him were highly pleased and we should be glad to welcome him back another season.

Among the former students and residents of California who were home for Thanksgiving were Misses Anna and Elva Hertzog, Clara Singer and Luna Chalfant, and Messrs. Bert Lewis, Fred Wilkins, Charles Eberman, Oscar McDonough, Chauncey Collins and O. S. Chalfant.

Ira L. Smith, '91, was president of a successful institute held in Belle Vernon Dec. 4th and 5th. Nearly all those taking prominent part were Normal graduates, among whom we notice the names of Prof. F. R. Hall, W. E. Crow, G. Jeffries, Minnie Roley, Wm. McCullough, C. L. Smith, Anna Duncan, W. D. Brightwell, Ida Hugg and Carrie Greathead.

An interesting institute was held at Masontown, Thursday, Friday and Saturday, Nov. 26—28. The Normal faculty was represented by Profs. Hall, Chubb and Welte. Among Normal graduates and students present and taking part were W. E. Crow, '90, Lee Smith, '89, W. D. Brightwell, '91, Walter Hertzog, '91, Wooda N. Carr, Bruce Sterling, E. F. Porter, C. L. Smith, '91, William McCullough, '90, etc. Wm. DeBolt, '86, is principal of the schools of Masontown, and to him most of the credit for the success of the institute is due.

The following are some of the principalships held by graduates of the Normal: T. S. Lackey, 1st ward, Allegheny, Pa.; Walter Mitchell, Wellsburg, W. Va.; F. R. Hall, California, Pa.; J. C. Kendall, Homestead, Pa.; Jacob Shrock, Roxberry school, Johnstown, Pa.; M. R. Snodgrass, Osgoda, Neb.; Wilmet Collins, West Brownsville, Pa.; W. L. Cooper, Derriek City, Pa.; A. Lee Rothwell, Coal Center, Pa.; Wm. DeBolt, Masontown, Pa.; E. F. Thomas, Rankin, Ill.; Geo. M. Fowles, Powhatan Point, O.; Van Powell, Manor, Pa.; Lee Smith, Uniontown, Pa.; C. E. Dickey, Salisbury, Pa.; Ira L. Smith, Belle Vernon, Pa.; Jesse O. Arnold, New Haven, Pa.; W. E. Crow, McClellandtown, Pa.; J. M. Layhne, Ballard, Wash.; B. F. Meredith, East Brady, Pa.; Wm. McCullough, Fayette City, Pa.; Chas. Graves, Beallsville, Pa. Assistant principalships are held by Ella S. Neemes, '89, Monongahela City; P. W. Morgan, '79, Irwin; Albert T. Morgan, '91, Latrobe, and others.