



### EDITORIAL.

We want to urge upon all teachers the necessity of attending their State Associations. Send you membership fee any way.

North Carolina, at Morehead City, June 21 to July 4.

Atlanta, S. Ed. Association, July 6-8.

Tennessee State, at Tullahoma, July 26-28.

Alabama State, Montgomery, June 28.

Ohio State, Cleveland, June 28, 29, 30.

All school work now should be booming, and from all reports educational interests are in excellent condition.

It is earnestly to be hoped that the fear of "passing," or rather of rather of "not passing," should not be held, like the sword of Damocles, over the heads of the children. Say little or nothing of possible failure. Such remarks as "You will have to do better work than this, or you will not get through," have no place in the school-room of to-day. Do your best to get the children to do their best, and there will be no fear of the result. There will be cases where neither teacher nor child have failed, and yet the child has not grasped enough of the thought to enable him to take advanced work, and the matter should be talked over with him and his parents, and not to wait till the dreaded examination to decide what teacher and child should have known some time before.

Now is the time to encourage the pupils who anticipate leaving school, to return next year. The teacher may exert a wide influence for good in this direction. To be

able to keep a young boy or girl within the gates of a well-conducted school a year or more than they incline, is power, and power for doing good is something for which all ought to strive.

Do not forget the National Association at Saratoga, N. Y. All railroads offer reduced rates, and with Saratoga to begin with, and Lake George not far away, and other places famous in history in the immediate vicinity, there is much to attract and to interest a very large company.

Miss Eliza D. Keith of San Francisco, Cal., who contributed the excellent article on 'Patriotism in the School-room, to this journal, seems to be taking a merited position in the front rank of the world's progress. Miss Keith, or "Di Vernon," as she has been called, is not only an accomplished newspaper correspondent, but is a teacher in the schools of San Francisco. She has kept out of the rut. *The Journalist*, of New York, contains the following item:

Miss Eliza D. Keith (Di Vernon), whose untiring interest in the society for the Prevention of Cruelty won her the elegant medal last year, appears to be on the right road to retain it another twelve months. Her articles in the *Humane World*, of San Francisco, as well as *St. Paul, Minn.*, are brilliant in diction, convincing in argument, full of pathos, logic and good sense. In Chester, Vermont, a band of merch has been called in her honor "Di Vernon Band of Mercy." Miss Keith has also become a member of the Illinois Press League.

The school is the source of our greatness; as the school, so the nation. Out of it come the influences that are felt over the world. The work the teacher does is far-reaching, it will extend beyond his time.

A good plank for educational platforms: (a) Life diplomas to be placed within the reach of every teacher. (b) Recognition of these diplomas by school authorities. (c) Recognition of one state's diploma by another state.

### English Fiction and Its Public.

Whether there are any great novels being written by English authors in these days, and why, if we answer the question in the negative, there are not, are questions which it might be imagined be imagined were already worn threadbare by discussion. And yet there is room for doubt if the arguments on either side have been so very far convincing, or if most of the disputants have been fortunate in the selection of their point of view. Moreover, criticism is hampered by the very extent and variety of which the art of fiction is capable. It was comparatively easy when Sir Walter was putting forth romance after romance to award the palm of supremacy. Nor did the demure young woman who sent forth "Pride and Prejudice" and "Emma" from a country parsonage have many peers; although, perhaps, it must be admitted that Jane Austen's own generation did not appreciate her, and that the Jánceans, now a flourishing literary sect, are of comparatively modern growth. Even as late as the days of Dickens and Thackeray this matter of pre-eminence was comparatively plain; Bulwer or Trollope or Reade held each his own high place, but there was no real question of rivalry with those two. Since that time the the public to which the the English novelist appeals has widened, and the demand for his work has increased; and, however the profits of Mr. Howells (let us say) may compare with those of Dickens, there is no doubt of the ability of the rank and file of the profession to make a better living than their predecessors did. Nevertheless, with all the conditions apparently favorable, we are unable

to make up our minds whether or not, among the dozen living novelists of high repute, there is one whom we can fairly number with "the great ones gone forever and ever by."

We have something less than a peck of postal card inquiries, but most of them omit the State and postoffice, others the name of the writer and some of the postal authorities here find it impossible to make out the name of the signature. We hope our teachers will see to it, that pupils are drilled on this important matter of dating, signing and properly directing letters.

He that hurts another inflicts a deeper hurt upon himself; so also in helping your neighbor you help yourself more. The good Samaritan received a greater blessing from the healing wine and oil than did the wounded man he rescued. The good we bestow and the evil we inflict has in the end its sweetest or bitterest fruit in our hearts and lives. The good or evil results come with infallible certainty only to the doer of the deed; the one you aim to help or hurt may not be reached by your effort.

The flags for the United States Navy are made at the Brooklyn Navy Yard. The work is done under the care of Mr. Crimmins, the foreman of the department, and is further examined once a week by Commandant Gibson. The bunting used in these flag is bought in large quantities twice a year from Lowell, Mass. It must weigh five pounds to every forty yards, and must stand the test in weight of seventy pounds to two square inches. To set the color it is steeped in salt for six hours, and must then stand exposure to the sun for the same length of time before being used. The red and white bunting are then placed together, and six stripes are cut at once with an immense pair of shears. The stars are cut from bleached muslin with a mallet and chisel, thirty stars being cut at one

time. The star must be turned down to a size determined by a pasteboard model; it must then be placed in its proper position, hemmed down, and, what must be far from easy of achievement, another sewed directly at its back. For the plain work of sewing the stripes, women are paid by the yard, but on more difficult work they are paid according to time. No imperfect stitches are allowed. The canvas binding is sewed on by sailors. The foreign flags carried by our ships, and used in saluting vessels of other nations, are also made in this very interesting workshop.

#### World's Fair Notes.

The World's Fair appropriations by foreign countries, as far as reported, aggregate more than \$4,500,000.

The Silk Association of America and the Silk Industry Association have decided to combine in making the finest possible exhibit of silk goods and products.

A choral building, 160x260 feet, and costing \$100,000, will be erected near Horticultural Hall. It will be devoted to musical attractions, chiefly large choruses.

Australia will send to the World's Fair probably the biggest astronomical clock ever made. It will be forty feet high and twenty-five feet square, and is to be built of colonial cedar.

The Italian government has selected its war ship, America, to convey to the United States the Italian exhibits to the Exposition free of charge. The Rome Chamber of Commerce has invited other chambers to form committees to promote the securing of Italian exhibits.

A telegram from Chicago says that President Baker, in an estimate of the total cost of the World's Fair, places the ultimate expenditure at \$22,226,000. This is about \$4,000,000 more than the last estimate sent to Congress.

#### CHARACTER.

Among the happiest and proudest possessions of a man, is his character—it is a wealth—it is a rank of itself. It usually procures him the honors, and rarely the jealousies of Fame. Like most treasures that are attained less by circumstances than ourselves, character is a more felicitous reputation than glory. The wise man, therefore, despises not the opinion of the world—he estimates it at its full value—he does not wantonly jeopardize his treasure of a good name—he does not rush from vanity alone against the received sentiments of others—he does not hazard his costly jewel with unworthy combatants and for a petty stake. He respects the legislation of decorum. If he be benevolent, as well as wise, he will remember that character affords him a thousand utilities—that it enables him the better to forgive the erring, and to shelter the assailed. But that character is built on a false and hollow basis, which is formed not from the dictates of our own breast, but solely from the fear of censure. What is the essence and the life of character? Principle, integrity, independence!—or, as one of our great old writers hath it, "that inbred loyalty unto Virtue which can serve her without a livery." These are qualities that hang not upon any man's breath. They must be formed within ourselves; they must make ourselves—indissoluble and indestructible as the soul! If, conscious of these possessions, we trust tranquilly to time and occasion to render them known, we may rest assured that our character, sooner or later, will establish itself. We cannot more defeat our own object than by a restless and fevered anxiety as to what the world will say of us. Except, indeed, if we are tempted to unworthy compliances with what our conscience disapproves, in order to please the fleeting and capricious countenance of the time. There is a more honesty in a due regard for character which will not shape itself to the humors of the crowd. And this, if honest, is no less wise. For the crowd never long esteems those who flatter it at their own expense. He who has the suppleness of the demagogue will live to complain of the fickleness of the mob.

## MORALS AND PATRIOTISM.

BY SUPERINTENDENT G. W. M'GINNIS,  
WEST CLEVELAND, O.

Every subject of a government is in part responsible for its good name, and its honor will depend upon the high regard in which it is held by its subjects. We have in the United States no rank except that of character. Every citizen is eligible to the highest office in the gift of the people. No form of government can exist for any extended period of time without the intelligent and honest support of its people, much less a republic. We should be apprised of our country's faults and proud of her glories. It is clearly the highest duty of our public schools to cultivate a love for country and its institutions. A knowledge of the curriculum will enable men and women more easily to earn bread, but they must also be prepared to take possession of government and manage it with prudence and wisdom. The heirs of our republic must be taught the true spirit of patriotism, to love and respect their native land. It is this truly patriotic spirit that prompted the Americans at a dinner in Paris to respond to the toast, "Here's to the United States." "The U. S. is bounded on the north by the Aurora Borealis, on the south by the precession of the equinoxes, on the east by primeval chaos, and on the west by the Judgement day." Such patriotic buoyancy of spirit as this ought ways to characterize American youth, for it is needed to counteract the baleful influence of anarchy and irreverence for our institutions, and the almost too great freedom of speech and press. I cannot contemplate without fear of the result, the disregard for old age and disrespect for parents and those in authority that exist to such a marked degree in our American life. We must in some way convert this bold effrontery into a modest spirit of independence, self-respect and due appreciation of the rights of others. Respect for law and order must be made the basis of our liberty as the only sure

means of its perpetuity. Respect for government must have its origin in the schools, and every teacher must make special effort to imbue pupils with a high regard for the rights of others, for without it anarchy will follow in our wake as surely as the twilight and midnight darkness follow in the path of the setting sun.

Standing armies eat up the substance of the people of Europe. Let us teachers count ourselves a part of the great standing army of America, holding the forts of the public schools, in which are now fought day by day the future battle of the nations in which we are instilling the eternal principles of self-government that will insure the perpetuity of our great republic. Let us observe patriotic days, commemorate the birthdays of our nation's heroes, and teach lessons of morality and patriotism that will be indelibly imprinted upon the mind and heart of every American child. Let us study our national biography, and thus develop patriotisms and open the way to the study of our national history, insure better understanding of our government, and above all, influence to the right the life and character of the future citizen. "Lives of great men all remind us," etc. is a golden and appropriate gem. An hour a day with a great good man in his biography means to imitate his noble acts and imbibe his spirit, in short, to *insure* a good citizen.

The growing conviction of educationists is that intellectualism has too exclusively monopolized the work of the schools, that heart culture should receive a larger share of attention, that an intelligent apprehension of the right is not of more vital moment than the disposition to do the right, and that character building is the grandest work of the pedagogical architect.

We are not prepared to admit that there is no tendency to virtue in mere intellectual pursuits, for do not industry, regularity, steadiness necessarily accompany the pursuit of knowledge? And is not right intellectual standing always associated with good conduct? Never-

theless, it is the highest duty of the public schools not only to train men (and women, too, for they will soon be voters) thoroughly in history, and government, and politics, intelligent enough for taking hold of the reins of government, but with character, virtue and integrity enough to scorn to intimidate or be intimidated, to drive corruption from the field and make honesty the rule in politics as in other walks in life.

May it not be done by the proper example and right government in schools? We think not fully. It must require both precept and example. There is often, however, a lax discipline in schools which impresses pupils with disrespect for law and leads them to hold it no great sin to break both the commandments of God and man. Pupils in such a school grow into the feeling that no law limiting their desires and ambition is worthy of their observance. Good citizens can not be developed under such training.

There is a cluster of virtues in the word "obedience," compliance with just requirements, subjection to restraint and control. The obedience must be unquestioned obedience. The child must be taught to obey out of respect for the authority of the one who gives the command. The officer commands, the soldier has no option, he must obey. The same principle must obtain in the family and school government. Obedience must be prompt, cheerful, and without evasion. No half-way compliance must be tolerated. Every pupil who does not learn this lesson most thoroughly is in danger of becoming a violator of the law, and therefore a bad citizen.

Ability to suppress wrong doing by flattery, or even genuine love, is often mistaken for disciplinary power. Such a course is only deferring the difficulty, and insubordination will burst forth like a volcanic eruption sooner or later. The good disciplinarian is he who plants in the hearts of his pupils the seeds of honor, integrity, respect for law, and then patiently and persistently addresses himself to stimulate its growth. As long

as he can see that this seed is developing he is not disturbed by superficial misdemeanors. Mere surface indications do not always show what is underneath. Sometimes the quiet school, the one in which the management is most excellent, may be, so far as good training is concerned, the very worst in the whole system. Improper incentives are used, deception is daily and hourly practiced by the teacher, integrity, accompanied with dullness is at a discount, and dishonesty, if only covered up by shrewdness, is quite commendable.

Pupils under such discipline will not hesitate to violate contracts, take advantage in a bargain and take advantage of the most sacred social and civil rights to accomplish a selfish purpose. Good citizens cannot come from such training, and the more powerful the intellect becomes the greater the danger to society and the state. Good citizens look to teachers to do more than they are now doing. Hence the cry for manual training, more and better libraries, better reading, etc., but upon these we will write again.

#### Names of States and Their Meaning.

Maine takes its name from the Province of Maine, in France, and was so-called as a compliment to the queen of Charles I., Henrietta, who was its owner.

New Hampshire took its name from Hampshire, England. New Hampshire was originally called Laconia.

Vermont is French (Vert Mont.) signifying Green Mountain.

Massachusetts is an Indian word signifying "County About the Great Hills."

Rhode Island gets its name because of its fancied resemblance to the Island of Rhodes, in the Mediterranean.

The real name of Connecticut is "Quon-eh-ta-cut." It is a Mohican word, and means "Long River."

New York was so named as a compliment to Duke of York, whose brother, Charles II, granted him that territory.

New Jersey was named for Sir George Carter, who was at that time governor of the Island of Jersey, in the British Channel.

Pennsylvania, as is generally known, takes its name from William Penn, the "sylvania" part of it meaning woods. Literally, it is "Penn's Woods."

Delaware derives its name from Thomas West, Lord de la Ware.

Maryland was named in honor of Henrietta, Maria, queen of Charles I.

Virginia got its name from Queen Elizabeth, the "Vigin Queen."

The Carolinas were named for Charles (Carolus) II.

Florida gets its name from Kanas de Flores, or "Feast of the Flowers."

Alabama comes from a Greek word, and signified "Land of Rest."

Louisiana was so named in honor of Louis XIV.

Mississippi is a Natchez word and means "Father of Waters."

Three or four Indian interpretations have been given to the word Arkansas, the best being that it signifies "Smoke Waters," the French prefix "Ark" meaning bow.

Tennessee, according to some writers, is from Tenasea, an Indian chief; others have it that it means "River of the Big Bend."

Kentucky does not mean "Dark and Bloody Ground," but is derived from the Indian word "Kain-tuk-a," signifying "Land at the Head of the River."

Ohio has several meanings fitted to it. Some say that it is a Suwanee word, meaning "The Beautiful River." Others refer to the Wyandotte word Oheza, which signified "Something Great."

Indiana means land of Indians.

Illinois is supposed to be derived from an Indian word which was

intended to refer to a superior class of men.

Wisconsin is an Indian word, meaning "Wild, Rushing Waters."

Missouri means "Muddy Water."

Michigan is from an Indian word, meaning "Great Lake."

The name of Kansas is based on the same as that of Arkansas.

Iowa is named from an Indian tribe, the Kiowas; the Kiowas were so called by the Illinois Indians because they were "across the river."

The name of California is a matter of much dispute. Some writers say that it first appeared in a Spanish romance of 1530, the heroine being an Amazonian named "California."

Colorado is a Spanish word, applied to that portion of the Rocky Mountains on account of its many colored pears.

Nebraska means shallow waters.

Nevada is a Spanish word signifying "snow covered mountains."

Georgia had its name bestowed when it was a colony, in honor of George II.

The Spanish missionaries of 1524 called the country now known as Texas "Mixtecapah," and the people Mixtecas. From this last word the name of Texas is supposed to have been derived.

Oregon is a Spanish word signifying "Vales of wild thyme."

Dakota means "leagued" or "allied tribes."

Wyoming is the Indian word for "Big Plains."

Washington gets its name from our first President.

Montana means mountainous.

Idaho is a name that has never been satisfactorily accounted for.

#### Query ?

SCIENCE AND LANGUAGE.

How good a language could an international congress of a thousand members make by devoting five years to the work?

G. W. WISHARD.  
Lebanon, O.

## Geography.

### RED RIVER VALLEY.

#### Description of the Most Fertile Region in America.

The famous Red River Valley is by some students of such comparative values declared to be the third agricultural region, in point of fertility, in the world, there being one Asiatic and one African valley in the foreground beyond it. This Red River Valley takes in many counties of Minnesota and the most easterly counties of the two Dakotas. It is prairie land of black soil that once formed the bed or deposit of an ancient sea. It reaches up into Canada, beyond Winnipeg, and is a great deal richer at its southern extremity in the United States than in Canada. This region pours its wealth of grain (or a great part of it) into Minnesota's twin cities, there to exchange it for merchandise. Other cereals and cattle are produced beyond this valley in the new States and the valley itself returns the same commodities along with its wonderful output of wheat. In the extra fruitful year just closed—wonderful for its crops and for the world-wide demand for breadstuffs from this country—the predictions that were based upon the results of the sale of the crops seemed fabulous. For instance, it was boasted that the farmers of the Northwest would make sufficient profits to pay off all their mortgages this year.

We realize the majesty of agriculture as we never did before when we learn that in Minnesota and the two Dakotas the wheat crop alone was worth one hundred and twenty millions of dollars last year. Figure for yourself the estimated yield of one hundred and fifty millions of bushels selling at from 75 to 82 cents a bushel. In what story of fairyland is there an account of a literal field of gold to equal that?

There are 8,832,000 acres in the valley, and less than a quarter of it was in crop last year. If every acre were put into wheat, there

would be no market for the wheat; it would become a drug. As it is, of the portion that is under cultivation, only about three-quarters were in wheat, and the yield of last year was estimated at from 30,000,000 to 37,000,000 bushels, grown at the average proportion of 20 bushels to the acre. The wheat crop of the valley, therefore, fetched about \$27,000,000. At 80 cents a bushel, each acre returned \$16, at a cost of from \$6 to \$8. Good land has produced 31 bushels to the acre, and good land, farmed scientifically, has yielded as high as 47 bushels to the acre, but 20 bushels is the average product, and the farmer is entitled to a profit of \$10 an acre, with prices as they were last year. Matured farming will raise the yield to an average of 25 bushels an acre.—*Harper's Magazine.*

#### The Sources of the Nile.

The announcement that Emin Pasha has discovered the ultimate source of the Nile will be received with caution, but not with incredulity. Many a time within the memory of this generation has similar news been promulgated, concerning other explorers. Livingstone, Baker, Speke, Cameron and Stanley have each added greatly to our knowledge of Upper Nile geography. But none of them fully solved the world old problem. Nor indeed has any of them—not even Mr. Stanley in his latest and most fruitful explorations—done much more than to corroborate with nineteenth century exactness the half-shadow accounts given by Ptolemy, ages ago, of those mysterious regions. Mount Ruwenzori was well known to the ancients; and so were the dwarfs of the great forests. But the world, wise in incredulous ignorance, regarded them at utter myths, until Mr. Stanley rediscovered them. Now, it is said, Emin Pasha has taken up the unfinished problem and fully worked it out; though the very letter that tells us this suggests that there are some important details yet unsolved. At any rate, it seems

clear that Emin Pasha has made material progress in the survey of the Upper Nile region. He and Dr. Stuhlmann have been wandering through Karagwe, Ankori and the adjacent countries between Lakes Victoria, Albert Edward Tanganyika. In Karagwe they found a river hitherto unknown, called the Kifu. It rises in the Uhha country, northeast of Ujiji, and flows northward some 220 or 230 miles, past the base of Mount Mfumbiro, and empties itself into the southern part of Lake Albert Edward. If this be true we must greatly alter the hydrography on all our maps of that region. If the Rusizi River is allowed to remain as hitherto indicated, the Kagera surely cannot be; and Akanyaru, Nyanza, or Axalexandra Lake, as Mr. Stanley named it, must be regarded with grave doubts. Neither Mr. Stanley nor any other white man, we believe, actually saw that lake. They put it on the map on the strength of native heresay, connecting it with the Kagera, and making that identical with the Alexandra Nile. If such a body of water exists at all, it now seems more probable that it is a part of the Kifu River system, and tributary to Lake Albert Edward. It is not stated that Emin Pasha has fully explored the Kifu. He has simply traversed its lower portion and surveyed its mouth. While he has, therefore, added facts of material value to our knowledge of African geography, it is too much to say, so far as present information goes, that he has discovered the ultimate source of the Nile. What he may have done since the latest news came hither from him is, of course, only to be conjectured.

The Nile problem at present then admits of any of three suggested solutions. This Kifu River, discovered by Emin Pasha, may be the true head water of the great stream, flowing into Albert Edward Lake, the Semliki River, and Shimecyu River, discovered by Mr. Stanley, may be entitled to that honor. Very little is known of it, save that it rises somewhere in Masailand, perhaps on the slopes

of Kilimanjaro, and flows westward, emptying itself into Victoria Lake at the southern side of Speke Gulf. This would make Victoria Lake and the Victoria Nile the true upper waters, and remove Albert Edward Lake from the main course of the Nile. The third possible solution is suggested by the discovery of the Kifu, the headwaters of which must be very near Lake Tanganika. It may be that the Kifu and the Malagarazi, or some other stream, has a common origin in some undiscovered lake in Karagwe, the one flowing northward to join or to form the Nile, the other flowing into, if not, indeed, from Lake Tanganyiki. This making the latter inland sea itself confluent with the Nile system. Then, as Tanganyiki is said to be connected, by the Lukuga River and Lanchi Lake, with the Lualaba River, we should have the Nile and the Congo joined at their sources in a single chain of waterways from the Mediterranean to the South Atlantic. There is even an easy possibility of adding a third member to the same confluent system, for the headwaters of the Congo and the Zambesi are so close together as probably to be actually identical. At present there is room in this theme for almost boundless speculation without transgressing reasonable limits. There is interest enough to make the world hail with eagerness every authentic word that comes from Emin Pasha and his fellow-explorers. And we doubt not that the final solution of the problem will be invested with much of wonder and surprise. Whatever that solution may be, however, it must remain a cause for national pride that an American explorer has in all direction contributed most largely to it. For our knowledge of the salient feature of each of the three schemes we have outlined, the Albert Edward Lake, the Shimeeyu River and the Congo, is to be ascribed to the valor and patience and tact and indomitable will of Stanley Africanus.—*New York Tribune.*

The education of the rising generation ought never to be lodged in the hands of the immoral and irreligious. While our public schools should not be under sectarian oversight, they should possess a good moral influence. Those who control them and those who teach in them should be the friends and promoters of law, order, right and truth. We cannot insist upon their being professing Christians, but the future welfare of society and of the nation demands the exclusion of all addicted to known vice, or who lack the elements of good citizenship.—*Presbyterian Observer.*

Many of the influences now cast around children are actually educating them to unhappiness. Particularly this is done by instilling a disproportionate care and anxiety about little things. Not only is the child admonished and reproved about hundreds of family trivial matters, thus raising them in his mind to the level of serious offences; he also sees those around him whom he respects and loves full of worry and disquiet about small annoyances; he hears them criticising trifling mistakes and delinquences in their neighbors, detailing petty grievances, complaining of little discomforts, craving all sorts of small luxuries, and he becomes accustomed to see them usually occupied with matters that ought to be treated as comparatively insignificant. This spirit is inevitably infused into his receptive mind, and thus the seeds of selfishness, narrowness, cowardice and unhappiness are effectually sown.

**POSTAL TUBES ACROSS THE CHANNEL.**


The proposed plan for a postal tube between France and England is to suspend two tubes, each about three feet in diameter, by means of steel cables thrown across the English Channel, 120 feet above the level of the water. These cables are to be fixed to pillars whose foundations will be the rocky bottom of the Channel, each pillar 800 yards from his fellow. If the plan as proposed is consummated, miniature trains, each carrying 500 pounds of mail matter, will run through the tubes.—*New York Journal.*

**Ohio State Teachers' Association, Cleveland, O., June 30, 1892.**

- Subjects discussed, and those who take part in the discussions:
- Paper—What constitutes a satisfactory normal training, and how can it be secured?
- Paper—Is the utilitarian tendency detrimental to the true ends of education?
- Paper—Township organization and supervision.
- Paper—The relation of Ohio schools to Ohio colleges.
- Paper—The relation of the teacher and the parent to the school.
- Paper—How may the teaching of psychology be made most effective for the improvement of the teaching of the State?
- Speakers who will address the convention:
- Annual Address—Hon. M. E. Ingalls, Cincinnati; Dr. C. F. Thwing, President of Adelbert College, Cleveland, O.; W. J. White, Superintendent, Dayton, O.; Mrs. C. N. Lathrop, Cincinnati; Miss E. G. Reveley, Cleveland, O.; Miss Kate Slaght, W. D. Darst, W. H. Mitchell, E. F. Warner, F. Truedlay, Dr. W. H. Scott, Miss D. L. Williams, George F. Sands and others, whose names we have not received.

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# Clonian Review.

FRANK GRAFF, Editor.

MOTTO—Pedetentim et Gradatim Oriamur.

Clie is still progressing.

Mr. Lewis '81, was a late visitor at society.

Old members continue to attest the fact that they have not forgotten us, nor yet forsaken us.

Several weeks ago the routine of society was enlivened with a significant oration by Mr. Horton.

Instead of society on May 13, we extended our compliments to Phil. G. and enjoyed her fine entertainment.

Our new members are doing excellent work. Somerset's "Special Train Delegation" is doing nobly. She ought to be proud of her sons and daughters. We are if she isn't.

Mr. Arch W. Powell has been requested by the patrons of several large schools to apply for the principalship. Mr. Powell has talent which is only equaled by his tact.

Judging by the great manifestations we would infer that the Somerset county mountains were supercharged with eloquence. It is transmitted by conduction and induction.

It is current here that Calvin Luther Smith will join the reportorial staff of some paper; which one is not known. It may be the New York Tribune, the World or the Monongahela City Daily Republican.

It is with a feeling of sadness that we gaze at the increasing verdure of the ball ground. That same ball ground which was the center of three great victories, which trembled with the cheers of enthusiastic multitudes, now is silent. Is the "national game" to thus degenerate? May we not hope that the "Normal Stars," which were obscured by the radiance of an uncompromising July sun, will yet be at the "summit" of local consciousness?

Mr. I. L. Smith has just closed a successful term as principal of the Belle Vernon schools. We also note with pleasure the success of W. H. Martin, '91, at Ursina, and J. W. Bowman, '91, at Merrittstown. Old Clions, wherever you may be, with whatever of the multifarious occupations of life you have

identified yourselves, we are pleased to hear of your advancement. Go on; our best wishes and our sympathy go with you, continue to go upward to greater usefulness, to greater honor.

### MOUNT VERNON.

A Brief Description by One of the Excursionists.

Each one home from the trip to the Nation's Capital is like an over-charged storage battery, says Dr. Noss. Small wonder it is; I am sure, within a short three days we had crowded the sights of the most beautiful city on the continent, and let the whole world know it. But for the want of a pen I could not describe it. My pen would be folly, so I will tell you what it is best to me. On Friday we left the party and go to Mount Vernon. After going to the Fish Commission of the river cable cars for the pier Queen. This is the finest steamer on the Potomac and is running under the management of the "Ladies' Mt. Vernon Association," carrying about two thousand people. We steam out from the wharf in the teeth of a stiff breeze. Away to the right is Arlington, the home of General Lee, standing a silent sentinel over the graves of the Nation's heroes. On down to Alexandria, once a large and thriving city, the chief port on the Chesapeake, now no larger than Homestead or Braddock. Away to the right the verdant hills of Virginia slope away from the river and hide their heads in the forests that crown them; to the left are green uplands dotted with fine summer villas. One of these hills was crowned by the massive stone walls of Fort Washington, gray with the mosses of age. Fifteen minutes after we passed the Fort a solemn stillness

fell on the vessel. What is it? The home of Washington is in sight. We land at a pier covered like a summer house and start through the tree-covered grounds to the house. It would be useless for me to attempt to describe the house. Suffice it to say that everything is as it was when he lived and died there. Here the settee on the wide piazza where he used to sit, the old barn, the smoke house. You pass down a gravelled driveway to the tomb. A low stone vault built against the hill, enclosing, yet exposing to view two marble sarcophagi. Here lie the remains of George and Martha Washington; above them a plain marble tablet thus inscribed: "I am the resurrection and the life; he that believeth in me, though he were dead, yet shall he live: and whosoever liveth and believeth in me shall never die."

How true! There lie the ashes of George Washington, yet his spirit dwells in the heart of every noble patriot in forty-four States. Liberty has gathered the four corners of the earth unto her forehead.

— continuation of his new house, Prof. Bryan staying with friends keeping, and is now in Brownsville, going to train.

One of the most interesting we have listened to for a long time was that of Rev. Zwayer, of the Baptist church, on Bible reading, at the DeMoe praise meeting.

Esquire Lambert, of Coal Center, who has for many years been a staunch friend of the Normal, was a welcome visitor at morning chapel recently. His address, though brief, was pointed. "To get rid of a vice, practice the opposite virtue," was his theme.



# Philomathean Galaxy.

MOTTO—Non Palma Sine Pulvere.

ELEANOR W. PATTERSON, Editor

R. M. Day, of last year's class, is attending the Duquesne College in Pittsburg.

The Seniors are now enjoying some work in Physics under the able instruction of Dr. Smith.

We are glad to see our old friend, Mr. Peairs, with us once more. We extend to him a hearty welcome.

Contest is coming on apace,  
"Rouse, then, Philos, rally round your banner;  
Ready, steady, pass the word along;  
Onward, forward, shout aloud victory!  
We will conquer all the throng."

Among the performers for Class Day exercises are the following Philos: Miss Mary J. Phillips, Miss Flora Horne, Miss Arizona Longdon.

We were very much pleased to have the name of Prof. P. A. Shanor, principal of the McKeesport schools, added to our list of honorary members.

The following persons have recently visited relatives in school: Mrs. Dalby, Misses Bertie Phillips and Ida Daft, Miss Kisinger, Miss Elliot, and Messrs. L. W. and Z. W. Patterson.

Several old Philos visited the Normal recently. Among them were Misses Bannie McGrew, Anna McClure, Margaret Gilmore, Mattie Morgan, Ina McKinney; and Messrs. Johnson and Henderson.

The greater part of the Senior class spent a very enjoyable week in Washington City. They saw all the sights worth seeing, and returned to the Normal a tired, but perfectly happy set of students.

The most pleasing incident of the trip to some was their visit to Mount Vernon, the home of the "father of his country."

The following officers have been elected for the present term of office: President, Mr. Anderson, vice-president, Miss Barnes; secretary, Miss McIntyre; critic, Mr. Hart; attorney, Mr. Manon; marshal, Mr. Breese.

The entertainment of May 13th, under the auspices of Philo, was a grand success. Home talent was well represented, and the performers did credit to both themselves and Philo. The excursion on the "City of Pittsburg" brought a large crowd from all points down the river. The following program was ably carried out:

Music.....	Gernert Orchestra
Song.....	Mrs. Anne Lucas Tener
Recitation.....	Miss Fife
Music.....	Gernert Orchestra
Song.....	Mrs. Tener

Scenes from *The Rivals* by Sheridan  
CAST OF CHARACTERS:

Mrs. Malaprop.....	Miss Steele
Lydia, her niece.....	Miss Finney
Sir Anthony Absolute.....	Mr. Colebank
Capt. Absolute.....	Mr. Thompson

Song.....	Mrs. Tener
Recitation.....	Miss Gallagher
Music.....	Gernert Orchestra
Recitation.....	Miss McClain
Song.....	Mrs. Tener
Tableau.....	Home, Sweet Home

I once heard an old Philo say that at an unexpected moment he was called on to speak on some new topic; and was enabled to do so only on account of the training

he had received in Philo hall. It is all the training in the world worth doing, unless it goes hand in hand with true, earnest labor.

Dr. Noss is a member of the examining board at Millersville.

Since printing the first page of this issue we learn that Miss Grethead is not a performer on commencement day.

The date of the final examination of the Seniors and Juniors has been fixed on June 22d. Dr. Phillips, of West Chester; Supt. B. Key, of Somerset county, and Supt. Tombaugh, of Washington county will be members of the board.

The lecture at the Normal chamber Saturday evening deserves high praise. Indeed we have heard of favorable comment on it. Mrs. Haggart is one of the best lecturers in the field and California members will feel proud of her. So speak the Messenger, and THE REVUE echoes its words. Mrs. Haggart is a sister of A. Lee Rothwell, of the class of '84, and was a student of the Normal in its early days.

The success of the Fayette City schools under the efficient principalship of Prof. Wm. McCullough is well known to who have marked the advance in educational standard of the schools of that town. The schools were never in a better condition. While the labor of Prof. McCullough has been earnest, he has had the assistance of a corps of able and thorough teachers. Miss Anna Hertzog, a graduate of the California Normal school labored earnestly to bring about the splendid results of this year. Miss Jennie Harmony is also an indefatigable worker. Miss Maggie Thirkle presides over room No. 1. Her long experience in school work eminently qualifies her for the management and instruction of the children under her care.—Jeffersonian Democrat.

# Language.

## A Lesson in Grammar.

ELIZABETH CLIFFORD, CLEVELAND, O.

The teaching of technical grammar to a beginning class is usually fraught with many difficulties, but if the *Inductive Method* is followed, these difficulties for both teacher and pupil are much lessened. In the following lesson *mode* is presented according to this method:

*Object.*—To cultivate the perceptive faculty, memory, reason, and language.

*Point.*—To develop idea of and give term *mode*.

*Matter.*—Mode is the manner in which action, being, or state is expressed.

*Method.*—Teacher suggests and obtains from the class sentences similar to the following:

1. Mary sings.
2. Mary, sing.
3. Mary may sing.
4. If Mary sings, she may go.

*Teacher.*—You may read the first sentence.

*Children.*—Mary sings.

*Teacher.*—Of whom are we talking?

*Children.*—We are talking of Mary.

*Teacher.*—What do we say of Mary?

*Children.*—We say that she sings.

*Teacher.*—What of Mary do we know from the first?

*Children.*—We know of the *singing* of Mary.

Teacher writes the word *singing* on the board on the same line as the first sentence.

*Teacher.*—What tells us of the singing of Mary?

*Children.*—The verb sings.

In the same way the teacher questions about the sentences on the board, and obtains the fact that from the verb in each sentence, we know of the *singing*.

*Teacher.*—What do you know about the *singing* from the first sentence?

*Children.*—We know it to be a *fact*.

Teacher writes word *fact* on blackboard on the same line as first sentence.

*Teacher.*—What can you tell me about the *singing* in the second sentence?

*Children.*—That it is a *command*.

Teacher writes the word *command* on board on the same line as the second sentence.

*Teacher.*—You may read the third sentence.

*Children.*—Mary may sing.

*Teacher.*—John, if you should ask me to leave the room, and I should say you may, what would you say I was giving you?

*John.*—Permission.

*Teacher.*—When we say Mary may sing, what do we know about the *singing*?

*Children.*—We know it is a *permission*.

Teacher writes the word *permission* on board.

*Teacher.*—You may read the fourth.

*Children* read.

*Teacher.*—What do you know about the singing in this case?

Various answers will be given by the children. The teacher should question until she obtains the fact that we do not know whether Mary sings or not.

*Teacher.*—Any thing we do not know or are not quite sure of we say is ———

*Children.*—Doubtful.

*Teacher.*—What do we know of the singing from the fourth sentence?

*Children.*—That it is *doubtful*.

Teacher writes the word *doubtful* on board. Then the teacher pointing to sentences rapidly reviews the facts obtained, namely, that we know from the first that the *singing* is a *fact*, from the second a *command*, from the third, we know it is a *permission*, and from the fourth that it is *doubtful*.

*Teacher.*—What is it we know of Mary from all these sentences?

*Children.*—The singing.

*Teacher.*—What is singing?

*Children.*—An action.

*Teacher.*—How is the action expressed in the first?

*Children.*—The action is expressed as a *fact*.

*Teacher.*—In the second?

*Children.*—As a *command*.

*Teacher.*—In the third?

*Children.*—As a *permission*.

*Teacher.*—In the fourth?

*Children.*—As *doubtful*.

*Teacher.*—How does the *way* in which the action is expressed in these sentences compare?

*Children.*—It is different.

*Teacher.*—What is different?

*Children.*—The *way* in which the action is expressed is different.

*Teacher.*—Who can tell what we call the way or manner an action is expressed?

Children may not know term. In that case, the teacher tells them it is a word which means way or manner. If the children are still unable to tell, the teacher gives the term *mode*.

*Teacher.*—What else do verbs assert besides action?

*Children.*—Being or state.

*Teacher.*—Who can tell me what *mode* is?

Children state.

When teacher has obtained the definition in just the form she wants it, she should write it on the board.

*Drill.* After children have been drilled on the definition, the teacher should give rapidly sentence after sentence, children stating after each how the action is expressed. Then the teacher should vary the drill by calling on pupils to give sentences. Thus:

You may give me a sentence where the action is expressed as a *fact*. After a number have been given, the teacher has them illustrate the other points in the same way. The children may then be asked to open reading-books or histories, select the verbs in a given paragraph, and state how the action is expressed. After a thorough drill on the application, the teacher should again call for the definition by way of *summary*:

What have you learned about to-day?

*Children.*—*Mode*.

*Teacher.*—What is *mode*?

Children state.

## Memory Gems.

If once a purpose pure and high  
You form, for naught forgo it!  
"The mulberry leaf to silk is changed  
By Patience," says the poet.  
—*Frances S. Osgood.*

"Refresh me with a great  
thought."—*Herder.*

God's ways seem dark, but soon or  
late,  
They touch the shining hills of day,  
The evil cannot brook delay,  
The good can well afford to wait.  
—*Whittier.*

Patience is bitter but its fruit is  
sweet.—*Jean J. Rosseau.*

If we bravely resolve to do our part,  
And bear our griefs with a patient  
heart  
And free from all repining,  
We shall be led to a higher way,  
To a better work than we do to-day,  
And find love's sunlight shining;  
For truth of spirit and strength of soul  
Will make the darkest cloud unroll  
And show its silver lining.

We would all be great men if we  
could be measured by the great  
things we intend to do to-morrow.  
—*Atchison Globe.*

The foolish and the dead alone  
never change their opinion.—*Abraham Lincoln.*

### Spelling "Kitten."

A dear little girl,  
With her brain in a whirl,  
Was asked the word "kitten to spell.  
"K-double i-t-  
T-e-n," said she,  
And thought she had done very well.  
"Has kitten two i's?  
Ah! the teacher's surprise  
With mirth and impatience was blent.  
"My kitty has two,"  
Said Marjory Lou,  
And she looked as she felt quite content.

*St. Nicholas for December.*

A young lady making a collection  
of curious from all parts of the U. S.  
will be glad to receive specimens, in  
return for which she will send full  
directions for making a silver platter.

Address, Miss GEORGIA FACTOR,  
New Concord, O.

## Compound Numbers.

Compound numbers are not the  
difficult things that many consider  
them. The subject should be taught  
in the most simple manner, let every  
step be analyzed and the first  
problems should be very easy that  
the pupil may comprehend every  
principle involved, and until the  
learner has mastered the method  
of solution and can explain each  
step taken. Reduction descending  
should be given first and it would  
be well to continue this drill through  
more than one table. This will  
teach the pupil the different tables  
and at the same time give the  
teacher greater scope to make  
problems. Follow this drill with  
reduction ascending. Every step  
should be analyzed and the learner  
made perfectly familiar with the  
proper abbreviations and the form  
of expressing the analysis. Most  
pupils look for an answer, they are  
anxious to obtain a result, and think  
but little of the thought involved  
in the problem. The analysis  
should not be shortened but each  
equation should contain everything  
than can be said. This teaches the  
child the full force of a concise  
statement, and conforms to his  
language lesson, which all agree  
should not be in any manner  
clipped more than that which is  
necessary to do away with the  
superfluous words. The entire  
thought must always be retained.  
Linear measure should be used  
first as it contains all known terms  
and is possibly the most familiar to  
the child. Dry measure should  
follow, as it is the most simple, and  
contains the unknown terms.

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## School-Room Hints.

Keep your school room air tight.  
If your pupils get into the vicious  
habit of breathing fresh air, their  
parents can hardly keep them in  
the house at all.

Let the children breathe carbonic  
acid gas; they should learn to live  
under unfavorable circumstances.  
Some will die, of course, but the  
fittest will survive; and the race  
will evolve toward physical perfec-  
tion.

You may succumb to your  
disease yourself, but that will be  
all the better for those who are left  
to struggle in an over crowded pro-  
fession.

When the heat becomes too in-  
tense, you may let down a window  
from the top—always from the top.  
In this way both the room and  
the children can be chilled without  
allowing the escape of any carbonic  
acid gas, which is heavier than air  
and settles to the floor.

If any dust accumulates on the  
floor, stir it up before you dis-  
miss, and let the children carry it home  
in their lungs. Then you will be  
rid of it.

In the evening, when breathing  
and re breathing has consumed all  
the oxygen of the air, the doors  
and windows should be closed care-  
fully so as to pen in the nitrogen  
and carbonic gas to be used again  
next day. If this is not done the  
room will become filled with a  
deadly poison, namely, night air,  
and we all know what a dangerous  
thing that is.

Curtain the windows. Let the  
children grow in the shade; then  
they will get beautiful complexions  
and beautiful white tombstones.

But these rewards are useless,  
perhaps, for what I advise is being  
done already, and, as far as origi-  
nality is concerned, I deserve no  
credit; for the things that I sug-  
gest I have seen done quite often.  
—*Educational News.*

Which river in the U. S. is round on  
each end and high in the middle?  
Send answer, with 10c to the *Peo-  
ple's Herald*, Daykins, Nebraska, and  
get a semi-monthly paper, six months.  
\$5 for every correct answer.

### A Recitation.

BY J. M. GREENWOOD, KANSAS CITY,  
MISSOURI.

1. What does the lesson contain?
2. Is it adapted to the pupils who are studying it?
3. How much time will be required for the pupils to prepare it?
4. Am I thoroughly qualified to conduct this recitation?
5. How is it connected with what precedes, and also with what follows it?
6. What new material is needed to illustrate it?
7. Shall the children furnish the illustrations?
8. How is this recitation connected with other subjects outside of the book? How can I show this connection?
9. Can I induce the pupil to find it out?
10. In this recitation shall I use the analytic or synthetic method of instruction, or both?
11. What are the natural divisions of this lesson?
12. What difficulties will the pupils have in mastering it?
13. Can they master it without suggestions from me?
14. Is there any way of turning this lesson to the practical affairs of life? Does it contain a moral lesson?
15. In conducting this recitation shall the pupils do the reciting?
16. Shall each pupil do a proportionate share of the work?
17. What faculty of the mind is exercised by this recitation?
18. Are any of the pupils deficient in this faculty? Can it be cultivated? How? Should it be repressed in any way?
19. What relation does it sustain to other faculties?
20. How may the knowledge in this lesson be utilized in after life?
21. What is my duty in view of this fact?
22. How shall I divide the time for the recitation?
23. How avoid wasting any time?
24. Can the recitation be completed in the time allotted?

### PERSONAL QUESTIONS.

1. Have I ever conducted this recitation before?
2. Did I succeed satisfactorily to myself?
3. Can I do better now?
4. If I failed was the fault mine, or my pupils?
5. With what frame of mind did I hear that recitation?
6. Did I make any mistakes? If so, how may I avoid them during the present recitation?
7. What was the character of my language?
8. Was I polite and respectful to the pupils?
9. Did I get vexed? Did the pupils observe it?
10. Was the order good and pupils attentive?
11. If there was disorder, what caused it?
12. Is my government uniform?
13. Have I injured any pupil during the recitation? Did I apologize?
14. Am I partial to the pupils of the rich or the influential?
15. Can I help being partial? How?
16. Did I punish any pupil?
17. Would I repeat the punishment?
18. What difficulties have I found in any of my lessons? Have I solved them?
19. Will I tell the pupils, or defer the hope of effecting the solutions?
20. How may I improve myself in all school work?
21. Have I not improved, what is the reason? Am I responsible?
22. Have I lost valuable time that belonged to the pupils?
23. Have I ever corrected any of my own faults?
24. Do I lay the faults on the children when I am the guilty one?
25. Do I fully appreciate the magnitude of my own faults?
26. Did the recitation reach the understanding of every pupil?
27. Do I know any person that can conduct this recitation better than I?
28. In what respect does he excel?
29. Can I surpass him? How?

30. Am I improving in knowledge as well as in teaching power?
31. Do I teach school because I am especially qualified? If not, why?
32. What new subjects have I studied thoroughly since I began teaching?
33. How do my recitations now compare with my first recitations?
34. How have I been able to make improvements?
35. What original methods have I invented? Are they sound and in accordance with the principles of the human mind?
36. What methods have I borrowed from others?
37. Am I an imitator?
38. Have I a philosophical reason for each step in school work?
39. Am I always careful not to wound the feelings of the timid and sensitive children?
40. Do I make fun of the children?
41. Do I think it right? Would I be willing to exchange place with the child reproved?
42. Am I fully satisfied with the work of the recitation and of the day?—*Missouri State Journal.*

### Instruction in History.

Professional educators in this generation are probably not disposed to underrate the importance of the study of history. It has felt the potent impulse of that educational renaissance in which we rejoice to live. History has demonstrated that it is a "practical" study, and on that utilitarian test hang all the law and the prophets. History wins recognitions as a preliminary discipline for the duties of citizenship, and with that end in view it makes its way into all secondary schools, either in its own name as a preparation for the university, or masquerading under the title "Civil Government," as a direct training for the polls. It is a pleasure to think of the improvements that modern pedagogical science has introduced into classroom work in history, in school above the grammar grade. In the first place, many teachers, especially those who are college graduates

are deeply interested in this subject, at least so far as it relates to the growth of parties and to the elucidation of current politics. Where in the former generation there was here and there only one thoughtful scholar who found in history a basis for general culture, there are now a score of masters with a very considerable, special, individual equipment for teaching in this field of knowledge. Secondly, the universal application of the object method of study has benefited history together with its sister studies. Among secondary schools the old fashioned *memoriter* repetition of pages of text-book matter is discouraged. School libraries afford a little historical laboratory and some materials for exciting discussion. Wherever a free public library exists, the teachers can, if they will, make it a most efficient auxiliary to the exercises of the class room. In such a neighborhood the teacher of history ought to have no excuse for rejecting the topical method of historical study.

In the third place the textbooks in history have undergone, and are still undergoing, vast modification for the better. They are provided with good maps and sometimes with instructive illustrations. Some of them are written by competent persons who have a wide knowledge of their subject and can set it forth in proper perspective with some clear definition of its salient features. In the fourth place the fine specimens of map and atlas making which have attended the revolution in the teaching of geography have brought within reach valuable aids to the study of history, although I fear that assistance from these sources is too much neglected. All these improvements in the theory and application of historical teaching in the public schools have been as yet too few to leaven the whole lump satisfactorily. A great deal of light shed upon the study of history in some of our high schools and in fewer of our grammar grades serves to bring out by way of contrast the darkness that obscures knowledge in the public school system as a whole. From the observation of our schools that I

have been able to make, and from the output of those schools which come annually under my inspection, I will venture with much diffidence to offer this analysis of faults in the present system of historical training in our public schools. Scholars fail to perceive causation in history. Frequently I find boys who like algebra or geometry because, as they say, they can reason out each statement, can argue from page to page and leave no chasm in the understanding, but they hate history because they find no continuity in it. When I demonstrate to them some bits of the splendid progress of causation in history, I have never yet in a single instance lost the reward of a kindling look and an interested exclamation, "I see that I have never read history in the right way." Show the pupil that history is an argument, with God and nature for premises and men and women among the conclusions; show him that it is a drama which involves his own life, and he will not be likely to evince a lack of interest."

In all grades of our public schools, both text-books and teachers of United States history exhibit a defective sense of proportion in their presentation of the subject. They linger lovingly over the Northmen and over the era of discovery and colonization, for the reason that a little mystery hangs over Leif Erikson, and a little visible romance hovers around Miles Standish and John Smith. I know one young man who began the study of United States history with three successive teachers, and the furthest limit reached under any one of them was the French and Indian war. Then there is the tiresome familiar blunder of stringing American history on the names of the Presidents. This is the worst sin against historical proportion that I know. There is a river of history and there are currents in its waters, but we should not name them by the chips bobbing on the surface of the stream. Scholars do not receive aid as they ought from the correlative studies of language and geography. Either the

reading of history or the talking of history requires and should produce a good vocabulary. Our high school pupils are so often afraid of words of more than three syllables that I am continually wondering how they ever ran the gauntlet of composition work. They recognize only what they have previously committed to memory. A new expression, a new imagination, is not an object of interest to them, but of terror and wonder. Are they so crammed with bits of unassimilated knowledge that their minds lose the power of digestion? —*Prof. Charles H. Levermore, in School and College for April.*

## WHAT DO YOU READ, GIRLS?

TRAIN HER MIND.

ELIZA D. KEITH (DI VERNON).

A young girl should read nothing that will unduly stimulate her mind, injuriously excite her imagination or sear her soul. Immoral fiction, passion poems, dream books and fortune tellers' cards, should never be permitted to engage her attention. That some or any of these may fall into her hands is quite likely, for such things are always circulating on the quiet in large schools and in all circles of society. Whether or not the young girl will fling them from her when they do reach her, depends upon how both her conscience and her mind have been trained.

That there are bad people and bad books in the world she is bound to find out sooner or later, and she might just as well be told how and why they are immoral. Simple prohibition will not keep her from associating with the one nor from reading the other. She must be educated above the desire to read such stuff.

In this day ignorance is not to be commended. I have heard sweetly innocent and astonishingly ignorant young girls discuss "La Tosca," with a freedom that would have made a dowager's wig stand on end, and yet they did not

know what they were talking about.

Shall young girls read the daily newspapers? Certainly. Two or three times in my life I have met families—I am happy to say that they were not Americans—where the young people were not allowed to read newspapers, and a more sweetly inane and stupid set of young women I have never been condemned to meet.

Keep the "Duchess" and all others of that ilk away from young ladies while they are at school, and when they have finished a good course of English grammar and rhetoric they will not be satisfied with the inferior productions of the publishing world.

While the habit of study and the love of research is still with her, a young girl can do no better than to join a reading club, or to agree with an old schoolmate to meet once a week to read the master-pieces of English literature. She should read Chaucer's 'Canterbury Tales,' Spenser's 'Faery Queene,' Dante's 'Inferno,' 'Paradise Lost,' Carlyle, Emerson, and just as much poetry as she can find time to read, both silently and aloud. I wish that more were ready to enjoy the earthly paradise of William Morris, and the intensely human poetry of Helen Hunt Jackson. She should at least dip into famous old novels like 'Clarissa Harlowe' and 'Evelina.' I do not think it well for young girls, or any one else for that matter, to read books like 'Robert Elsemere,' which are calculated to shake their religious faith —*San Francisco Call.*

The first clock factory in this country was opened by Mr. Eli Terry, in 1793. The centenary of this event will be appropriately celebrated in Connecticut, where great preparations for this purpose have already commenced.

Miss Sadie Battles is said to be the first girl in America to learn the trade of diamond cutting and polishing. She has been in the employ of a New York firm for twelve years, and is considered one of the best artisans in that line in the country.

### A Little Study in Anatomy.

How many bones in the human face?  
Fourteen, when they're all I place.  
How many bones in the human head?  
Eight, my child, as I've often said.  
How many bones in the human ear?  
Four in each, and they help to hear.  
How many bones in the human spine?  
Twenty-four, like a climbing vine.  
How many bones in the human chest?  
Twenty-four ribs and two of the rest?  
How many bones the shoulders bind?  
Two in each—one before, one behind.  
How many bones in the human arm?  
In each arm one; two in each forearm.  
How many bones in the human wrist?  
Eight in each, if none are missed.  
How many bones in the palm of the hand?  
Five in each, with many a band.  
How many bones in the fingers ten?  
Twenty-eight, and by joints they bend.  
How many bones in the human hip?  
One in each, like a dish they dip.  
How many bones in the human thigh?  
One in each, and deep they lie.  
How many bones in the human knees?  
One in each, the kneecap, please.  
How many bones in the leg from the knee?  
Two in each, we can plainly see.  
How many bones in the ankle strong?  
Seven in each, but none are long.  
How many bones in the ball of the foot?  
Five in each, as the palms are put.  
How many bones in the toes half a score?  
Twenty-eight, and there are no more.  
And now altogether these bones may wait,  
And they count in a body two hundred and eight.  
And then we have in the human mouth,  
Of upper and under, thirty-two teeth.  
Auk now and then we have a bone, I should think,  
That forms on a joint or fills up a chink.

—Selected

Acute sensibilities are intended as a direct means of aspiring generous impulses and cultivating a benevolent character. To him who is always sensitive for others as well as for himself they are not a torment, but a blessing. The pleasure and pain he feels and the sources to whom he traces each are his continued guides to show him how to diffuse the one and to mitigate the other in his intercourse with mankind. Nothing is more selfish than a narrow, self-pitying sensitiveness, nothing more ennobling than a sensitive spirit keenly alive to all good and kindly influences.

### Corporal Punishment Illegal.

The general interest taken in the infliction of corporal punishment by school teachers bespeaks the existence of a healthful public sentiment. The whip for human backs is a relic of barbarism and superstition, no matter by whose hands applied. Why should laws be passed making it a crime to beat a grown person, while none are passed to protect the helpless children? If there are to be whippings allowed by law, why not reverse the situation and make it a crime to bruise the flesh of the helpless, while winking at assaults bestowed upon the vigorous adult? The true practice would be to make all physical violence unlawful, and to punish the assaulters according to the youthfulness and strength of the assaulted. The more helpless the victim, the more severe the penalty should be. Some day society, which has decided that none but parents shall torture human flesh, will say that even parents may not do so. Brutality begets brutality, no matter who inflicts it.

### Free Text Books a Success.

State Superintendent Luce of Maine says the free text-book law has increased the attendance of the public schools. His idea is that the greatest benefit is derived in cases where children have progressed a certain distance in the schools, and been obliged to step out because their parents do not have the money to purchase books, which increase in cost the further the pupil advances. Now the books are free and the scholar can continue attendance until the education is completed, if the cost of text books is the only consideration.

The deferring of work that has to be done to the last possible minute, the putting off till tomorrow that which might be done today, means nothing else than using up one's supply of leisure before it is fairly earned, leaving space only for a turn of hammer and tongs, which it will not do to interrupt at any price.

### Bills to Pension Teachers

The pension bill before the New York legislature retires all teachers at sixty to sixty-five years of age, after forty years' service, on pensions ranging from \$400 to \$1,000 a year, according to grade. Teachers mentally or physically disabled in the service may be retired at the end of twenty-five years of active duty.

Senator Key of Somerset has introduced a bill into the New Jersey legislature which pensions school teachers as follows on half pay: Male teachers who have taught thirty years and are sixty years of age, or who have become disabled, and female teachers who have taught twenty-five years and are sixty years of age.

### Facts and Fancy.

By associating these familiar nicknames with the name of the person, perhaps will aid to fix some fact of history.

1. Rough and Ready—Zachary Taylor.
2. Poor Richard — Benjamin Franklin.
3. Orange Peel—Sir Robert Peel.
4. Old Hickory—Gen. Andrew Jackson.
5. Old Abe—Abraham Lincoln.
6. The Sailor King—Wm. IV. of England.
7. Tom Thumb—Charles A. Stratton.
8. Virgin Queen—Elizabeth of England.
9. Young Chevalier—Chas. Edward Stuart of England.
10. The Man of Iron—Bismarck.
11. Merry Monarch—Chas. II. of England.
12. Maiden Queen—Elizabeth of England.
13. Madman of Macedonia—Alexander.
14. Mad Poet—Nathaniel Lee.
15. Little Giant—Stephen A. Douglass.
16. Little Corporal — Napoleon Bonaparte.
17. King-Maker—Richard Nevill.
18. The American Fabius—Geo. Washington.
19. Brandy Nose—Queen Anne.

20. Attic Bee—Xenophon.
21. Bard of Avon—Shakespeare.
22. Father of Angling—Izaak Waiton.
23. Chinese Philosopher—O. Gold-Smith.
24. Graduate of Oxford—John Ruskin.

### Science of Education.

1. "Every teacher, before he begins the work of instruction, should have some definite idea of what constitutes an education." State clearly the necessity for this.

2. What is meant by an ideal? How are ideals constructed?

3. Define moral judgment. What kind of mental act is that by which the distinction between right action and wrong action is discerned?

4. What relation do you conceive to exist between clear moral judgment and right moral action?

5. What is the function of the teacher in the recitation.

6. To what motives should the teacher appeal in his effort to lead pupils to be attentive and earnest in their work.

1. He must have some definite idea of what constitutes an education, in order to work for a purpose; that he may not experiment with the minds of the pupils; and that he may have just views of education.

2. An ideal is a standard model of perfection, or duty. It is a mental creation.

3. (a) It is a pure, unbiased judgment of conduct. (b) Moral judgment.

4. Right moral action is a volition of right moral judgment.

5. He must excite interest in the minds of his pupils; he must tell well what he imparts; he must stimulate the child's mind, and test its knowledge of the subject.

6. He should appeal to his sense of justice; his desire for improvement, and his sense of duty.

Little minds are too much wounded by little things; great minds see all, and are not even hurt.—La Rochefoucauld.

### Try Them.

Pupils, even in the higher grades, are often "picked up" by simple little problems. Not because they do not know them, but because, for the moment, they do not think. It should be the constant aim of the teacher to put the power of the pupil on the alert, to sharpen the perception, and to teach him to keep thought awake. Following are a few forms for problems, which, if similar work has not already been done, will develop some surprises.

As already suggested, these forms are only intended for examples. They may be varied in words and numbers, so that the same principle may be involved for several successive lessons, and yet the problem vary with each repetition. They must, of course, be read by the teacher, to have the desired effect.

"Frank and I went to the city; each bought a bill of goods amounting to \$35. Not having money with us, we promised to send it next day with a neighbor. How many five dollar bills should we send to pay our debt?"

For smaller pupils the question may read, "What amount must we send?"

"I have *two* brothers and *two* sisters. Christmas we presented father with a cane chair. Each gave three dollars; what was the cost of the chair?"

Or, let the question be, "The price of the chair was \$25; how much money did each give?"

"A merchant died leaving property, amounting to \$36,900, to his widow and children. There were three sons and two daughters. If all shared equally, how much did each receive?"

To endeavor to forget any one is the certain way to think of nothing else.—La Bruyere.

Prof. Silverthorn has been enrolled as an honorary member in Clio.

Physical exercises, led by Miss Acken, now form an occasional feature of morning chapel.

A piano solo by Miss Lenore Taylor was an enjoyable part of the chapel exercises May 9th.

Mrs. J. S. Elliott, known at the Normal as Minnie Peterson, died recently at her home at Coal Bluff.

Misses Belle and Chat. Sterling have our sympathies in the loss of their father, who died April 25th.

The Seniors on their Washington trip were accompanied by Miss Keener, Miss Goe, and Mr. Hertzog, '91.

Miss Myrtle V. Dixon, of Grandville, a student of last year, was married April 27th to Mr. J. L. Heiner, of the same place.

Hon. Dr. Graham, of Florence, Pa., and L. P. Bezell, a member of the Board of Trustees, were chapel visitors April 29th.

Mr. Addison Winnett and Miss Bertie Withrow, both former students and successful teachers, were married on Tuesday, April 19th. The best wishes of THE REVIEW attend them.

V. C. Rader, '87, has completed a medical course in Baltimore. He paid his friends in California a visit a few weeks ago. We wish Dr. Rader all success in his chosen profession.

Mr. N. B. Countryman, '90, is teaching his second term in the Eureka school, Mt. Eden, Cal. His employers have recently manifested their appreciation of his good work by an increase of salary.

After the return of the Seniors from their Washington excursion, Miss Lytle and Mr. Meyers, of the Senior class, and Miss Downer, of

the faculty, entertained us in chapel with some chapters from their experiences while away.

Mr. J. A. Berkey, '84, of Somerset, Pa., has received the nomination for District Attorney in his county by the Republicans. This in that county, is equivalent to an election.

Mr. G. W. Snodgrass, '86, who has been attending Lane Theological Seminary, has accepted a call to supply the Mt. Adams Presbyterian church, of Cincinnati, during the four months of his summer vacation.

The Senior class has elected as class day performers, orator, Mr. Powell; poet, Mr. Baker; prophet, Miss Phillips; historian, Miss Longdon; consoler, Miss Horne; class ode, Miss Greathead; donor, Miss McClure.

The election of trustees, May 2d, resulted in the choice, by a large majority, of L. S. Miller, G. G. Hertzog, Wm. McFall and Frank Craven. Col. C. W. Hazzard and H. T. Bailey were recommended for appointment as State Trustees.

Messrs. T. A. Humbert and R. H. Jamison, and Miss Nannie Cunningham, former students, passed the examination for permanent certificates in Uniontown this spring. Principal Lee Smith, of Uniontown, was chairman of the examining committee. O. O. Anderson, a present student, was also a member.

Dr. T. B. Noss still continues to discharge his duties as principal of the California State Normal School. He was among the first to join Normal Society, and always one of its strong supporters. Dr. Noss is a man of high intellectual and moral standing, and has attained an enviable reputation as an educator. —Shippensburg Normal Literary Gazette.

J. I. Humbert, '84, was licensed to preach by Redstone Presbytery at its last meeting.

Dr. E. E. Scott, '82, of Toledo, O., has been elected a member of the Board of Education of that city.

W. R. Scott, '90, has completed a medical course at Chicago and will begin practice soon near Columbus, Ohio.

Miss Anna Powell has resigned her position in the schools of Homestead on account of illness, and her place has been filled by Miss Elya Hertzog.

L. S. Day, '82, took part in the annual prize contest at Washington and Jefferson College, April 22d, on Essay, receiving second prize. His subject was "Struggle."

Dr. Noss preached an able sermon in the M. E. church of California on April 10th, from the text: "The words that I speak unto you, they are spirit and they are life."

Among the delegates to the Republican Congressional Conference in the 24th District we notice the names, C. W. Yarnall, S. S. Patterson, Cooper and W. C. Steele, all former students of the Normal.

The NORMAL REVIEW is a paper issued monthly by the California State Normal School. It is a very attractive paper and is extremely well edited. The Language Department is one of the most attractive and instructive features of the paper, and it certainly serves as a great aid to any one engaged in teaching. —Shippensburg Normal Literary Gazette.

One of the most enjoyable incidents of the term was the visit of the DeMoss family. At their concert, given on the evening of April 23d, a large audience was present, which listened with great pleasure to their skilful playing on over forty different instruments. On Sunday evening following, they took part in a praise meeting held in the chapel, at which all the congregations in town were present, filling the chapel to overflowing. Their last appearance was on Monday morning chapel, when they sang a quartette which elicited hearty applause from the entire school. We all be pleased to have them return some time in the future.