

The Normal Review.

VOL. XI.

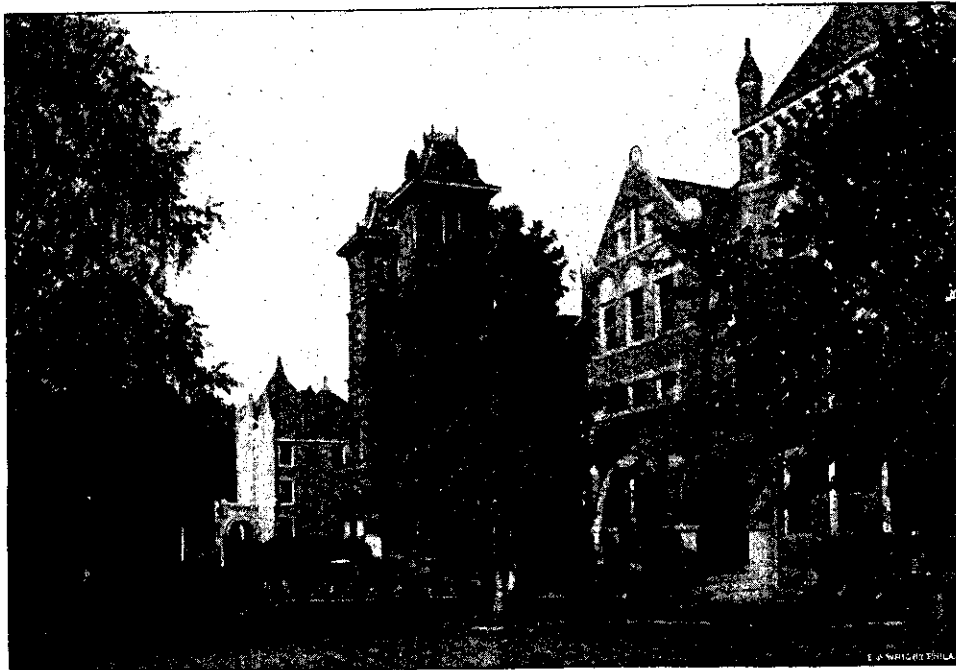
OCTOBER 1900.

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John D. Meese, Editor.



VIEW OF MAIN BUILDING.

From a photograph by Mr. Frank Craven.

Editorial.

Dr. Chubb, former editor of the REVIEW, having accepted a position in the Ohio University, as is noted elsewhere, it somehow or other becomes my duty to take the editorial chair. In assuming the responsibilities pertaining to the position, I ask the cooperation of the alumni, the resident

students, and the faculty and authorities of the school in any efforts I may make to sustain the high character and place which the REVIEW has attained.

Let all who are interested in the success of our work, aid the cause by sending in new subscriptions and advertisements, and by giving us from time to time such news items as may be of general interest.

J. D. MEESE.

Self-Satisfied Teachers. Too many of our teachers are supremely self-satisfied with their present attainments. They seem to have no need of any educational literature bearing upon their work. They never attend any teachers' gatherings. If they do, they go away just as they come—empty headed. They are not students. They invariably stand at the very bottom of the list. The honest, capable teacher of to-day is a student, one not ashamed to work, one who is always willing to learn and to fit himself that he may render the best and most effective service possible. His watchword is "Always upward."—Arkansas School Journal.

A Mere Suggestion. A county superintendent of Pennsylvania, a few days ago, remarked that "One teacher out of thirty could teach reading." This is deplorable, yet none doubt the statement. Our teachers as a general rule are poor readers themselves; they have not been taught, and how could they teach their pupils to read!

If we could teach the pupils to read we would have no trouble with the other branches of study. Much of the reading in our schools is the pronouncing of words with little expression and much less thought-getting.

It is not necessary to be an elocutionist nor to acquire the art of the actor; but it is necessary to be able to lead the pupils to thought-getting and thought-giving. Why is it so hard for the students in our many colleges of to-day to get ideas from the printed pages? It is the same old story—they have never been taught to read.

The teacher who can stand before the class with chalk in hand and be ready to illustrate, to make plain the thought, to lead the pupil to get the thought and then express it—is the teacher. It is not necessary for the teacher of reading to explain why one should pause after a comma or to explain any of the marks of punctuation;

the reflection will be perfectly natural.

Much has been done to strengthen the memory by systems of pronouncing words and the "family words," so called reading. Phonics are good and cannot be dispensed with, yet we cannot wholly depend on them. The symbol must be symbolic.—Ohio Teacher.

KATHERINE A. GRIEL.

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Subjects for Essays or Orations. 1. Cecil Rhodes; 2. The Power of Trifles; 3. The Blessings of Toil; 4. Chinese Gordon; 5. Success under Difficulties; 6. The Work of Stephen Girard; 7. Air Castles; 8. The Value of Criticism; 9. Standing Alone; 10. The Angel of the Crimea; 11. The Value of Ideals; 12. Self Reliance; 13. Nathaniel Hawthorne; 14. Modern Machinery As a Factor in Civil Life; 15. Alexander Hamilton; 16. The Red Cross; 17. Aids to Woman's Progress; 18. Gustavus Adolphus; 19. Paste and Diamonds; 20. Moody the Evangelist; 21. Lions in the Street; 22. Overcoming Obstacles; 23. The Fate of the Boers; 24. Education in the Philippines.

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Normal Notes. It is with regret that the Normal loses the services of Dr. Chubb. Late in August he was elected to the chair of English in Ohio University at Athens, and thereupon tendered his resignation as Head of the Department of Psychology in the S. W. State Normal school. Dr. Chubb is an alumnus of LaFayette College, Pennsylvania. After graduation he chose teaching as his profession and after practicing it for some time pursued post graduate work in some of the best European Universities. He has risen rapidly in his profession, and is to day one of the most popular teachers and institute lecturers in the country. His work as a scholar, and as a teacher while in the Normal, did much toward helping to bring about the high standard which

the school has held in recent years.

Prof. E. A. Stocker, who succeeds Dr. Chubb in the Normal, was until recently Principal of the Collinwood High School near Cleveland, Ohio. He is an alumnus of Oberlin College and has, since graduation, done much special work in Latin and other branches. He is already a favorite with his classes, and doubtless deserves the high esteem in which he is held by them.

Students and teachers alike welcome Miss Rudloff to the Normal school faculty. She comes from her home in Dresden, Germany to take charge of the large and growing classes in modern languages in the Normal. Miss Rudloff is an accomplished linguist, speaking with equal fluency the English, the German, and the French language.

Ground has been broken for the new library building. The contractor, Mr. Powell, says, "I think I shall put up for you the prettiest library in the state." He means what he says, and our students are looking forward with pleasure to the time when they shall occupy the pleasant and commodious room which the trustees are providing for them.

The attendance at the Normal this Fall is quite encouraging. There is a total attendance in both schools of more than six hundred. Of this number 106 are seniors and about 120 are juniors. We have said this is encouraging—it is very encouraging. It shows a determination on the part of many young people to equip themselves well for the profession of teaching. It is to be regretted that state aid is not available for students this term. Though small in amount, its loss has probably determined a decision to stay at home on the part of a considerable number of young men and women.

The new hymnal, of which Dr. Noss is the compiler, has already reached its third edition. It is now in use in eight

of the thirteen State Normal schools. An order for more than one hundred copies came recently from Miami University, Ohio. The book contains only the best hymns and songs, has in it nothing trashy, and is therefore deservedly popular.

Professor and Mrs. Harmon have taken a suit of rooms in the north dormitory and are now "at home" to their large circle of friends. Mrs. Harmon (nee Freidline) was graduated in the class of '99.

Among the visitors in the model school during September were the Misses Rose Philson, May Widney, Josephine Pollock, Anna Williamson, and Olive Rohrer all of whom were especially interested in the work of the primary rooms, having that grade for the present year.

Mary Pilgram of last year's class is teaching at Rankin. She enjoys her work very much.

The Misses Cornwell, Ogden, Johnstown, and McLean, all teachers at Monessen, were visitors at the Normal on Saturday afternoon.

Mrs. W. S. Colmery, the sister of Miss Thomas, was a recent visitor to the school. She resides at Braddock.

Dr. W. R. Scott, '90, of Dayton, O., was a visitor at the Normal recently.

Miss Bessie Walker, who was a student at the Normal last year, is teaching at Pine Grove Mills.

Trustee L. W. Morgan attended the meeting of the M. E. Conference held at McKeesport the latter part of September.

Trustee L. T. Claybaugh has been appointed the first postmaster of Donora, the new city on the Monogahela.

Mr. W. H. Winfield, one of our trustees, recently enjoyed a fishing excursion up the Cheat river. He has not yet sent in a report of the fish caught and the game he bagged.

J. A. Berkey, Esq., of the Somerset bar, a member of our board of trustees, enjoys keenly the warm political fight raging in Somerset county. He has recently been chairman of the Republican county committee.

Mr. L. E. Snyder, formerly a student at the Normal is teaching at Edgeley, N. D.

The lecture course will be opened, at the Normal, October 20, with a lecture by Gov. Bob Taylor, of Tennessee, and it is expected that Russell Conwell will be one of the lecturers.

In the vacation just passed many of our Normal Faculty took an "outing". Dr. and Mrs. Noss were at Chautauqua and Atlantic City, Misses Reif and Griel were in eastern Pennsylvania, Miss Acken was in New Jersey, Miss Shutterly paid a visit to Miss Cleveland at Meadville, Dr. Lukens was at the Paris Exposition, Mr. Kinsey was in York state, Mr. Hertzog enjoyed a visit to former friends in Fayette Co., Miss Lilley enjoyed the cool shades of Mount Chateau on the Cheat river, Mr. Harmon with his bride went up the classic Hudson and to Niagara and the Thousand Islands, Miss Cleveland spent some time in New York City, Miss Buckbee did some institute work at Grove City and in Ohio, Dr. Ehrenfeld visited friends in Springfield, O., Mr. Hildebrand went to Boston and sat in the learned shades of Harvard, stood on Bunker Hill, re-fought the battle of Lexington, and wept at the tomb of Longfellow. Last and not least the editor of the REVIEW enjoyed the cool breezes at Atlantic City and the hot waves of Washington and Philadelphia.

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Beauty, truth, and goodness are three sisters

Which mutually dote upon each other, friends to man,

Living together under the same roof,
And never can be sundered without tears.—Tennyson.

The students at the Normal are taking a genuine interest just now in the matter of good spelling. Recently Dr. Noss made a collection of Twelve hundred words frequently misspelled. These words have been printed and put into the form of a pamphlet. Copies of this pamphlet may be obtained at the Normal Book Room. They will be mailed at the rate of five cents a copy, or twenty-five copies will be sent to the same address for one dollar. Following are the first hundred words:

abscess	ambassador
absence	amethyst
abridging	Annapolis
abbreviation	antiquity
abtruse	anatomy
acre	analogies
achievement	analyze
accidental	anthracite
accordion	angel
accordance	analysis
acquisition	anonymous
acoustics	annual
acid	antecedent
academies	anxiety
accuracy	aorta
acquaintance	appetite
acquiesce	apprehension
accede	appendages
accelerate	apostrophe
achieve	apothecary
Addison	approximate
adverbially	appalling
advantageous	apparatus
adherence	aqueous
adage	Aristotle
adjacent	arid
adjutant	aristocracy
affirmative	architect
Agassiz	arterial
aggregation	artesian
air brake	Archimedes
aisle	artifices
ailment	artificial
almond	archipelago
Alabama	arguing
alternative	arabic
allies	arithmetic
alluvial	artery
alligation	arctic
allegation	arithmetical
alkalies	armistice
albuminous	arrangement
alimentary	artillery
alcohol	assuage
alliance	Astrakhan
alien	assiduous
alleviate	ascertain
always	assignable
alley	astronomer

The Clionian Review.

MOTTO—*Pedtentim et Gradatim Oriamur.*

MINNIE R. HEATH, Editor.

We are all proud of the way in which Clio began the year's duties, the excellent performances were but the beginning of better ones to come.



Many new members have chosen the standard of "blue and gold" and we hope that the shadow that noble banner casts o'er its members may rest there forever, so that, when they go out into the world its lasting influence may be felt, and, that they may enter with credit the educational, the social, and the religious world, because of the training received under its glowing colors.



The musical element in Clio again takes the lead. Our quartets delight the whole school with their sweet voices and we hope their good work may continue.



On Sept. 14, 1900, Clio enrolled some of the most faithful workers in the school, who, we feel sure, will grace the society with their talents as well as their presence. Among them are, Miss Alice Crane, Mr. Frank Hips, Miss Elia Pollock, Miss Ethel Richardson, Miss Herron, Mr. Llewlynn.



Miss Rose Philson, a graduate of last year and a faithful worker of Clio, spent several days at the Normal, before beginning her school work at Berlin, Pa.



Many of our faithful workers of last year and former years encourage us by their presence and helpful speeches and suggestions on society evenings, and we hope to do even better work

this year then heretofore that their confidence in our ability may not be misplaced.



On September 14, 1900, the contest committee was appointed, consisting of Miss Chambers, Miss Russell, Miss Peterson, Mr. Cober, Mr. Denny. Also the committee on Finance, Messrs Mumbower, Denny, and Junk.



A "Twice-a-Week Club" has been organized in the school, which meets on Monday and Thursday evenings. The first two evenings were delightfully spent by listening to a talk on the Paris Exposition, illustrated by stereoptican views, given by Dr. Lukens.



All listened attentively to Prof. Meese's talk, "How to Study the Calendar," on September 12, 1900, and went away feeling that the Calendar would no more be pages of unknown characters, but a source of pleasure to all seekers of knowledge,



The Salutatory address, delivered by Miss Queen Best, was given in eloquent style making all feel at home by its welcome.



Mr. McCormick gave the society a delightful surprise one evening in the nature of a vocal solo.



The success of our society is certainly insured if the quality of its members is equal to the quantity of some of some of them.



We have members who are always

ready to "put their shoulder to the wheel" as was shown by Mr. Mumbower's impromptu debate.

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Mr. Clyde Shaver, while on his way to Oberlin College, was a society visitor on September 14, 1900.

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On September 21, 1900, the following program was rendered:

Music, Violin Solo, Miss Peterson
Essay, Heroes, Miss Alice Humbert
Oration, Patriotism, Geo. Denny
Original Story, Two Girls,

Miss Erma Lotz
Music, Piano Solo, Miss Joella Crouch
Recitation, Charity, Miss V. Milslagle
Essay, Description of a Person,

Miss Christine Smith
Debate, Resolved that immigration is
detrimental to the U. S. Affirmative,
James Junk. Negative, David Davis.

Periodical, Miss Dillie Chambers
Assistant Miss Grace Clutter

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Laugh if Possible. "It is a world of disappointed," said the old sailor, "You can't be drunk all the time and when you get sober you have a headache".

Said Mrs. Partington, "I shall never send my daughter to a cemetery, I'd sooner follow her to her grave in the seminary.

The story of a vacant house: nothing in it.

An Irishman advertised: I hereby warn all persons against trusting my wife, as I am not married to her.

"Oh, Bridget! I told you to notice when the apples boiled over." "Sure, I did, mum; it was half-past eleven."

Wanted—A room by two gentleman about twenty feet square.

"I must tell you a secret, Mary, before we get married. I am a somnambulist." "Dont let that worry you,"

replied the dear girl, "I am a Methodist: one Sunday we will attend your church and the next mine."

Teacher—Use *delight* in a good sentence. Smart Pupil—Sam blewed out *delight*.

To remove freckles—take the boy out of the room.

"I saw a lady pianist the other day who plays with her toes." said Boggs, "O that's nothing," replied Dobbs, "I have a baby at home that often does so."

This is the house that Jack built.
These are the faults that lay in the house that Jack built.

In winter the house was always cold.
The cellar walls were covered with mold,

The chimneys smoked and the roof it leaked,

The shutters slammed and the stairways creaked,

The porch was narrow and so were the halls.

The rats ran riot in all the walls,
The floors they sagged and, strange to tell,

There wasn't a closet in all the shell
That was known as the house that Jack built,

As none of the faults could well be cured

And none of them ought to be endured,
Jack married a wife whose name was Jill,

With plenty of sense and plenty of will,
And the house she built had none of the faults

That lay in the house that Jack built.

Does the following notice require amending?

"The train which leaves Boston at 1:30 p. m. will leave at 1:45 p. m. and fifteen minutes later at all the stations on the road."

A man who does not know how to learn from his mistakes turns the best schoolmaster out of his life.—Henry Ward Beecher.

cal order of the class, one each morning,

Sept. 18. Chapel exercises conducted by Rev. Dr. J. R. Morris of California.

Sept. 22. Corner stone of new Cumberland Presbyterian church in California laid, Rev. J. H. Henry of Pittsburg delivered the address.

Sept. 23. Second lesson on the Joseph Story—Dr. Noss.

Sept. 26. In each teacher's list of daily recitation topics one period is left open each month. The teacher visits other classes: his own class has a special exercise or is excused.

Sept. 29. Reception to boarding students given by Misses Acken and Buckbee.

Sep. 30. Last lesson on the Joseph Story—Dr. Noss.

Oct. 2. Principal has had printed a list of 1200 common words often misspelled. Each Junior and Senior is expected within a few weeks to be able to spell correctly every word in the list. Class work in spelling has been discontinued.

Oct. 6. Football game on Normal Athletic grounds between Normal team and Shadyside Academy of Pittsburg. Normal team defeated.

Oct. 7. First lesson on the Moses Story—J. D. Meese, leader.

Oct. 11. Chapel Hymnal, compiled by Dr. Noss, is now in use at the Normal. At adjournment of "Twice-a-Week" club, students adjourned to campus to sing a selection from the Hymnal, entitled "Stars of the Summer Night."

Oct. 13. Football game on Normal grounds between the "Pirates" of Pittsburg and the Normal team. Score 30 to 0 in favor of the Normal.

Oct. 13. Reception to students in library room given by the Y. W. C. A.

Oct. 14. Second lesson on the Moses Story.

Oct. 15. Football game on Normal grounds, Normal second team vs. Brownsville High school. Score 11 to 0.

Oct. 20. Lecture by Ex-Gov. Bob Taylor on "The Bow and the Fiddle."

Oct. 21. Last lesson in the series on the Moses Story.

SENIOR CHAPEL RECITATIONS.

Sept. 17—Lena Ashford, "Lord Ullin's Daughter", by Campbell.

Sept. 18—E. C. Auld, "The Dapple Mare", by Saxe.

Sept. 19—John Baxendell, "Schools and Colleges of our country", by President Eliot.

Sept. 20—Guenn Best, "The Cross in the Wilderness", by Mrs. Hemans.

Sept. 21—Mildred Mills, "Mortality", by Wm. Knox.

□Sept. 24—Nellie Britton, "Sometime", by Marietta Holley.

Sept. 25—Clarence Brooks, "A Hot Axle", by Dr. Talmage.

Sept. 26—June D. Buckbee, "Forest Hymn", by Bryant.

Sept. 27—Genevieve Burd "Virginus", by Macaulay.

Sept. 28—Resler Caliban, "The Huskers", by Whittier.

Oct. 1—Dillie Chambers, "Lady Maud's Oath".

Oct. 2—Eva Claybaugh, "The Angel's Story", by Proctor.

Oct. 3—Ella Clarke, "The Reaper's Dream", by T. B. Read.

Oct. 4—P. G. Cober, "Success in Life", by Garfield.

Oct. 5—Sadie Conlin, "The Cloud", by Shelley.

Oct. 8—Frances Corter, "Paradise and the Peri", from Moore's Lalla Rookh.

Oct. 9—Wm. Covert, "Life", by Wallace.

Oct. 10—W. R. Crowthers, "The Black Horse and his Rider", by Lip-pard.

Oct. 11—Mary A. Culbertson, "Home Sweet Home", by Somerville.

Oct. 12—David Davis, "The Dome of the Republic", by A. D. White.

Oct. 15—Geo. C. Denny, "A Study of Eloquenes", by Cicero.

Oct. 16—Ethel J. Dunlap, "Eighteen Sixty-two", by Marietta Holly.

Oct. 17—Ada P. Echart, "Order for

a Picture", by Alice Cary.

Oct. 18—Edith Elliott. "Taapooka, A Huron Legend", by Sangster.

TWICE-A-WEEK CLUB WORK.

Sept. 6—The Paris Exposition, illustrated by stereopticon views, Dr. H. T. Lukens.

Sept. 10—Paris Exposition continued.

Sept. 13—How to read the Almanac, by Mr. Meese.

Sept. 17—Time was devoted to parliamentary practice, with Dr. Noss as umpire.

Sept. 20—Parliamentary practice continued.

Sept. 24—Illustrated lecture on "A Visit to the Yosemite Valley", by Dr. Noss.

Sept. 27—The "Yosemite Valley" continued.

Oct. 1—Senior spelling contest.

Oct. 4—Junior spelling contest.

Oct. 8—Spelling contest by volunteers from faculty, Juniors, and Seniors.

Oct. 11—Topic "How to use to best advantage one's time for study", discussed by Mr. Stocker, Mrs. Noss, Mr. Hildebrand, and Miss Buckbee.

Oct. 15—Miss Buckbee gave lecture on Cuba illustrated by stereopticon views.

Oct. 18—Prof. Harmon talked on "The Game of Football", illustrating his remarks with stereopticon views.



The Teaching of Reading. In all our reading work, whether taught through the use of objects, by the sentence method, or a phonic method, we recognize a three-fold process:

1. The training of the eye to recognize the form of the word and the memory to recall it.
2. The training of the voice to give the correct pronunciation.
3. The training of the ear to judge whether or not the pronunciation is correct.

Some one has said: "As soon as a child can talk he can be taught to

read." and we at least believe that as soon as a child is old enough to enter school he should begin that training which will enable him to read, not only in a short time, but to read intelligently and to acquire this strength from a standpoint of interest and pleasure.

We do not follow any one method to the exclusion of all the others. We take what is best adapted to our environments from each and all. We want our student teachers to feel the full import of Dr. Stanley Hall's well chosen words:

"The growing agreement that there is no *one* and only orthodox way of teaching and learning this greatest and hardest of arts, in which ear, mouth, eye and hand must each in turn train the others to automatic perfection, in ways hard and easy, by devices old and new, mechanically and consciously, actively and passively, of things familiar and things unknown, and by alternately resting and modulating from one set of faculties to another to secure mental unity and school economy—this is a great gain and now seems secure."

When our little people enter school in the autumn we begin immediately a preparation for reading, using the following plan:

1. PREPARATION FOR OBJECTIVE TEACHING.

Flowers, fruit, leaves, pictures, and other familiar objects as the basis of conversation lessons.

2. ORAL LANGUAGE OR CONVERSATION LESSONS.

In these first lessons much freedom is given. Children are encouraged to express themselves freely and naturally. Many questions are asked by the teacher in order to bring out what the child already knows and to lead him to new discoveries. They suggest the words which are written on the blackboard, the pictures and the stories which the crayon can make. It is no unusual thing for the girls to bring their best dolls, the boys their tops, favorite marbles, etc., and inform the teacher that these materials are brought in for a

lesson. May I add that the children's interests are always considered?

3. WRITTEN LANGUAGE.

The written language is at first very simple. The children early wish to see *my story* on the blackboard. Such forms as *I see, you see, he sees, I have, take, bring, give, make, come, go*, etc., are used repeatedly, thus giving a working vocabulary. Almost unconsciously a desire is awakened to have a part in the work, and words, sentences and pictures soon begin to take crude forms from the labor of tiny fingers. Each day adds new words to the written vocabulary. We follow this plan in our Nature Work throughout the year, teaching words, sentence forms, capitalization, punctuation, singular and plural forms, etc. As soon as desirable these simple language lessons are printed, mounted on small card-board, forming sets of supplementary reading work. Under the head of Language Work, in "The First School Year," are found further explanations and illustrative reading lessons for each month of the year.

4. THE PHONIC WORK.

In teaching the mechanics of reading we are now using with success the Ward or Rational Method. While this method has its own distinctive features, many of the foundation words (sight words) of which there are more than a hundred are used in the Nature Work as well.

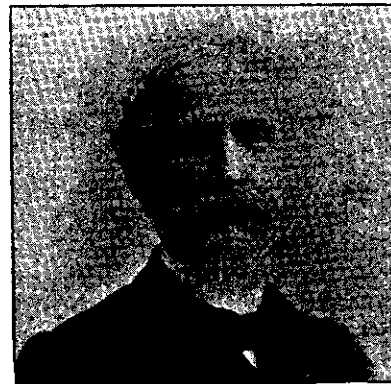
The phonic work proper begins about the second month of the child's school life. From the very first day however the teacher has in mind the preparation of the children for this important work. The simplest phonograms are given first, as *f, l, m, n, r, a, e, o, ings, ights*, the children at first imitating the teacher. She must be able to use lips and teeth and tongue and throat in a clear and distinct manner and then come to the child's level and show him how to produce the desired sound.

For our own use we have the phonograms painted in bright colors upon cardboard, which cards are used in our

drills for eye training. Children are taught to form lists of words from a given phonogram, as *ight*. He will write *fight, light, might, night, right, sight, bright, fright, slight*. From the phonogram *ing* he will form such a list as *ring, sing, bring, cling, swing, sling, string, tling*. By calling his attention to the addition of the same familiar phonogram, he writes *ring-ing, singing, swinging, slinging*, etc.

It is not necessary to elaborate further upon this method, of its valuable training of the eye and the ear, and the strong and helpful vocabulary as arranged by Mr. Ward and his assistants. Our children have read in the first year the following:

1. The Ward Primer.
2. Stepping Stones to Literature. First Reader.
3. Griel's Glimpses of Nature for Little Folks.
4. Supplementary Reading growing out of the Nature Work.—Anna B. Thomas, Training Teacher, California, Pa., in the Ohio Teacher.



G. L. Ehrenfeld, Ph. D.

Dr. Ehrenfeld, Vice Principal and Professor of Latin and Psychology, was Principal of the S. W. State Normal when it was recognized by the state of Pennsylvania in 1874 as the Normal school for the Tenth District, composed of the counties of Washington, Fayette, Green, and Somerset.

The Clionian Review.

MOTTO—Pedetentim et Gradatim Oriamur.

FRANK HIPPS, Editor.

As the term grows older the work in Clio becomes more instructive and more entertaining. But with all the improvement we have not yet reached the standard we should strive to attain. With our large number of willing workers we should be able to equal any society work that has ever been done in the school. When we are assigned society work, there should be within our minds a something which says we dare not fail. If a member fails simply because he made no attempt to prepare his work, the program committee should ignore him ever afterwards. The society owes such a person no help.

Is impromptu work beneficial? During the present term the impromptu work in Clio has been unsatisfactory. Indeed, there is some doubt as to whether it should have a place in the work of the society. Some of our greatest orators say we should not attempt to speak on a subject without preparation. This is in direct opposition to the impromptu theory. As a rule the subjects given are such as the speakers take no pleasure in discussing. If a good subject be given, the probabilities are the speaker will be unable to tell any thing about it. If the subject had been assigned when the program was arranged, the speaker would have had time for thought and could have told the society something worth hearing. At the same time the speaker would have been greatly strengthened by the amount of thought he exercised in preparing the talk. There is danger of the impromptu work's developing a random speaker. Very often the speaker, in order to hide his ignorance of

the subject, will talk all around it. This does the audience no good and teaches the speaker a very bad habit.

Society work October 12, 1900. Miss Peden's original poem, "Work and Win," was enjoyed very much. The poem may be classed as good literature. The male quartet, composed of Messrs. Stoeker, Cober, Mumbower, and McCormick pleased the audience to such an extent that they were called back the third time.

The periodical, read by Miss Russell, fairly sparkled with wit and humor.

Society work, October 19, 1900. The parody, written by Mr. Calihan, held the attention of the house throughout. All forgot their cares and sorrows and enjoyed a hearty laugh.

Miss Reid recited "The Whistling Regiment," and upheld her reputation as a fine elocutionist.

How many members of our society know from what the word Clionian is derived? How many know what the motto "Pedetentim et Gradatim Oriamur" means? How many know when the society was organized? How many can name those of its alumni who have obtained a high place in educational and business circles? These are some of the question all good Clionians should ask themselves occasionally.

Time wrecks the proudest piles we raise,
The towers, the domes, the temples fall,
The fortress tumbles and decays,
One breath of song outlasts them all.

Athletics.

BY WM. A. COVERT.

The past month at the Normal has been a busy time along athletic lines. It has been a month of development. Every evening during the past four weeks, from twenty to twenty-five football men, in their football "togo", have been practicing faithfully to help form a team that the old Normal need not be ashamed of.

The drilling of raw material into a first-class football team is a hard task. But good headway has been made. A good team has been organized. Though more inexperienced, and lighter than last year's team, we feel confident it will make a record we will be proud of.

SHADYSIDE VS. NORMALS.

On Oct. 6th, the Shadyside Academy football team of Pittsburg, came to our town to battle for gridiron honors against the Normals at Normal Park. The Shadyside boys were all experienced players. The game was the first one ever engaged in, by most of the Normal boys. Shadyside won by a score of 30 to 0. The Normals though defeated were not conquered. Their weak points were strengthened.

PARK INSTITUTE VS. NORMALS.

The Pittsburg Pirates of Park Institute met the Normals Oct. 13th, and went down to defeat to the score of 30 to 0. It was a good game and showed the rapid developing strength and team work of the Normals.

CHARLEROI H. S. VS. NORMALS.

Charleroi H. S. met defeat at the hands of the Normals by the score of 6 to 0. This was the score at the end of the first half. Charleroi forfeited the game by refusing to abide by the umpire's decision, after a few minutes play of the second half, the ball being on Charleroi's 25 yard line at that time.

The following is the Normal lineup.
 Left End,Phillips
 Left Tackle,Cober
 Left Guard,Brooks

Center,Junk
 Right Guard,McCune
 Right Tackle,Young
 Right End,Covert
 Quarter Back,Pollock
 Left Half,Lacock
 Right Half,Mumbower
 Full Back,Gibson

The Normal schedule for the remainder of the season, is as follows:

Nov. 3, W. & J. 2nd, at Normal Park.

Nov. 10, W. V. U., at Normal Park.

Nov. 17, Curry College at Normal Park.

Nov. 24, West Washington H. S. at Normal Park.



Sunday Evening Studies.

Sept. 9. A praise service was held. The spacious Library is the place of meeting

during fall and winter terms, and the Chapel in the spring term. The plan for the Sunday evening studies for the school year was explained by the principal. The general subject will be "Bible Biography." Three consecutive evenings will be devoted each to the lives of Joseph, Moses, and David, and a less number of evenings to certain other characters, such as Ruth, Esther, Elijah, Daniel, &c. The Christ story will be the theme for all of the Sunday evenings of the Spring term.

Students are all expected to participate actively, note book in hand in these studies. The work will be constantly illustrated by the use of the blackboard, maps and charts, and by the occasional use of the stereopticon.

The aims in these studies are (1) to present their great moral lessons, (2) to exemplify good methods in the study of literature, and (3) to collect in note books a large body of rich lesson material for future use.

SEPT. 16, 23, 30, THE JOSEPH STORY.
 Leader, Dr. Noss. Theo. B.

This story is rich in incidents that are of interest to all grades of pupils. Bibles are everywhere, and hence this story is more accessible, more easily

approached than the stories of Herodotus or Plutarch. The geographical setting, including Canaan and the Nile Valley, is pedagogically fine; the historical element, viz., the rise of that shrewd, thrifty, and successful Jewish race, as a distinct people, is important; and, finally, the events in the career of the hero, Joseph, are of dramatic interest.

The story includes the last 14 chapters of Genesis. Its unity is found in the career of the hero, Joseph. All other characters in the story are merely incidental, revealing to us more clearly and in detail the character of Joseph.

For teaching purposes let the story be divided into at least twenty lessons, each lesson having a distinct topic. The Joseph story as thus presented in short daily lessons will require a month or more for its presentation. Such a division of the subject into lesson-units as the following might be made:

I. Joseph's Country and People.

1. Canaan. Use map, blackboard, pictures, &c.

2. Joseph's parents. His father's ancestry.

3. Joseph's brothers, number, names, occupation.

II. Joseph's Dreams. Gen. 37, 1-11.

1. Why Joseph especially loved by his father.

2. Why especially hated by his brothers.

3. His dream of the sheaves.

4. Dream of the sun, moon and stars.

5. Effect of telling these dreams.

III. Joseph's Life saved by Reuben. Gen. 37, 12-22.

1. Location of Joseph's home (Hebron), of Shechem, of Dothan.

2. Joseph's visit to his brothers. Purpose. Incidents.

3. How received by his brothers.

4. Reuben's plan to save Joseph.

IV. Joseph Sold as a Slave. Gen. 37, 23-35.

1. Joseph cast into a pit. Describe coat, pit, motive of brothers, dinner scene.

2. Judah's advice. What suggested it?

3. Selling of Joseph. To whom, by whom, price?

4. Reuben's disappointment.

5. Jacob cruelly deceived by his sons.

V. Joseph as a Servant in Potiphar's House. Gen. 38, 1-6; 19-20.

1. Geography of the Nile valley.

2. How Joseph became a slave of Potiphar.

3. Joseph trusted and honored even when a slave.

4. Joseph falsely accused and put in prison.

VI. Joseph in Prison. Gen. 39, 21-23; 40, 1-8 and 20-23.

1. Joseph trusted and honored even when a prisoner.

2. The dreams of the butler and baker.

3. Joseph's interpretation of each dream and results.

4. The butler's ingratitude. How natural to one in prosperity.

VII. Pharaoh sends for Joseph. Gen. 41, 1-14.

1. Pharaoh's first dream. Second dream. Wherein similar?

2. Effect of these dreams on Pharaoh?

3. How Pharaoh first hears of Joseph.

4. Joseph brought from prison to court. See Prov. 18, 16.

VIII. Joseph Interprets Pharaoh's Dreams. Gen. 41, 15-16; 25-36.

1. Joseph's true and modest answer.

2. Interpretation of the dreams. Why doubled.

3. Joseph's good advice to Pharaoh. Form mental picture of scene. See handsome and noble young Israelite.

IX. Joseph made Ruler of Egypt. Gen. 41, 37-45; 50-52.

1. Joseph's promotion from prison to rulership. Reasons for it.

2. Extent of Joseph's authority and five tokens thereof.

3. New name for Joseph.

4. Joseph's wife and two sons. Why

were sons called Manasseh and Ephraim.

X. Joseph and the Famine. Gen. 41, 46-49; 53-57.

1. Joseph's fore-knowledge of the famine.
2. His preparation for it.
3. Extent, duration and severity of it. Why famines more frequent then and there than now and here.
4. Joseph's treatment of needy people.

XI. First Visit of Joseph's Brothers. Gen. 42, 1-20.

1. Object of their visit to Egypt. Form mental picture of brothers bowed before Joseph. Compare Gen. 37, 2 with Gen. 41, 46.
2. Reception of brothers by Joseph.
3. Joseph's plan for testing their sincerity.

XII. Return Home from First Visit. Gen. 42, 21-38.

1. Picture scene as the brothers talk about Joseph in his presence.
2. Joseph's emotions. His perfect self-control.
3. How the brothers were sent away.
4. Picture scene at home when the nine brothers arrive. Jacob's lament.

XIII. Second Visit of the Brothers in Egypt. Gen. 43, 1-15.

1. Jacob's reluctance to send Benjamin. Why called Israel here?
2. Judah's explanation and guarantee.
3. Presents and money taken.

XIV. The Brothers in Joseph's House. Gen. 43, 16-34.

1. Great anxiety of the brothers? Chief causes.
2. Their explanation to the steward. Where was Joseph?
3. Picture the scene of the meeting of Joseph and Benjamin. Why dearer to Joseph than the others?
4. Picture the dinner scene. How guests seated? the brothers? the Egyptians? Joseph's place? incidents?

XV. Judah's Eloquent Appeal for

Benjamin. Gen. 44, 18-34.

1. Beginning of the home journey.
2. Joseph's device for bringing them back.
3. Judah's earnest appeal and generous offer.

XVI. Joseph makes Himself Known. Gen. 45, 1-15.

1. Picture vividly whole scene with details.
2. Joseph's theory of the strange events.
3. His instructions to his brothers.
4. His special affection for Benjamin.

XVII. Second Return of Brothers to Canaan. Gen. 45, 16-28.

1. Pharaoh's friendly interest and kindness.
2. Gifts to the brothers and to Jacob.
3. The aged Jacob hears, "Joseph is yet alive". Picture scene. (Tell story of Charley Ross.)
4. The full report of the brothers. Effect on Jacob's mind.

XVIII. Jacob and his Family go to Egypt. Gen. 46, 1-7; 26-30.

1. Third journey of brothers to Egypt.
2. Jacob's vision at Beersheba.
3. Total number of those who went to Egypt.
4. Picture meeting of Jacob and Joseph.

XIX. Jacob and Pharaoh. Gen. 46, 31-34. Gen. 47, 1-10.

1. Joseph's instructions to his brothers.
2. Pharaoh's generous treatment of them.
3. The land of Goshen.
4. Meeting of Pharaoh and Jacob.

XX. Jacob's Last Days. Gen. 47, 27-28; 48, 31; 49, 22-26.

1. Prosperity of Israelites in Goshen.
2. Jacob counts Joseph's two sons as his own.
3. Jacob foretells the return of his people to Canaan.
4. Jacob's special blessing upon Joseph.

XXI. Jacob's Death and burial.

Gen. 49, 28-35; 50, 1-13.

1. Jacob's last request and death.
2. Joseph's grief for his father.
3. The embalming of Jacob's body.
4. The great funeral.

XXII. Joseph's Last Days and Death. Gen. 50, 14-26.

1. The brothers' needless fear of Joseph.
2. Joseph's age, children, and grandchildren.
3. Joseph's prediction and last solemn request.
4. Joseph's death and burial.

✻ ✻

Laugh If It Is Funny.

Husband—What! You bought an artificial arm?

Wife—Yes, dear. It was a great bargain, and—

Husband—Great Scott! What are you thinking of? You haven't any earthly use for such a thing.

Wife—But, dear, you know you travel on the railroads a great deal; and you can never tell what may happen.

✻

We would like to see Christian Science tried on sea sickness.—Atchison Globe.

✻

"Please, Papa, give me a quarter to see the big snake in the menagerie."

"Morris, my dear, there's the magnifying glass. Go look at an angle-worm.—Fliegende Blattea,

✻

Customer—"Give me ten cents' worth of paregoric, please."

Druggist—"Yes, sir."

Customer—(absent-mindedly): "How much is it?"

Druggist—"A quarter."—Exchange.

✻

Northern Man—"What? you lynched a negro right here in town last night? What crime had he committed?"

Southern Citizen—"That we do not know yet, sah, and we expect to heah before evening, sah."—Judge.

"How is your brother, Tommy?"

"Sick in bed, miss; he's hurt himself."

"How did he do it?"

"We were playing at who can lean farthest out of the window, and he won."—Exchange.

✻

"Don't despise small things," said the Manayunk Philosopher. "Even an humble banana skin may be the power behind the throw."—Exchange.

✻

There was a young chap who played tennis,

Who asked to be Consul to Venice.

But a bloke who played euchre

Could put up more lucre—

And the name of the young chap was Dennis.

—Chicago Tribune.

A Wesleyan Definition.—"What is co-education, my son?" "It is a foolish system of education, father, whereby, the male students are perpetually condemned to see themselves crowded from first honors by an inferior sex."—Cleveland Plain Dealer.

✻

We stood by the open grave of the great man. "Sic transit gloria!" I exclaimed, with emotion. "Underground transit, too!" muttered my companion, in a hollow voice. I now regarded the fellow more narrowly and discovered that he seemed to be an inhabitant of the Greater New York and somewhat demented.—Puck.

✻

"Bruddern and sistahs," sternly said good old Parson Woolimon, after the collection had been taken up upon a recent Sabbath morning, "before the hat was done parsed I expounded the request dat de congregation contribute accawdin' to deir means, and I sho expectationed dat yo' all would chip in magnanimously. But now, upon examinin' de collection, I find that de concocted amount contributed by de whole entire posse ob yo' am only the

significant and pusilanimous sum of sixty-free cents. And at dis junction dar ain't no 'casion for yo' all to look at Brudder Slewfoot, what done circumambulated de hat around, in no such auspicious manner; for, in de fust place, Brudder Slewfoot ain't dat kind of a man, and, in de second place, I done watched him like a hawk all de time muhself. No, sixty-free cents was all dat was flung in; and I dess wants to say dat, in my humble opinion, instead ob contributin' accawdin' to yo' means, yo' all contributed accawdin' to yo' meanness. De choir will now favor us wid deir regular melodiousness. —Harper's Bazar.

✱ ✱

**WHEN YOUNG MEN MAKE CALLS
What to Wear, How to Act, When to
Arrive and Depart, and So On.**

In making an afternoon call a man usually leaves his overcoat, umbrella or stick, hat and gloves in the hall before entering the drawing-room. He may, if he choose, carry his hat and stick into the room at a first or formal call, if it is to be very brief, except at a reception. He removes his right glove before offering to shake hands.

He never offers his hand first, but waits the invitation of his hostess. If she is behind her tea-table, she may not rise to greet him, but gracefully include him in the conversation and perhaps bows her adieus.

It is an evidence of good breeding to enter and leave a room unobtrusively.

It is not usual to introduce a guest upon his entrance to more than one other. He never shakes hands when presented to a woman, but always when introduced to a man.

He may leave upon the arrival of other guests after fifteen minutes, turning his back as little as possible upon the company and bowing comprehensively at the door.

A woman never accompanies a man to the vestibule, but takes leave of him in the drawing-room. It is no longer customary to press one's guest to call

again.

The lady always gives the invitation to call. A man must not go beyond an evident pleasure in her society by way of suggestion. Sometimes a woman friend will exert herself for him. The sooner the call follows the invitation the greater the compliment. A fortnight is the usual interval.—Mrs. Burton Kinsland, in the October Ladies-Home Journal.

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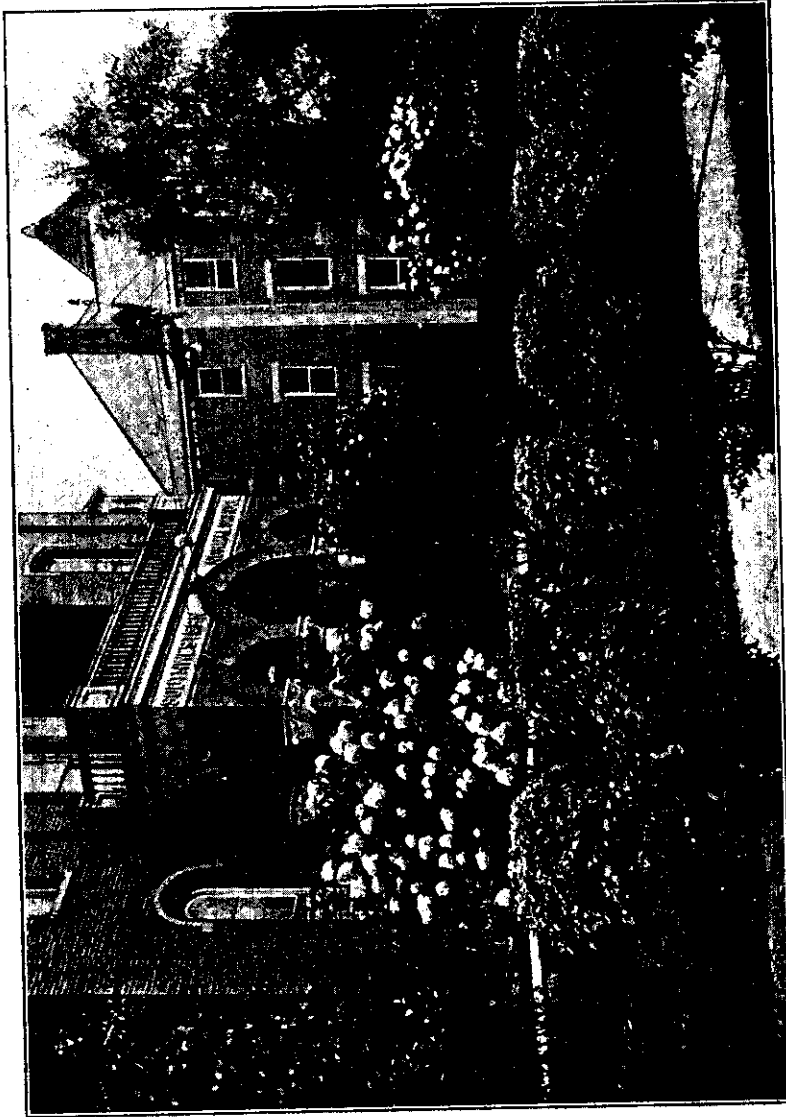
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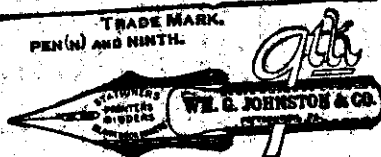
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