

The Normal Review.

VOL. XI.

JUNE, 1900.

No. 3.

Published monthly by the
Southwestern State Normal School,
California, Pa.

Subscription 50c a year.

Entered as second class mail matter.

Address all communications to

Edwin W. Chubb, Editor.

Commencement Week.

Preliminary announcement of exercises at the State Normal School, California, Pa., for commencement week, June 23-27, 1900.

Saturday evening, June 23, lecture by Rev. John H. Vincent.

Sunday evening, Baccalaureate sermon by Bishop Vincent.

Monday evening, Alumni reunion.

Tuesday, 2:30 P. M., Reunion of Clionian Literary Society.

Tuesday, 8 P. M., Annual Contest of Literary Societies.

Wednesday, 9:30 A. M., Annual Commencement.

Wednesday, 2:00 P. M., Class Day exercises.

Dr. H. R. Palmer of New York, will have charge of a Music Convention at the school June 13 to June 27, and will conduct music for commencement week exercises.

Excursion rates on the P. R. R. from all points in Pennsylvania have been secured from June 22-28. Card orders for excursion tickets will be sent upon request. Address the Principal,

THEO. B. NOSS.

* *

Flight and Song A pretty fancy put into charming words is that of a young lark's flight, told by J. M. Barrie, in Scribner's Magazine:

A baby lark had got out of its nest sideways, a fall of a foot only, but a dreadful drop for a baby.

"You can get back this way," its mother said, and showed it the way. But when the baby tried to leap, it fell

on its back. Then the mother marked out lines on the ground, on which it was to practice hopping, and it got along beautifully so long as the mother was there every moment, to say, "How wonderfully you hop!"

"Now teach me to hop up," said the little lark, meaning that it wanted fly; and the mother tried to do it in vain. She could soar up, up, very bravely, but she could not explain how she did it.

"Wait till the sun comes up after the rain," she said, half-remembering.

"What is sun? What is rain?" the little bird asked. "If you cannot teach me to fly, teach me to sing."

The rain came, and glued the little bird's wings together.

"I shall never be able to fly nor to sing!" it wailed.

Then, of a sudden, it had to blink its eyes, for a glorious light had spread over the world, catching every leaf and twig and blade of grass in tears, and putting a smile into every tear. The baby bird's breast swelled, it did not know why; it fluttered from the ground, it did not know why.

"The sun had come out after the rain!" it trilled. "Thank you, sun! Thank you! thank you! O mother! Did you hear me? I can sing!"

Then it floated up, up, calling, "Thank you! thank you! thank you!" to the sun. "O mother, do you see me? I am flying!"

* *

Hoststess—My daughter's music has been a great expense!

Guest—Some neighbor sued you?

Educational Leaven.

E. W. C., in N. Y. School Journal.

The spirit of research has entered all sciences. First there was doubt, unrest, dissatisfaction, and protest. They are still with us. But protest is not enough. Force must be constructive as well as destructive. The fanatic destroys, the genius constructs. Some years ago *materia medica* had these time honored remedies: elderberry flowers for pleurisy, honey for insomnia, hornet nest tea for colds, cobwebs for hemorrhage, a catskin for pneumonia, to be applied while the animal was still warm, and bags of camphor and assafetida to be worn around the neck for protection against disease. When I was a boy visiting for several weeks a lonely farm in the eastern part of Pennsylvania, an old lady kindly removed warts from my youthful hands. The *modus operandi* was thus: a small piece of litch was rubbed over the warts and then buried under the eaves where the water from the summer rains could drop upon it. The *materia medica* of to-day is not that of yesterday. The scientific spirit has given whim a mortal blow.

How is it with educational methods? Fortunately there are signs that the dead weight of tradition shall not forever encumber instruction. Here and there is a little leaven that is likely to leaven the whole inert lump. We are slow in allowing new ideas to enter into school education. If a Reading hatter finds to-day that woolen hats can be heated by electricity instead of the old-fashioned way of using hot-irons, to-morrow all the hat manufacturers in the United States want the time-saving and economical electric method. But in education we still find courses of study made by monks of the middle ages. The sickle has given place to the McCormick reaper, the feudal system has been succeeded by democratic institutions, but the monastic view of culture still rules almost everywhere.

THE ABBOTSHOLME SCHOOL.

But here and there within the past

few years have been started various institutions incorporating the ideas, or longings, of educators who hope to leaven the educational lump. Nothing is final. We are experimenting, say they. Cecil Reddie's Abbotsholme in England is a bit of yeast that has been fermenting for about ten years. It may leaven the whole dead lump of English secondary education. The purpose of the founder is to train boys into a higher type of manhood. To pass examinations seems to be the goal of most of the English schools. Reddie's school is a protest to the medieval traditions of the great public schools of Eton, Rugby, Harrow, etc. His patronage is from the ruling classes. But altho the boys are from the families of the well-to-do, they are diggers of potatoes and makers of dams and ditches, they build their own cricket pavilion, they harvest hay, and make roads. Prof. James, of Harvard, has said that education is fitting a man to meet an emergency. The Abbotsholme school aims to give boys that preparation. We have discovered of late years that the farmer boy while plowing, sowing, reaping, mending harness, and caring for cattle was getting an invaluable education. So valuable because it trained him to meet emergencies; so fruitful because he then learned the inexorable logic of nature's ways, and at the same time discovered the joy-giving truth that man by obeying nature becomes the lord and master of nature.

Cecil Reddie has had the courage to put into practice his belief that manhood is worth more than scholarship. But the glory of such work as his is the proof that scholarship and manhood are not antagonistic. But we need to insist that scholarship is a by-product of manhood, not manhood a sequence of scholarship. Books and book-knowledge are not the be-all and end-all in Reddie's school. The morning hours are given to academic study; all the afternoon and all of the evening the boys spend in out-door educative play and work and in social converse.

One of the most interesting chapters in the history of Reddie's experiment is his discovery that a system of philosophy could be summoned to give definiteness and solidity to his ideas. He felt the need of a deeper insight into a philosophical course of instruction. In his search he dropped into Jena expecting to stay there for two nights. He remained two weeks studying Dr. Rein's practice school. He went home feeling that back of his vagueness stood a whole philosophy ready to enrich and fortify his own ideals.

Dr. Lietz, who for years was the *Oberlehrer* of the Jena Practice school, became a teacher in Reddie's Abbotsholme. He is now conducting a similar school in the Hartz mountains, Germany. Prof. Wilbur S. Jackman, dean of the new Chicago institute, recently spent a day or two with Lietz. He is enthusiastic in praise of the school. The boys are so vigorous in health that they bathe in midwinter in a stream whose waters comes pouring over an icy waterfall. Lietz created a demand for such a school by writing a small book describing Reddie's Abbotsholme. The book is called *Emlohstobba*, a title made by reversing the letters of Abbotsholme.

PROFESSOR DEWEY'S EXPERIMENT.

John Dewey's experiment school at Chicago is another bit of yeast that is fermenting. The school is three years old. The expenses the first year were about \$1,500; the pupils about fifteen. Next year there will be about a hundred pupils paying \$120 tuition; the expense of running the school will be about \$15,000. Dewey began with an interrogation, in fact with four interrogations:

First, he wanted to find out how the school could be brought into closer relation with the home and life of the neighborhood. How can the child's experience be unified.

Second, "What can be done in the way of introducing subject matter in history and science and art, that shall have a positive value and real signifi-

cance in the child's own life?" In other words, cannot the child learn things as well as symbols? Some 75 or 80 per cent. of the child's time for three years is used in learning form rather than substance.

Third, How can instruction in these formal, symbolic, branches . . . be carried on with every day experience and occupation as their background and in definite relations to other studies of more inherent content?"

Fourth, How can the child be given more individual attention?"

When Mr. Dewey started his school, he searched the school-furniture stores of Chicago for desks. He could not find what he wanted. Finally an intelligent merchant said somewhat as follows: "You want a desk made for children to work in, these were made to listen in." That sentence contains the darkness of the old and the light of the new education. We dogmatically assert that "we learn to do by doing," and then with the narrowest of interpretations set children to work problems in algebra and paste pictures in compositions.

Brooker T. Washington's school at Tuskegee learned to do by doing in lately building an assembly hall having a seating capacity of 2,500. The students did all the work, even to inserting the electric light fixtures. When the children in Dewey's school worked several hours in picking the cotton fiber, they learned impressively why the invention of the cotton-gin made such an industrial change. Reddie's city boy whitewashing the sides of a pigeon-loft was getting a lesson in practical art and also experiencing what President Eliot calls the "joy of achievement."

The present consecration of high-souled, deep-thoughted men and women to the cause of elementary education is the morning star of a new era. Philosophy has boldly championed the cause of the child, and tomorrow the child shall receive his own. The spirit of search after a philosophical insight

into education has been the star forever luring the wise man on and on; and when ever the eager feet of the seekers have located the star they found it not standing over a library, but over a little child.

✱ ✱

Are you coming to the Clio Re-union?

✱ ✱

Art in Our Public Schools.

MARY GRAHAM NOSS.

From Monongahela Republican.

No one who has critically observed children will deny that there is an embryo artistic instinct in every child. Who cannot go back in his own experience to the joy that the first crude box of colors gave, and to the first effort to give expression with the brush to the ideals that were crowding into a busy little brain? Or, perhaps, to the using of soft stones, which gave their hues of red, brown or yellow to the harder stones or the school-slate? The old education took no notice of this beginning of aesthetic taste, but sought rather to crush out this heaven-born tendency toward the beautiful. Any child that had the temerity to draw pictures upon its slate or to bring its color-box into the school-room, stood a culprit, condemned before the stern code of school-room laws. It was only when it was safe within the shelter of the home-fold that all its faculties dared to act. This was the day when the home and the school were widely divorced from each other. This was the time when the schoolmaster was absolute sovereign of the school-room, as autocratic in his rule as the Czar of all the Russias. The child, kept at a distance, was the target at which he aimed all his own ideas and theories. Fortunately the child was saved by being invulnerable.

In the new education the Master's words, "A little child shall lead them," are literally fulfilled. The tastes, the inclinations of the child, determine largely the subjects to be taught and the material to be selected. Thus it

has come to pass that color-work occupies an important place in the curriculum of all progressive schools. What is it to do for the child? It is to develop him along the line of his natural impulses; it is to train his eyes to see and his hand to perform; it is to be a means of fixing habits of neatness and economy; it is to develop his highest faculty, the imagination; but above all, it is to lead him into an atmosphere of higher culture. In painting the leaf, the flower, the tree from the real object, the child becomes a close observer of form and color. This habit of observation that he is forming, stays with him in his play in the fields and in his rambles into the woods. He sees new beauty in the sombre grays and browns of winter, in the brilliant greens that the spring-time calls forth, and revels in "the whole chromatic scale of color" as is shown in the autumnal woods. A beautiful sunset finds a responsive thrill in his soul.

We Americans have been accused of being a calculating people—cold, hard money-makers. We have no time, like the English, the Germans, or the French, to go out doors to hear the heart-beats of mother nature; no time in our schools to cultivate the aesthetic and artistic side of child-life. A higher type of Americans is yet to come, and it will be the product of the American school. The schools must be in advance of the people. They must send music, art and nature into the homes.

Why is there so much discontent among the working classes in America? Partly because there is a lack of mental richness to create beauty out of plain surroundings. Once a noble woman, rich in intellectual gifts but with scanty income, hung a prism in the window of her plain apartment, and the rich rays of color that fell upon floor and wall gave it the air of a palace. A mind trained to enjoy the beautiful is superior to environment. Our Quaker poet has well expressed this thought in his lines:

"— he who wanders widest lifts

No more of beauty's jealous veils,
 Than he who from his doorway sees
 The miracle of flowers and trees,
 Feels the warm Orient in the noonday
 air,
 And from cloud minarets hears the sun-
 set call to prayer."

Who needs this culture of heart and mind more than the poor boy or girl, who will never be surrounded with rich carpets, tinted papers and delicately colored hangings, but to whom nature's great art gallery is ever open?

What made Corot's life like a beautiful song? Not wealth, not recognition by his fellows of his consummate skill. It was his closeness to great nature's heart, watching her ever varying moods, and interpreting her mystic colorings. Many an artist spirit is being crushed out in our elementary schools, by the pressure of the matter-of-fact, the hard, the ordinary—the endless and monotonous routine of writing, reading, spelling and arithmetic. Any child of ordinary ability will learn to read whether taught or not. Any child of ordinary ability can be taught in a few years in the grammar school all the arithmetic that he needs in the practical affairs of life. Shall the children ask for bread and we continue to give them stones?

Another phase of art-work in our schools, in addition to the actual use of pencil and brush, is the bringing before the children reproductions of the best works of art in painting, sculpture and architecture. There is a wide-spread movement in this direction. Dr. Stanley Hall says, "It is more and more evident that we have not understood the educational value of pictures and it is none the less certain that they are to play a more and more important part for children in both home and school." The unconscious influence of a good picture upon a child cannot be estimated. In the past educators have seemed to recognize only the ear-avenue to the soul, but there is also an eye-avenue, just as broad and even more direct. Such firms as the Perry Picture Company, of Malden, Mass., and Geo. P.

Brown & Co., of Beverly, Mass., and others, that will furnish good, clear reproductions of all the great works of ancient or modern art at a penny each, have made it possible to transform every school-room into a miniature art gallery. The writer visited a few weeks ago, a public school in the Monongahela Valley, where systematic work is being done to bring a better class of pictures before the children. The board of directors has purchased this year for each school (more than thirty in number) a large engraving, well framed and covered with glass. These are exchanged by teachers, and travel from room to room, so that the children in the course of the year become acquainted with more than thirty works of art. The teachers in the same school are making collections of their own of less expensive pictures. As one passed from room to room he saw here Hofmann's Christ among the Doctors, there Raphael's Sistine Madonna, Carlo Dolci's St. Cecilia, Le Rolle's Nativity, and similar pictures. In a school visited the week before last Christmas, fifteen different Madonna pictures were seen above the blackboard in front. At the language period, these were discussed, compared, and the artists' names learned.

Supt. Stetson, of Maine, has organized an Art League in all the public schools of the state. These Art Leagues consisting of teachers and pupils become the possessors each year of at least one cast and four or five good pictures. By a complete system of selection and exchange, the child in the course of his school-life gets a bird's eye view of the whole field of art.

In the city of Minneapolis the school-children are allowed to contribute twice a year to an art fund. This money is expended in casts and pictures. Miss L. E. Snow, in writing of the effect of bringing this better class of pictures into the schools says, "When we placed a fine picture upon the walls, we felt a note of discord between that picture and its unlovely surroundings; and so

the walls have been tinted, room moldings have been placed, unworthy pictures in tawdry frames have been banished, tissue-paper covers for flower pots have disappeared, tin cans are no longer considered satisfactory receptacles for geraniums and begonias, curtains hang straighter, and a general clarification of the art atmosphere of the room has resulted.

In our own school every student handles the brush and colors, from the six year-olds to the senior class. A very common sight these bright spring days is a class of twenty-five or thirty young people out of doors painting the cliff rising from the opposite side of the river. A volunteer art club composed of teachers and students meets bi-weekly to discuss the life and works of one of the great masters with the brush or chisel, and a large collection of photographs of the leading buildings and works of art of the old world has been placed upon the walls.

What more delightful pictures for children could be found than Rosa Bonheur's animal pictures, or Murillo's Beggar boys of Seville, or Sir Joshua Reynold's portraits of children, or Lander's stately dogs, or Van Dyck's charming groups of the children of Charles the First of England, or Raphael's divine madonnas? The Educational Publishing Company, of Boston, has made it possible also that each child may read in simple form the life-story of each of these great artists at the trifling cost of ten cent.

Not only have pictures become a prominent factor in the instruction of the public schools, but they are also to add their help to the work of the Sunday school. Ruben's Descent from the Cross, Raphael's Transfiguration, Davinci's Last Supper, Rembrandt's Supper at Emmau's and a host of others will more and more be brought into the Sunday school to interpret Bible truth oftentimes more forcibly than the lips of a living teacher.

✱ ✱

Are you coming to the Clio Re-union?

Athletics.

E. C. SNYDER, Editor.

CALIFORNIA VS. W. V. U.

The first game of the season ended in defeat for the California team by the score of 12 to 3. The W. V. U. team is a very strong team and well deserves its victory. The California team played good ball, but were unable to do anything with Bowman's benders. The California boys were blanked without a hit or run until the 7th inning, when a lucky hit by Latta and an error at short gave the Normals one run. In the ninth inning Latta again hit safely and Welty lost the ball for a home run. Latta's fielding for the Normals, Deming's fielding for W. V. U., and the hitting of Printz and Bowman were the features of the game. Bowman pitched in superb style, allowing the Normals only three hits. His home run hit was a beauty to deep center field. Humphries pitched a nice game and got out of several holes by fine pitching. Hill, who umpired the game, gave good satisfaction.

| | W. V. U. | R. | H. | P. | A. | E. | | | | |
|-------------------|----------|----|----|----|----|----|---|---|---|-----|
| McWhorter, 3..... | 0 | 0 | 1 | 2 | 0 | 0 | | | | |
| Deming, 1..... | 2 | 2 | 2 | 0 | 0 | 0 | | | | |
| Printz, m..... | 2 | 3 | 1 | 1 | 1 | 1 | | | | |
| Bowman, p..... | 2 | 3 | 0 | 3 | 0 | 0 | | | | |
| Dent, s..... | 1 | 2 | 2 | 2 | 1 | 1 | | | | |
| Crossland, 2..... | 2 | 1 | 4 | 3 | 0 | 0 | | | | |
| Hodges, r..... | 1 | 1 | 1 | 0 | 0 | 0 | | | | |
| Peck, c..... | 1 | 2 | 2 | 1 | 0 | 0 | | | | |
| Miller, 1..... | 1 | 1 | 14 | 0 | 0 | 0 | | | | |
| Total..... | 12 | 15 | 27 | 12 | 2 | 2 | | | | |
| | NORMAL. | R. | H. | P. | A. | E. | | | | |
| Paul, 1..... | 0 | 0 | 1 | 0 | 0 | 0 | | | | |
| Harmon, s..... | 0 | 0 | 1 | 6 | 1 | 1 | | | | |
| Duvall, c..... | 0 | 0 | 5 | 0 | 0 | 0 | | | | |
| Kinsey, 3..... | 0 | 0 | 0 | 2 | 2 | 2 | | | | |
| Latta, 2..... | 2 | 2 | 5 | 4 | 0 | 0 | | | | |
| Welty, 1..... | 1 | 1 | 13 | 0 | 0 | 0 | | | | |
| McClure, r..... | 0 | 0 | 0 | 0 | 1 | 1 | | | | |
| Aydelotte, m..... | 0 | 0 | 2 | 0 | 0 | 0 | | | | |
| Humphries, p..... | 0 | 0 | 0 | 2 | 1 | 1 | | | | |
| Total..... | 3 | 3 | 27 | 14 | 5 | 5 | | | | |
| Score by innings— | | | | | | | | | | |
| W. V. U..... | 1 | 0 | 0 | 1 | 4 | 1 | 1 | 1 | 3 | —12 |
| Normal..... | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | —3 |

SHADYSIDE ACADEMY AT THE NORMAL

The base ball season at California opened on May 12, at the new park, which is almost completed. It is one of the finest parks along the valley, and speaks well for the school. The game was a very interesting one and was not settled until the last man had been retired. The Shadyside boys are a hustling set of fellows and play a good scrappy game. Their short-stop, Cosgrave, of P. A. C. fame, adds much to the team in playing as well as in talking.

The game was well attended and all were well satisfied with the result. The Normals played a good game, especially at bat, but lacked much in base-running. The feature of the game was the splendid pitching of Humphries, he having 18 strike-outs. In one inning he struck out three men in succession. In the last inning with a man on third he struck out the last two men. The score will show some interesting figures.

| NORMAL. | R. | H. | P. | A. | E. |
|-----------------------|----|----|----|----|----|
| Thornton, l. 3..... | 2 | 2 | 0 | 0 | 0 |
| Harmon, s..... | 1 | 2 | 1 | 0 | 1 |
| Duvall, c..... | 0 | 1 | 17 | 1 | 0 |
| Latta, 2..... | 0 | 3 | 1 | 0 | 2 |
| Paul, m., 1..... | 0 | 1 | 0 | 0 | 0 |
| Kinsey, 3..... | 0 | 1 | 0 | 2 | 2 |
| Welty, 1..... | 1 | 2 | 7 | 0 | 1 |
| Humphries, p..... | 1 | 1 | 0 | 2 | 0 |
| Aydelotte, r., m..... | 1 | 2 | 1 | 0 | 0 |
| Snyder, r..... | 0 | 1 | 0 | 0 | 0 |
| Totals..... | 6 | 16 | 27 | 5 | 6 |
| SHADYSIDE. | R. | H. | P. | A. | E. |
| Cosgrave, s..... | 2 | 4 | 2 | 5 | 2 |
| Paterson, 2..... | 1 | 2 | 2 | 3 | 0 |
| Graham, 3..... | 1 | 0 | 2 | 0 | 1 |
| Dravo, m..... | 0 | 1 | 1 | 0 | 0 |
| Warmcastle, r..... | 0 | 0 | 2 | 1 | 0 |
| Wilcox, l..... | 0 | 0 | 0 | 0 | 0 |
| Arnesburg, c..... | 0 | 0 | 4 | 1 | 1 |
| Grange, p..... | 0 | 0 | 0 | 4 | 0 |
| Hill, 1..... | 1 | 1 | 14 | 0 | 1 |
| Rowe, l..... | 0 | 0 | 0 | 0 | 1 |
| Totals..... | 5 | 8 | 27 | 14 | 6 |

Score by innings:—
 California, 2 0 0 0 2 0 2 0 0—6
 Shadyside, 2 0 2 0 0 0 1 0 0—5
 Umpire, Bians.

THE NORMAL AT SHADYSIDE.

On May 16 the Normal team went to Shadyside Academy to play that team. The game was rather a tame affair and Shadyside won easily by the score of 10 to 4. The Normals lacked ginger and were very easy victims. The only life noticeable among the Normals was the hustling to catch trains and street cars. The only features of the game were the fielding of Dravo for Shadyside and Snyder's hit over the fence with two on bases. Both pitchers were hit hard but Grange received the better support.

| CALIFORNIA. | R. | H. | P. | A. | E. |
|-------------------|----|----|----|----|----|
| Thornton, 3..... | 0 | 0 | 0 | 0 | 1 |
| Harmon, s..... | 2 | 3 | 1 | 1 | 1 |
| Duvall, c..... | 0 | 0 | 8 | 1 | 1 |
| Latta, 2..... | 1 | 3 | 1 | 3 | 1 |
| Snyder, 1..... | 1 | 2 | 0 | 0 | 0 |
| Aydelotte, m..... | 0 | 1 | 1 | 0 | 1 |
| Paul, r..... | 0 | 0 | 0 | 0 | 0 |
| Welty, 1..... | 0 | 2 | 6 | 0 | 0 |
| Humphries, p..... | 0 | 1 | 1 | 2 | 0 |
| McClure, r..... | 0 | 0 | 0 | 0 | 0 |
| Totals..... | 4 | 12 | 18 | 6 | 5 |

| SHADYSIDE. | R. | H. | P. | A. | E. |
|--------------------|----|----|----|----|----|
| Cosgrave, s..... | 3 | 3 | 3 | 1 | 1 |
| Paterson, 2..... | 2 | 1 | 0 | 1 | 2 |
| Graham, 3..... | 2 | 1 | 0 | 0 | 0 |
| Dravo, m..... | 3 | 3 | 2 | 0 | 0 |
| Warmcastle, r..... | 0 | 2 | 0 | 0 | 1 |
| Wilcox, l..... | 1 | 1 | 0 | 0 | 0 |
| Arnesburg, c..... | 1 | 2 | 3 | 1 | 0 |
| Grange, p..... | 0 | 0 | 0 | 2 | 0 |
| Hill, 1..... | 0 | 0 | 7 | 0 | 2 |
| Totals..... | 12 | 13 | 15 | 5 | 6 |

Score by innings:—
 California, 1 0 0 1 2 *— 4
 Shadyside, 1 0 4 2 3 2—12

* *

Music teacher—You are playing that too loud. Don't bang so!

Fair Pupil—Don't worry, its a hired piano.

* *

Send for orders entitling you to excursion rates for commencement.

The Clionian Review.

MOTTO—Pedetentim et Gradatim Oriamur.

GUENN CHARLES BEST, Editor.

When the Seniors left on their vacation, some of those most interested in our societies expressed a fear that the Juniors might not be able to carry on the work during their absence. Perhaps this aroused the indignation of the Juniors, or, perhaps they realized the great responsibility that would devolve upon them during the coming year and wished to show their efficiency to manage it. If the latter is true, they certainly succeeded. All turned out in full force and the hall was well crowded. The well-rendered program was as follows:

| | |
|---|--------------------|
| Recitation..... | Miss Gapen |
| The Church Sociable. | |
| Essay..... | Mr. S. W. Miller |
| Our World. | |
| Music..... | Quartette |
| Recitation..... | Miss Essie Smith |
| The Whistling Regiment. | |
| Original Story..... | Mr. Grimes |
| My Trip to the Klondike. | |
| Impromptu Class..... | Mr. Mumbower |
| Recitation..... | Miss Peden |
| Marco's Death. | |
| Essay..... | Miss Viola Myers |
| Blind in the Midst of Beauty. | |
| Oration..... | Miss Belle |
| The Power of Habit. | |
| Music..... | Quartette |
| Debate; | |
| Resolved, that the present indications denote the downfall of our nation. | |
| Affirmative, Mr. J. N. Phillips. Negative, Mr. S. A. Montgomery. | |
| Periodical..... | Miss Heath |
| Assistant..... | Miss Ethel Sheplar |

At the meeting held Friday evening, May 25th., Mr. P. O. Peterson was elected to deliver the valedictory on the closing evening of the term. Judging by Mr. Peterson's past work in the society hall, we may look forward to a very interesting address.

We were pleased to have with us on Friday evening Mr. Morris and his sister Miss Morris, both members of Clio. Mr. Morris is now a student at Washington and Jefferson College from which place he will graduate in June.

The last month of the school term is rapidly drawing near and Clio's roll still continues to increase in length. Among those who have been welcomed as members during the last few evenings are Miss Myrtle Long, Miss McLucky, and Miss Denney.

And what is so rare as a day in June?
Then, if ever, come perfect days;
Then Heaven tries earth if it be in tune,
And over it softly her warm ear lays;
Whether we look, or whether we listen,
We hear life murmur, or see it glisten.
—Lowell.

In accordance with Mr. Nichol's suggestion, many of the students have left orders with him for society pins. The design of the new pins will be somewhat different from that of the old ones worn heretofore, but it means "Clio" just the same.

The long-looked-for vacation has at last arrived and most of the Seniors have gone to their respective homes. From the happy smiles that overspread their faces we judge that each was looking forward to a week of pleasure and mirth. We hope that none shall be disappointed but that all shall enjoy themselves and then come back ready and willing to take up the work where it was laid down. If so, they will keep up the record of the "Class of 1900."

(Continued on page 10.)

Philomathean Galaxy.

MOTTO—Palma non sine pulvere.

SUE E. BULLOCK, Editor.

The following program was given May 25:

Music,.....Miss Martin
 Recitation,....."Jim Brown's Sister's
 Wedding,".....Miss Ericson.
 Autobiography,.....E. O. Peterson
 Recitation,..."How He Saved St. Mich-
 aels,".....Miss Dye.
 Impromptu Class,.....Mr. Mitchell
 Parody,....."Those Evening Bells"
 Mr. Lacock.
 Essay,....."Fashions"
 Miss Weaver.
 Recitation,....."The Editor's Guest"
 Mr. Murray.
 Recitation,.....Mr. Squibb
 Music,.....Chorus
 Debate—Resolved: That Cuba should
 be annexed to U. S,
 Affirmative,.....Mr. Myers
 Negative.....Mr. Hensyl
 Periodical,.....Miss Ketzner
 Assistants,.....Miss Whitehill, Mr. Van-
 Kirk.

The Seniors are all anxious to know how the Society managed to exist during their absence and the Juniors seem to think it was as good if not better than when the Seniors were there. At least we hope this is the case, as the Juniors are the ones who are to do the Society work this coming term.

How thankful we are that our society can boast of both a glee club and chorus. The chorus goes by the name of "Ladies' Chorus," notwithstanding the fact that there are at least two gentlemen in the group. Although we have not as yet learned the reason for this unsuitable name we will suppose, unless otherwise informed, that it is because the young gentlemen are too modest for their names to appear in public.

During the month of May Philo has welcomed many new members. Many of them have already shown themselves earnest workers in Philo's cause.

The pin committee has decided not to use the pin we have had for the last few years but has selected a new design. It is to be a flag, enameled in red and white and bearing the name "Philo."

Philo is promised good work for next year, as the Juniors are doing fine work at present. As the spring term is such a busy one for Seniors the Juniors have taken hold and have shown themselves well fitted to care for Philo's reputation next year.

The officers installed on Friday, May 25, will be the presiding officers at the beginning of next term, so are all Juniors. The names of these favored Juniors are: President, Mr. Mitchell; vice president, Miss Culbertson; secretary, Miss Leonard; attorney, Mr. Sloan; marshal, Mr. Cummings; critic, Miss McLaughlin.

We have had some fine original poetry in our Society lately and we can heartily congratulate the Junior class in having selected Miss Fraikes for their class poet. Miss Fraikes' poem, "The Junior," given one evening this month is certainly a fine piece of work and shows her well fitted for the task of honor that the Juniors have put upon her.

We feel very grateful to our sister Society for lending us some of her best
 (Continued on page 10.)

The Clionian Review.

which has, indeed, been a brilliant one and of which each member of the class is proud, and justly so.

✱

Our society is very fortunate in having so many talented singers who are always willing to work hard to make the meetings a success. The musical numbers of the program during the spring term have been especially fine. One of our new members, Miss Sumney, delighted the society by her rendition of "Sweet Phylladee." We hope it may not be long before the hall of Clio shall again ring with the echo of her sweet voice.

✱

For some time the Clionian society has been discussing the plan of having a reunion of all those who have been, at any time, connected with the society. At a meeting held quite recently, preparations were commenced and June 25, 1900 was fixed as the day on which the reunion will be held. The society has been in existence since 1873 and it is expected that a large number of the old members will be in attendance. An excellent program will be rendered. Among those who will participate in the exercises are Miss Florence Mitchell, who will deliver the address of welcome, Prof. W. S. Jackman, who will respond to the address of welcome, Mr. Wakefield, who will give the history of Clio's early days, Misses Taylor and Bailey, who will assist with the musical part of the program, Miss Romaine Billingsley, and a host of others who will be called upon for reminiscences of society life.

✱ ✱

"If I say," said the teacher, 'the pupil loves his teacher,' what sort of a sentence is that.

"Ironical," said the boy.

✱ ✱

"How do you know he married her for her money,"
I've seen her.

Philomathean News.

performers. On May 18, two of her members delighted Philo with their selections. Miss McCormick recited "The Soldier's Joy," and received a hearty encore, and Miss Sumney favored us with a vocal solo. We are always glad to welcome Clionians to our Society, either as listeners or performers.

✱

The following program was given on May 4:

Music.....Glee Club
Oration,....."Chivalry"

Mr. Sloan.

Recitation,....."Ostler Joe"
Miss M. Smith.

Soliloquy,...."Senior," Miss Lindroth
Original Story, "The Picture Gallery"
Miss Miller.

Essay,....."Elements of Success"
Miss Lotzman.

Medley,.....Miss Strobel
Music.....Chorus
Continued Story,....."John Brown"
Miss Squibb, Mr. Peterson, Mr.
Johnson.

Periodical,.....Miss Aten
Assistants,.....Miss Coldren, Mr. Hay
Music,....Miss Milligan, Miss Leonard

Debate --Resolved: That it would be for the best interests of both governments concerned to annex Canada to the U. S.

Affirmative..... Mr. Duvall
Negative.....Mr. Pensyl

✱ ✱

"There is nothing more tantalizing to a man than to go home with something on his mind he wants to scold about, and find company there and be obliged to act agreeably."

✱ ✱

Commencement will soon be here. Come to enjoy it.

✱ ✱

"One day of sickness will do more to convince a young man that his mother is his best friend than seventeen volumes of proverbs."

As Shakespere Sees Seniors.

O. S. L.—“Thou art the Mars of malcontents.”

L. W. C.—“Man! proud man!”

David C. F.—“A man I am, crossed with adversity.”

Miss Ella R.—“What! my dear lady Disdain! are you yet living?”

W. Will H.—“He is of a melancholy disposition.”

M. Emma M.—“As merry as the day is long.”

Theo. B. H.—“I was not born under a rhyming planet.”

Raymond M.—“I'll speak in a monstrous little voice.”

Miss Maud S.—“My heart is true as steel.”

Mr. Bert F.—“I were better to be eaten to death with rust than to be scoured to nothing with perpetual motion.”

Mr. John R.—“The smallest worm will turn, being trodden on.”

G. C. G.—“So wise, so young, they say, do never live long.”

Albert B. N.—“No man's pie is freed from his ambitious fingers.”

Arthur W. S.—“This bold, bad man.”

Ralph N. H.—“A man of an unbounded stomach.”

James G. B.—“I am the very pink of courtesy.”

Perey O. P.—“A lean and hungry look.”

Clyde F. L.—“I have an exposition of sleep come upon me.”

A. W. P.—“A very gentle beast and of a good conscience.”

H. Geo. M.—“I am Sir Oracle and when I open my lips, let no dog bark.”

J. R. S.—“Banish plump Jack, and banish all the world.”

R. E. Horner.—“I am not in the roll of common men.”

H. Marshall D.—“An' I have not yet forgotten what the inside of a church is made of, I am a pepper-corn.”

Mr. Pensyl.—“Company, villainous company, hath been the spoil of me.”

Miss C. M. P.—“The grass stoops not, she treads on it so light.”

Woody T.—“Man delights not me:

no, nor woman neither.”

Mr. Hays.—“The foremost man of all this world.”

By A SENIOR.

**From a Marietta Paper.**

The city teachers are thoroughly enjoying the lectures and lessons on drawing and color work given this week, by Miss Katherine A. Griel, training teacher in the State Normal School at California, Pa. Through the visit to California by twenty-one of the teachers, in March, and the efforts of Supt. Williams, Miss Griel came, last Friday morning, to give instructions to the teachers and pupils of our schools. She addressed the Parents and Teachers' Union, Friday afternoon, and has given the teachers instruction each day since. During school hours she visited the various schools in the city, and will visit each one of the 2500 pupils before the close of school, Friday. She will return to California, Saturday next, after giving her last lesson to the teachers, Saturday morning, at nine o'clock, at the High School. This (Thursday) evening she will address the teachers, and all others interested, at the High School. The lecture is free.

These lessons in drawing and color are exceedingly practical and always inspiring. Miss Griel has the happy faculty of presenting her instruction in a manner which always commands attention. She is a teacher of much experience and has the rare ability to adapt her language and instruction to any grade of pupil. She has been an inspiration to teachers and pupils alike. The teachers are loud in their praises of Miss Griel. The teachers of the Washington school had a bountiful spread at the school building, yesterday, in her honor, and the teachers of the Willard school dined at the Norwood, to-day, in honor of their guest.

Miss Griel is the author of a most excellent book in nature study for primary grades, entitled “Griel's Glimpses of Nature for Little Folks,” publish-

ed by D. C. Heath & Company, Boston. The book contains illustrations in color, prepared by the author, and has no superior in this line. It has been recently adopted for the schools of Chicago and Columbus.

✻ ✻

Class Day Program.

Address of President, Roy W. Hayes
History,.....Miss Marie Smith
Oration,.....J. T. Richardson
Poem.....Theodore B. Hoy
Prophecy,.....Miss Blanche I. Baker
Class Ode,.....Miss Maud Shaner
Donor,.....W. W. Henry
Pessimist,.....Percy O. Peterson
Cartoonist,.....Leo C. Gibson
Class Song,.....Miss Emma Mills

✻ ✻

Senior Motto.

Launched, not anchored.

✻ ✻

Senior Yell.

Boom-a-lacka! boom-a-lacka!
Bow! wow! wow!
Ching-a-lacka! ching-a-lacka!
Chow! chow! chow!
Boom-a-lacka! ching-a-lacka!
Who are We?
We are Seniors!
We! We! We!
Hi! si! ri! ki!
Hot! cold! wet! dry!
Get there Eli!
'00 fly high!

✻ ✻

The Alumni reunion promises to be a happy occasion. Come to it.

✻ ✻

He—I am on fire with love for you.
She—Well, papa will put you out.

✻ ✻

John—Look here, that dollar you lent me yesterday was counterfeit.

James—Well, you said you wanted it bad.

✻ ✻

Send for orders entitling you to excursion rates for commencement.

Flotsam and Jetsam.

FLORENCE MITCHELL, Editor.

The twenty-fifth anniversary of the Indiana Pennsylvania State Normal school is to be celebrated at their coming commencement.

✻

Prof. J. D. Meese has been employed by R. L. Meyers & Co. of Harrisburg, to edit a pamphlet they are issuing entitled "State Board Examination Questions in Grammar."

✻

Mrs. Lowry, the State secretary of the Y. W. C. A. spent several day at the Normal. She spoke to the students at prayer meeting on Sunday evening and also gave an excellent address to the faculty and students in chapel on Monday morning.

✻

Carl S. Hertzog, class of '14, has been re-employed in the Los Angeles Military Academy for the coming year at an increased salary. He recently went on a picnic to Eaton Canyon with the associated teachers of Los Angeles and saw many points of interest including San Gabriel Mission, Pomona College, Occidental College, Pasadena, Alhambra, &c.

✻

Mr. W. J. McLaughlin of Washington, visited his daughter Miss Ida McLaughlin of the Junior class.

✻

On Sunday evening, June 3, Prof. Meese addressed the school on the subject, "The Parable of the Last Judgment." His address was replete with profound thought and practical suggestions.

✻

The Y. W. C. A. will send Miss Katherine Shepler and Miss Rose Bobbitt as delegates to the Inter-Collegiate convention of the Y. W. C. A. at

Northfield, Mass.

Supt. H. G. Williams of Marietta, Ohio, has requested Miss Thomas to write an article on the "Teaching of Reading" for publication in his monthly, *The Ohio Teacher*.

Prof. Goodwin of Monongahela has introduced into his school Prof. Meese's valuable book "Facts in Literature."

Miss Buckbee had an interesting article recently in the *Ohio Teacher* on "Why so many pupils between ages of ten and sixteen wish to leave school."

Supt. E. E. Pritts of Somerset county has been appointed a member of the examining board.

Send for orders entitling you to excursion rates for commencement.

Miss Sarah L. Patterson, '02, has changed her place of study from Oberlin to Chicago. She is now a student in the University of Chicago.

Miss Griel gave a party on the campus, Thursday evening, May 31, in honor of the nieces and nephews from Texas, who are visiting Dr. and Mrs. Noss. Among the invited guests were Catherine Chubb, Helen Meese, Kate Craven, and Miss Anna B. Thomas.

Commencement will soon be here. Come and enjoy it.

The Alumni reunion promises to be a happy occasion. Come to it.

Miss Griel attended a grand party given by the Daughters of the Revolution at the home of Miss Bowman in Brownsville, May 25.

The lecture of Geo. B. Wendling on the "Man of Galilee" in the Chapel, May 11, was listened to by an eager and attentive audience. At the close of the evening the lecturer expressed his surprise at the rapt attention and intense interest of such a large audience consisting chiefly of young people. The lecture was resplendent with profound thought expressed in elegant and eloquent language.

Prof. G. G. Hertzog is having the Seniors prepare a fine exhibit in Geometry.

The Normal Art Club held an interesting meeting in the parlors of Dr. and Mrs. Noss, during May. The artist studied was Rubens. Elegant refreshments were served by Misses Kelly, Garman, and Philson.

The Seniors have returned ready for hard work after a week's vacation.

Dr. and Mrs. Lukens, Miss Anna Buckbee, and Miss May Reisinger made a trip to the historic scenes of Fayette county, May 17 and 18. They visited Fort Necessity, Braddock's grave, Dunbar's camp, Jumonville's camp and Jumonville's grave.

A piano recital by Prof. Kinsey and advanced pupils of the Music Department was given in the studio to about forty invited persons, Saturday evening, June 2. The program consisted of four concertos by Miss Mary Noss, Miss Jane Bowman, Miss Elsie McKenna, and Miss Etta Lilley. Orchestral accompaniments were played by Prof. Kinsey on second piano. The skill and brilliancy with which each young lady executed the difficult concerto reflected great credit upon the instructor. The classical music given at this recital is evidence of the superior musical talent of Prof. Kinsey.

THE NORMAL REVIEW.

Mr. and Mrs. C. C. Auld and children of Waco, Texas, are visiting Dr. and Mrs. Noss and Mrs. Scott. Mrs. Auld is a sister of Mrs. Noss and Mrs. Scott.

The excellent librarian, Miss Shutterly, has added a number of valuable and costly books to the Normal library.

A party of young ladies, consisting of Misses Clendenning, Philson, Garman, Kelly, Cisney, and Mitchell, chaperoned by Miss May Reisinger, a teacher in the Normal Department, enjoyed a pleasant skiff ride on the Monongahela river, Thursday evening, May 31.

Prof. J. A. Snodgrass, the excellent and progressive principal of the Charleroi schools will visit the Normal this week.

The Senior reception will be given Saturday evening, June 9.

High School graduates from Homestead, Braddock, Monongahela and other places are now entering the Normal preparatory for the Junior examination.

Miss Matilda E. McPherson, who was formerly preceptress of the Normal and who has been teaching in Alabama for some time, will visit the Normal soon.

Miss Buckbee's method of teaching Civics to the Junior classes has created unusual interest among the students. The different classes form themselves into a Senate and a House of Representatives and transact the business of their respective house.

Miss Mae Hoenshell, '99, spent Saturday and Sunday at the Normal recently.

The faculty and students used much smoked glass on Monday morning, May 28, in viewing the eclipse of the sun.

Dr. H. R. Palmer of New York, the noted hymn and song writer, will give special instruction in vocal music at the Normal, June 13 to June 27. He will also conduct music for commencement week exercises.

Mr. Herbert P. Meyers of Somerset, visited the Normal April 28 and 29. He is now attending a medical school in Pittsburg.

The Seniors are studying "Hamlet" under the direction of Prof. Meese, and reading "Macbeth" under Miss Acken.

The State examination at the Normal begins June 18.

The re-union of the members of the Clio Literary society, June 26, promises to be an event of unusual interest. The society has been in existence about twenty-five years, and its members are numbered by the hundreds. H. T. Bailey of Washington, is chairman of the committee of arrangements.

Miss Buckbee gave an address before the Monongahela Conversational Club, Friday evening, June 1, on "Local History."

Are you coming to the Clio Re-union?

Send for orders entitling you to excursion rates for commencement.

Commencement will soon be here. Come and enjoy it.

In the main hall of the Normal may be seen an excellent English exhibit prepared by the Juniors under the direction of Prof. Meese.



The Alumni reunion promises to be a happy occasion. Come to it.



Prof. Kinsey's orchestra was at Belle Vernon on Tuesday evening, May 1, and furnished music for the commencement exercises of C. A. Compton's school.



Visitors passing through the Normal will be attracted by the many art pictures that hang on the walls. These pictures are copies from the works of great painters of Europe and America.



Twenty-five classes have graduated from the Normal since the school became a State Normal. The first class in 1875, contained two members, the last and largest, in 1899, numbered one hundred. The present graduating class consists of one hundred and eighteen members.



The Sunday evening period of May 20 was occupied by Dr. Ebreufeld. His subject was "The Parable of the Good Samaritan." Many practical lessons were drawn from this parable.



A girl should be brought up so as to be able to make her own living, whether or not she's going to inherit a fortune. But a woman's place is in the home, though some women do better in business than men. A girl ought to be careful about the man she marries too, especially if she has money. She oughtn't to marry until she's old enough to know what she's doing, anyway.—Hetty Green, in the June Ladies Home Journal.



The acme of politeness was reached

by a mining superintendent, who placed a placard reading, "Please do not tumble down the shaft."



May—Bessie has offered to sing at the concert.

Ethel—Isn't that more of a threat than an offer?



There may be seen in Prof. Hildebrand's room a fine display of map drawings prepared by the Junior class under the Professor's instruction.



Prof. Kepler of Pittsburg, Prof. Kinsey, and Miss Elsie McKenna favored the school with the rendition of some excellent music on the violoncello, violin, and piano, in the chapel, in May. This combination, which is to be known as Kinsey's trio, accompanied by a reader, will give concerts next year.



The play "The Rivals," in which Joseph Jefferson won great fame as an actor, was given in the College Chapel, May 11, under the direction of Miss Acken. Much praise is due her for the success of the play.

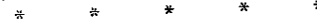


Are you coming to the Clio Re-union?



The Man on Horseback. In the twenty-first year of the present century, there died hundreds of miles from his country, that greatest of soldiers and generals, Napoleon Bonaparte.

* * * For the untold misery he caused, the money of others he squandered, and for his riding roughshod over the sacred right of his fellow-citizens he has been justly called, "The man on horseback."



Today our country seems more than ever before over-run by ambitious persons, many of whom like Napoleon, try to win personal renown. But the

greater number have in mind the baser purpose of money-making. * * * If we could examine the lives of all the persons who are getting rich, how many would we find who are proofs that—"The love of money is the root of all evil?" They like Napoleon started out in life pure. But soon their thoughts turned to baser things until now they are ready to do almost anything, right or wrong, to earn more money or to save from loss what they already have. * * *

But perhaps the worst form of the man on horseback is found in politics. * * * In the field of pure government the race does not seem to have improved much since the time of Christ. However rude and uncivilized our Teutonic forefathers may have been then, they at least had no greedy politicians to take for themselves what rightfully belonged to the people. We who have had the advantage of 1900 years of Christian civilization since

then, have not made the politics of our nation, enlightened in all other respects, as pure as the standard of government which they set up. * * *

The right must win, and it is only a question of time until the men on horseback shall be thrown from their exalted positions. Napoleon was conquered. Wellington's men formed in phalanxes, succeeded in holding back and defeating the hosts of the first man on horseback. So may we conquer our Napoleon, when in the "Waterloo" of Panic, we draw up our solid squares formed of the allied forces of all parties. Then the men on horseback shall be banished to the St. Helena of oblivion, never to return again. And, as after the confusion of the terrible Napoleonic wars was over, the nations of Europe arose with more liberal governments, so our country, after the oppressors are banished, will arise to a much higher plane of self-government than ever before.

A. W. SMITH.

WEST VIRGINIA UNIVERSITY

THE SUMMER QUARTER

Begins June 21st, and ends September 1st.

Courses will be given in almost all subjects. In addition to the regular courses there will be a large number of free entertainments and special lectures and courses by eminent specialists from other institutions, such as President Gunsaulus of Armour Institute, President Draper of the University of Illinois, President Mendenhall of Worcester Polytechnic Institute, President Thwing of Western Reserve University, Professor Scripture of Yale University, and President Bashford of Ohio Wesleyan University.

Teachers will find courses that will exactly meet their wants. Summer Quarter work counts toward a degree the same as work in any other quarter. Expenses low.

The circular of announcements will be sent free upon application to

JEROME H. RAYMOND, President,

MORGANTOWN, W. VA.

