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THE NORMAL REVIEW.

Published monthly by the
SOUTHWESTERN STATE NORMAL SCHOOL,
CALIFORNIA, PHOENIX.

A WELCOME

to students and faculty of the Normal is always extended by the California Pharmacy.

When wishing anything in Drugs, Kodaks, Fancy Stationery, Tooth Brushes, Perfumes, Lowney's Chocolates, fine Soaps and toilet articles we shall endeavor to please you.

Next door to P. O.
RAY C. JENKINS,
Reg. Pharmacist.

**South Western
State Normal School,
California, Pa.**

Spring Term opens
March 25, 1901.

For Catalogue and information about the advantages the School has to offer, write to the Principal.

THEO. B. NOSS.

TEACHERS' SUPPLIES.

The Book Room of the Normal School is a distributing center for teaching material of almost every kind, especially those kinds that are inexpensive but very useful. This material has been arranged in packages to suit teachers of different grades and for teachers in ungraded schools. Other packages can be made up to suit purchasers.

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PACKAGE NO. 3.

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Including 3 colored crayons, colored pencils, drawing paper, mounting paper, 3 classies, 10 pictures.

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Similar in quality to Package No. 3, with greater variety and more than double the quantity.

BOOKS FOR TEACHERS.

The First School Year, by Anna B. Thomas. Price, postpaid, 80 cents.

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The Chapel Hymnal, by Theo. B. Noss. Price, 35 cents.

Child Study Record, by Theo. B. Noss. Price, 25 cents.

Spelling in a Nutshell. Price, 5 cents.

The Normal Review.

VOL. XI.

JANUARY, 1901.

No. 8.

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California, Pa.

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John D. Meese, Editor.

Editorial.

The New Century.

Our fathers' God! from out whose hand
The centuries fall like grains of sand,
We meet today, united, free,
And loyal to our land and Thee,
To thank Thee for the era done
And trust Thee for the opening one.
—Whittier.

Teachers, be thorough. It is not required of pupils that they should know all things. Such a requirement belongs to the realm of the infinite not the finite. It is indispensable, however, to success in life that one shall know a few things well. The pupil who knows three things well is six times worth the one who knows but one, as the law of permutation will readily show; and if he knows four things well, by the same law, his power is already increased to twenty-four fold. But how shall one measure the power of such a pupil in comparison with that of a pupil who knows nothing thoroughly? There is no ratio for such a measurement. Of what use in the educational world is the pupil who cannot spell correctly, cannot read well, cannot add and subtract numbers with certainty, cannot surely locate our great cities? If he can do any one of these things there is some apology for his existence. Knowledge is power, and every additional unit added to one's stock of knowledge makes for more power. But carelessness in study is not knowledge; mere parrot-like repe-

tion is not knowledge: facts laid away in the mind like garden peas and beans in a garret do not constitute knowledge. Knowledge implies comparison, construction, and comprehension. It behooves the good teacher to think about these things to the end that he may work and act with discretion.

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Notes, News and Comments.

The Fall term closed Dec. 14, 1900. In many respects it was the most successful term in the history of the school. The attendance was good, and the spirit manifested by the students in their work was excellent. The Twice-a-week club did much to break up whatever there was of monotony in school work; but there was little monotony, for, like Paul's Athenians, "all spent their time in nothing else, but either to tell or to hear some new thing."

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"Marriage is honorable in all." "A bishop (in this instance, a teacher) should be the husband of one wife." These and like admonitions impressed our fellow teacher, Mr. J. Hart Kinsey, so favorably that he determined to enter upon the marriage relationship. To carry out this purpose he sought the hand of Miss Ethel Hornbake, the young and accomplished daughter of Mr. O. O. Hornbake, California, Pa. The wedding took place on Dec. 18th, immediately after which the couple went for a brief sojourn to the former home of the groom, near Rochester, N. Y. Mr. and Mrs. Kinsey will reside at

the Normal School. Mrs. Kinsey, like Mr. Kinsey, has quite a talent for music; hence it is the hope of all their friends that the united lives of the happy couple may indeed be "one grand sweet song."

When we meet our alumni abroad, they frequently ask, "Who teach at the Normal now?" In answer to this question we shall give the names of those who made up the faculty, Fall term, 1900: Principal, Dr. T. B. Noss; Vice Principal and teacher of Psychology and Latin, Dr. C. L. Ehrenfeld; Geography, Mrs. Mary G. Noss; Algebra, Dr. James B. Smith; Geometry and Arithmetic, Mr.



Prof. Hertzog.

G. G. Hertzog; English Literature and General History, Mr. John D. Meese; Natural Science, Mr. H. W. Harmon; Latin and English, Mr. R. B. Stocker; Arithmetic, Mrs. H. T. Lukens; Education, Miss Augusta Acken; Head of Commercial department, Miss Gertrude A. Cleveland; Librarian, Miss Anna Shutterly; Assistant Librarian, Mrs. H. W. Harmon; American History, Miss Anna Buckbee; Music, Mr. J. Hart Kinsey; German and French, Miss Marie Rudeloff; Training School, Dr. H. T. Lukens, Mr. F. A. Hildebrand, and Misses Katharine A. Griel, Ellen Rieff, Henrietta M. Lilley, Anna B. Thomas.

During vacation some of the faculty availed themselves of the opportunity of looking in on county institutes. Dr. Noss gave instructions at Greensburg and Indiana; Mrs. Noss at Lock Haven; Messrs. Lukens and Hildebrand were at Washington, as were also Mrs. Lukens, Miss Thomas and Miss Lilley; Messrs. Hertzog and Meese were at Uniontown. All report large attendance and good programs.

Prof. A. W. Foss, who will be remembered by many readers of the REVIEW as the popular instructor in physical training at the Normal during the spring of 1898, is now taking a medical course at Harvard University. Prof. Foss, together with Prof. Dils of the science department, resigned their positions here to join the Tenth Penn'a Reg't for service in the Philippines. While there he underwent a long siege of typhoid fever, but recovered in time to take part in the active campaign against the insurgents at the outbreak in February, 1899. Mr. Foss' present address is 32 Thornton St., Roxbury, Mass.

Teacher, whoever you are, do you use that harsh, sharp tone in teaching which even "Sapolio" cannot cure? Do you scold? Do you ever call a pupil a dunce or a blockhead? Do you ever say things about children in their presence to discourage them? If so, begin the new century right by resolving to quit all these things. What a pity it would be if you were a driver of children instead of a leader!

A number of our former graduates are now students at college. This is as it should be: Messrs. Roy Hayes and Lear Minehart are at W. & J.; Messrs. Ed. C. Drum, Walter Powell, and Harry M. White are at Meadville; Mr. L. H. Bayne is at the Penn'a Den-



W. H. Kretchman.

tal College in Philadelphia; Miss Nettie B. Friedline is at Mt. Union, and Mr. W. H. Kretchman, formerly principal of the Berlin, Pa., schools is now in the Senior class at Franklin and Marshall. The students just named are only a few of the many who are availing themselves of the benefits of a higher education.

Among those of our alumni who have married lately are Miss Ada Eisaman, '94, who is now Mrs. Leech, Knoxville, Pa.; Miss Ethel McCarty, '97, who was married on Oct. 25th last to Mr. George Dowler, Braddock, Pa., and Mr. W. C. Knotts, '92, who wedded Miss Sara A. Gilmore of Pittsburg.

The Winter term at the Normal opened on New Year's day with a large attendance. Nearly all of the Fall term students are here and quite a number of new ones. The outlook is encouraging. The interest in the work of each department was never stronger than it is now. Prof. Aydelotte, who was here during the spring of 1900 has returned to teach several classes.




The little pamphlet entitled "Spelling in a Nutshell", edited by Dr. Noss, is enjoying a wide sale. Among a number of recent orders we note one for a large number from the Superintendent of the Cadiz, O., schools and one from Superintendent Wiley of Connellsville.



One of the Boys.

The Jeanette Dispatch of Nov. 30th. contains a sketch of the life of William S. Van Dyke, class of '78, now residing in West Newton. We take the liberty of quoting a few passages from the sketch. "Pushing, aggressive, energetic, he has forced his way to the front by his individual efforts. A nominee of the Republican party for Assembly last spring he made a great campaign and was triumphantly elected, leading the Assembly ticket. * * * In 1897 he was elected vice president of the Pennsylvania Bankers Association of Western Penn'a. He has served as executor or administrator of a number of large estates, and having handled millions of other people's money, he has proved faithful in every trust submitted to his care."

A Study in Literature.

 For the stories selected for intensive study in the third grade of the Model School, one of marked merit, possessing high ethical and other educational value, is Ruskin's "The King of the Golden River." This is a literary classic of great beauty, written by a master of English prose. In it are illustrated, not deeds of heroism such as were recounted to the children concerning the renowned Ulysses or the mighty Hercules, but many of those lines of conduct which come into the life of the child. Here greed, selfishness, dishonesty, and cruelty, as illustrated by the actions of Hans and Schwartz, receive their merited punishment, while Gluck is rewarded for displaying those virtues which we would emphasize in our efforts to train the habits of children.

PLAN OF STUDY.

I. Material.—"The King of the Golden River." 5-cent classic, Educational Publishing Co.

II. Teacher's Preparation.

1. Discovering the underlying thought or generation.
2. Adaptation of Language.
3. Selecting suitable illustrations—pictures—sketching—verbal illustrations, etc.
4. Analysis of story into topics.
 - a. The Golden River.
 - b. Treasurer Valley.
 - c. The Three Brothers.
 - Southwind Esquire.
 - e. The Golden Mug.
 - f. The King of the Golden River.
 - g. The Black Stone.
 - h. The Two Black Stones.

III. Suggestion for Presentation.

Present the story orally in installments, giving a definite division each day. Recall such past related experiences as will help to prepare the way for the presentation of the story. Connect the work with the study of the geographical elements provided for the course planned for the study of geography.

Be sympathetic in the recital of the story. Make the descriptions of these interesting scenes and events very graphic, so that the child may be aided to form vivid mental pictures. In adapting the language remember that adapting does not mean eliminating unfamiliar words, give the child a sufficient number of new words but see that they are words which he may so assimilate that they become really useful to him. Develop the new material, so far as possible by presenting conditions and leading the child to see what must have happened. Develop the meaning of unfamiliar or doubtful words and phrases. Question, also, to sustain interest and to bring certain features of the story down to the experience of the child.

How did Han and Schwartz become so wealthy? What do you think of their treatment of the servants?—of the poor? What good reasons had the people for calling them the "Black Brothers"? Had they any reason for treating Gluck so unkindly? In this part of the story what shows that Gluck was very thoughtful for others? etc.

After the work on the second step material has been completed and the children are familiar with the subject matter, there will be splendid opportunity to make comparisons to contrast the different actions of the brothers, and to form judgement. Lead them to draw conclusions—to formulate the generalizations, not only the beautiful central thought, but the many valuable subordinate truths.

The last step will be the application and this is most important. By definite questions bring the thought of children from the individual to the universal; lead them to see their duty along certain lines. They, too, can do many of the beautiful acts which they have admired in the career of Hans.

IV. Oral and Written Language.

Each day requires the children to reproduce a definite division of the story orally and then ask them to write it.

Let the first work be the answers to definite questions—later when the subject matter is familiar to the pupils, they may discuss short divisions by topics. By this method accuracy of statement, and orderly arrangement are best secured. This also simplifies the work for the pupil, aiding him to become more fluent; for if the facts have been well fixed and have been recalled in logical order before the child begins to write, it will not be necessary for him to stop to think of what should come next.

This selection affords excellent material for character sketches, and is admirably adapted for illustrative work. The children enjoy sketching the persons and scenes as they appear to them.

Discuss subjects such as the following:

Tell about the Golden River.

Describe Treasure Valley.

What kind of men were Schwartz and Han?

Tell all you know about Gluck.

Adapted from "Third Year Book" now in press. ELLEN REIFF.



A good method of presenting **Guessing**, a subject discourages intellectual guessing on the part of the pupils. Guessing at answers is dishonest; it is a cloak to mental unreadiness and to conscious moral cowardice. The teacher that permits guessing has no way of distinguishing a pupil's replies which are the guesses of the moment from those which are the results of honest work. In many schools guessing is a substitute for honest struggle. The habit of guessing grows with pupils who are required to do things without being required to give reasons for doing them. At best, guessing at results is a bluff and shallow excuse. Teaching which does not train pupils to be honest, courageous and independent is indifferent teaching.—Educational Independent.

Normal Chronicles.

MISCELLANEOUS.

- Nov. 22. Club topic--Social etiquette.
- Nov. 25. Third Sunday lesson on the David story, by Dr. Ehrenfeld.
- Nov. 26. Club topic--The appreciation of Art, by Miss Griel.
- Nov. 29. Thanksgiving Day. No school. Football game between Normals and Deaf Mute club from McKeesport. Score 41 to 0 in favor of Normals.
- Dec. 2. Sunday evening lesson on the Madonna, by members of the Y. W. C. A.
- Dec. 3. Club topic--"Great men I have met," by Dr. Ehrenfeld. Frederick Douglass and Wendell Phillips were the chief subjects for consideration.
- Dec. 6. Club topic--"Some things about the moon," by Mr. Meese.
- Dec. 8. Football game between the Alumni club and the Normals. Score 5 to 0 in favor of the Normals.
- Dec. 9. Second Sunday evening lesson on the Madonna, illustrated by twelve or more stereopticon views.
- Dec. 10. Club topic--"Women in the business world," by Miss Cleveland.
- Dec. 11. Leland Powers this evening gave a recital of "David Copperfield." It was an excellent effort.
- Dec. 13. Club topic--"French Art," by Mrs. Lukens.
- Dec. 14. Fall term closed at noon. Brief and interesting talks were given at chapel this morning by Mr. Hertzog, Dr. Ehrenfeld, and Dr. Noss.

The close of the century finds the South Western State Normal in good condition. It has accomplished much in the century just passed; it looks forward with hope into the new era.

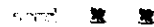
SENIOR RECITATIONS.

- Nov. 20. Gertrude Kinder, "The Lady of Shallot," by Tennyson.
- Nov. 21. Winnie Knepper, "Ole Bull's Christmas," by Bruce.
- Nov. 22. Edw. C. Lenhart, "Nathan

Hale," by Geary.

- Nov. 22. Minnie R. Heath, "Nothing to Wear," by Butler.
- Nov. 23. Marie C. Lommel, "The Revenge," by Tennyson.
- Nov. 26. Erma E. C. Lotz, "The Muse of the Brotherhood," by Markham.
- Nov. 27. Elizabeth Marshall, "The Angels of Buena Vista," by Whittier.
- Nov. 28. Mary Matthewson, "The Last Crusader," by Bulwer-Lytton.
- Nov. 30. Sara B. McClure, "Lady Wentworth," by Longfellow.
- Dec. 3. Charles P. McCormick, "The Opening of the Sixth Seal," Anonymous.

- Dec. 4. Estella McLuckie, "Two Pictures," Anonymous.
- Dec. 5. Luella McMahan, "The Minstrel's Cure," by Umland.
- Dec. 6. Janet McNeil, "A Farewell," by Whittier.
- Dec. 7. Agnes Myers, "A Legend of the Delaware," by Bryant.
- Dec. 10. Florence H. Miller, "Hiawatha's Wooing," by Longfellow.
- Dec. 11. Viola M. Millslagle, "Raphael," by Whittier.
- Dec. 12. Chas. L. Mitchell, "Work," by Carlyle.
- Dec. 13. Marie C. Johnson, "Ferry's Victory," by Alice Cary.
- Dec. 14. Vera Montgomery, "Rome and Carthage."



Blessed is he who has found his work; let him ask no other blessedness. He has a work, a life-purpose: he has found it, and will follow it. How, as a free-flowing channel, dug and torn by a noble force through the sour mud-swamp of one's existence, like an ever deepening river there, it runs and flows!--draining off the sour, festering water gradually from the root of the remotest grass blade; making, instead of pestilential swamp, a green, fruitful meadow with its clear-flowing stream. How blessed for the meadow itself, let the stream and its value be great or small!

Philomathean Galaxy.

MOTTO—Palma non sine pulvere.

MARY H. THOMPSON, Editor.

AFTER listening to the inspiring valedictory address given by Miss Sturgis, shall not we Philomatheans enter on the work of the new term with renewed strength and interest?

✱

We are all glad to be together again, after having spent a most pleasant vacation.

✱

Since Clio has shown us what she can do in the parody line, we think it is only fair that a similar specimen of Philo's work should be given. On the evening of Nov. 9, Miss Lucy Welty gave us a parody which was appreciated by all who were present. It is reproduced herewith.

PARODY ON "THE BELLS."

Hear the tinkle of the bells—
Silver bells.
What a world of merriment their melody foretells!
How they tinkle, tinkle, tinkle,
In the frosty air of morning!
While the stars that over sprinkle
All the heavens, seem to twinkle
With a loud exalted warning:
Keeping time, time,
In a sort of Runic rhyme
To the tintinabulation that so musical-ly swells
From the bells, bells, bells,
From the jingling and the tinkling of the bells.
In the North, they have to hustle,
In the South, they are wont to tussle,
You can hear all sorts of phrases
Making music in the air,
Then amid a mighty rustling,
And amid a mighty bustling,
You can hear the gentle whisper,
"How's my hair?"
Hear the welcome breakfast bells—

Jingling bells.

What a world of happiness goes floating
down the stairs!

Hear the laughing and the chaffing
And the muttering and the fluttering
And the hum of merry voices in the air.
There's a ramming and a cramming
And a shuffling and a jamming
Then—the bell, bell, bell,
One gentle little tap of the bell.

Then the dishes, how they clatter!
And the girls, how they do chatter!
And they feed their pretty faces, strange
to tell,

And as to sneak an orange they attempted,

They again were interrupted
By the bell, bell, bell, bell,
The tinkling of the little silver bell.

When next the bells were sounded
That through all the halls resounded,
The student's flocked in masses
To their various rooms and classes,
Some to learn the art of reckoning,
Some to learn the art of questioning,
And the method of developing
The fish, in the pupils mind;
How to make the sense-impression,
How to write the generalization.
How to bring the application
To the mind.

Then—the bells, bells, bells,
The bells, bells, bells, bells.

Now 'tis Physics. Oh, my me!
Prof.'s impatient as can be.

It's, "What is work?" and "What is
mass?"

"How did you ever get into the Senior
class?"

Alas! only worse, they sit in remorse—
"Give me the law of centrifugal force.
What is it that continues to keep time,
too?"

Silence—"Well, how would a wheel-
barrow do?"

THE NORMAL REVIEW.

Oh! the bells, bells, bells,
How welcome the tinkling of the bells!

"Gallia est omnis divisa in partes tres."
Come students join in the lively race.

"In quorum finibus gerunt Helvetii
ipsi bellum"—

"If any don't care to listen they may
leave the room.

What are enclitics? What is a gerund?
Answer promptly please. That's very
well done."

Then the bells, bells, bells,
The jingling and the tinkling of the
bells.

Now we are sailing o'er tropical seas
Dreaming of Cheops and the II Rameses,
Tiglath Pileser and Nabopolassar,
Nebuchadnezzar and the Feast of Bel-
shazzar,

Consulting the Muses, learning to scan—
"To justify the ways of God to man."

Of Pluto's fiery kingdom

We get but transient gleams,

Which insist upon remaining

To haunt us in our dreams,

How Proserpina works and tries

A warm and pleasant place to fix

For us one hundred Seniors

When our brave spirits sail the Styx.

Oh! the bells, bells, bells,

The jingling and the tinkling of the
bells.

Points, lines, surfaces, and rectangles,
Circles, squares, chords, and triangles,
What is true of one is true of another—
Things which are equal to the same
thing

Are equal to each other.

The greater angle is always

Opposite a greater side,—

Two triangles are equal

When they can be made to coincide.

What is true of lines

At the point of interception?

"We'll pass on to the next

Without further interruption."

Then—the bells, bells, bells,

The tinkling and the jingling of the
bells.

"Left, left,—Keep time in place.

Halt! one, two—Right about, face!"

Always and always something to do—

"To the rear march,—one, two!"

Marching and running and halting an
swinging,

Rising and bending and jumping and
flinging,

Thus it goes on day after day.

I wonder if there ever will be a new
way?

But—the bells, bells, bells,

We are always interrupted by the bells.

In the evening, hear the bells—

Iron bells!

What a world of solemn thought their
melody compels!

In the silence of the night,

How we shiver with affright,

At the melancholy menace of their
tone;

For every sound that floats

From the rust within their throats

Is a groan.

Now we shiver, now we shake,

Now we quiver, now we quake,

But, in future time to come,

When here our work is done,

We ever will remember

How in one glad November,

We were wakened from our slumbers

By the bells, bells, bells,

The jingling and the tinkling of the
bells.

There is a perennial nobleness, and
even sacredness, in work. Were he
never so benighted, forgetful of his high
calling, there is always hope in a man
that actually and earnestly works; in
idleness alone is there perpetual des-
pair. Work, never so manmish,
mean, is in communication with Nature:
the real desire to get work done will
itself lead one more and more to truth,
to Nature's appointments and regula-
tions, which are truth.—Carlyle.

The average man will pay 50 cents to
see a show of fireworks and neglect to
look at the sunset, which he can see
almost every night for nothing.—Louis-
ville Journal.

Calendar of the History of Western Pennsylvania.

COMPILED BY ANNA BUCKBEE.

DECEMBER EVENTS.

1750. Christopher Gist continues his journey for the Ohio Company from the Beaver river to Muskingum town, now Coshocton, Ohio. On Christmas day he read the service of the church of England to the assembled traders and Indians, which was probably the first Protestant service ever held west of the mountains.

1751. Christopher Gist spent the entire month exploring the land on both sides of the Monongahela river.

1753. Washington and Gist make the famous journey to the French forts, Venango and Le Boeuf, leaving Loggstown Nov. 30 "and returning as far as Frazier's at Turtle creek by Dec. 31."

1770. Washington reaches Virginia on his return from a tour down the Ohio river to look at lands.

JANUARY EVENTS.

1752. Gist continues to explore the Monongahela and Panhandle region for the Ohio Company.

1754. As Washington and Gist go over the mountains towards Cumberland, they meet several families with their goods coming west to settle. Trent is commissioned by Governor Dinwiddie of Virginia to bring a company of men to build a fork at "The Fork" and hold it against the French.

1774. Dr. James Connelly occupies Fort Pitt with Virginia militia, and changes name to Fort Dunmore.

**What Our Alumni Say.**

E. J. Smail, Esq., Braddock.—I enjoy very greatly reading of the school work and the doings of the alumni.

Supt. C. E. Dickey, Avalon.—Continue to send me the NORMAL REVIEW. It is "a good thing".

Mr. J. S. Eberman, of Crawford & Eberman, Pittsburg.—Enclosed find one dollar for two years' subscription to the NORMAL REVIEW. Though very

busy I still take time to glance over the REVIEW when it arrives.

Miss Gertrude M. Davison, Teacher, Cranbury, N. J.—I am very much pleased with the NORMAL REVIEW and always look forward to the time when it is issued.

Mr. H. M. Dalby, Teacher, Millsboro.—I would not do without the REVIEW for twice its cost. Am getting along nicely with my school.

Miss Laura C. Davis, Lynbrook, L. I.—Receive the NORMAL REVIEW and you cannot imagine what a pleasure it is to me. Am teaching at this place.

Miss Emily F. Hill, East Bethlehem, Pa.—I am always very glad to receive the REVIEW and to hear from the Normal.

Mr. J. H. Hunter, Claysville, Pa.—I like my school work very well. Am always anxious to get the REVIEW to find out what is going on at the Normal.

Mr. George P. Kunkleman, Dravosburg.—Enclosed find my subscription to the REVIEW. If I did not get the REVIEW I might think the Normal is at a standstill. Am glad to see advancement.

Miss Jennie L. Bailey, Carmichaels.—I find so much pleasure in reading the NORMAL REVIEW that I would not think of doing without it. I have liked the last few numbers especially well.

Mr. W. V. Fox, with Booth and Fliun, Pittsburg.—I shall receive with pleasure every copy of the REVIEW, for it is the only means I have of keeping in touch with the school in which I spent two of the best years of my life.

Miss Blanche Conklin, Prosperity, Pa.—Am very busy teaching. Am always anxious to note the contents of the REVIEW.

Miss Ada Fausold, Latrobe, Pa.—Find the REVIEW as interesting as ever. Am teaching here and enjoy my work. The children, forty-four in

number, have organized a society and named it Philo.

* * *

Answers to Correspondents.

C. J. B.—I have a pupil who attends school irregularly, what shall I do?

Find the cause of the irregularity. See the parents about it. If the fault lies with the pupil see to it that he does all the work assigned to his class.

Miss R. G.—Which is correct, "Is the river *raising*, or *rising*?" "The plate is *setting* on the table, or *sitting*?"

My good girl, have you so soon forgotten? When you were at the Normal we taught you to say, "The river is *rising*" and "The plate is *sitting* on the table." Let us say once for all that bread does not *raise*, books do not *lay* on the table, and hens do not *set* on a nest.

Susan J.—Some people in my district make remarks about me. What is the best course for me to pursue?

Well, Susan, you fail to say what drift the remarks take. It may be that you are a remarkable girl and if so, remarks are quite in order. In this case, don't put on airs, don't be puffed up with vanity. If the remarks are unpleasant, say nothing in reply but wear a sad sweet smile tinged with a halo of melancholy.

W. W. R. Who is the editor of *Harper's Monthly*? of the *Atlantic Monthly*?
(1) Mr. H. M. Alden; (2) Mr. Bliss Perry.

Vinnie T.—How shall I keep the little ones busy while I hear the larger pupils?

Why don't you send for "The First School Year" by our Miss Thomas? See advertisement on second page of cover. The book will give you excellent suggestions.

Note.—A number of queries must go over to another month. Some must go over indefinitely, for there are some questions which even the Editor cannot answer. We cannot say whether the moon is inhabited or not. We don't know how to control a vicious school director, &c., &c. We can consider only questions of general interest.

Athletics.

BY WM. A. COVERT.

THE football season is a thing of the past. A game with the '99 Alumni team on Saturday, Dec. 8, closed a season of hard, interesting games. For a team composed almost entirely of green men, the showing made by the '00 Team throughout the entire football season, has been very good. Toward the close of the season, however, the best work was done. The players were in better condition physically for the work, and this, and the experience of the previous games enabled them to put up better all round football. The team worked as a team should, that is—together.

The result is seen by the scores of the games towards the close of the season. As a whole, the season has been a most successful one, financially as well as otherwise.

Of the ten games played during the season, five were won and five were lost. Three of the games not won were lost to college teams where the players have the advantage of three and four years of football training. Even then the score was small. Of the games won, three were won by large scores, which clearly showed the Normals out-classed their opponents. The following is an account of the two last games played.

THANKSGIVING GAME.

The Deaf Mute team of McKeesport, came to the Normal on Thanksgiving day for their turkey dinner and a game of football. They got both. The game was not as interesting as was expected on account of its one-sidedness. The Normal boys had everything their own way. 29 points were scored during the first half. The Mutes were undismayed however, and held their opponents down to 12 points during the second half. Final score 41 to 0, favor California. The largest crowd of this season witnessed the game and listened for the Deaf Mutes' signals.

ALUMNI GAME.

The team of '99 wished to try conclusions with this year's team. So a game was arranged for, and played Dec. 8. The '99 team had the advantage of two years football training, and were greatly strengthened by Hayes of this year's W. & J. Varsity, and Gibson, who played all this season with the Normals. The weight of the '99 team was slightly more than that of their opponents, but they were at a great disadvantage together. The '00 team was weakened by the absence of Gibson, but good team work was put up. The game was hotly contested throughout. The first half ended with no score. The second half looked like a repetition of the first, but with only one minute to play, '00 gained possession of the ball on '99's 25 yard line. From here on a muddy field, with slippery ball, Harmon kicked a goal from field making score 5 to 0, favor '00.

GAMES PLAYED AND RESULTS.

Shadyside	30	vs. California	0
Park Institute	0	" "	30
Charleroi H. S.	0	" "	6
W. U. P.	12	" "	0
Duquesne A.C.	17	" "	0
W. & J. 2nd	6	" "	5
W. V. U.	11	" "	6
Curry College	0	" "	49
Deaf Mutes	0	" "	41
'99 Alumni	0	" "	5

Opponents	76	California	142
			76

Points ahead 66

The Moses Story.

Outline used by John D. Meese, in his Sunday evening talks, October, 1900.

AIDS—Maps, pictures, chronological tables.

IMPORTANT DATES—1920 B. C., Abraham; 1720, Joseph; 1571, Moses born; 1531, flight of Moses to Midian; 1491, the Exodus; 1451, Death of Moses. Moses died 700 years before Rome was founded and more than a thousand years before the era of Aristotle and Alexander the Great. The life of

Moses divides itself into three periods:

Forty years in Egypt—Education.

Forty years in Midian—Preparation and meditation.

Forty years in the Wilderness—Forming a nation.

I. THE ANCESTRY AND ENVIRONMENT OF MOSES.

1. His parents and their ancestry.
2. Why in Egypt.
3. Peculiarities of Egyptian culture and religion.

II. THE INFANT MOSES.

1. Why he was concealed and how.
2. Miriam's care of Moses.
3. Picture of the scene.

III. MOSES IS SAVED.

1. Thermuthis goes to the Nile.
2. She discovers the babe.
3. Miriam's ready service.
4. Picture of the scene.

IV. MOSES AT HOME.

1. Why Thermuthis was interested in Moses.
2. Personal appearance of Moses.
3. His early training.

V. MOSES AT THE COURT OF PHARAOH

1. Why called Moses.
2. Moses's education and training.
3. Comparison of his early life with that of Romulus or Cyrus.

VI. MOSES LEAVES EGYPT.

1. He visits his brethren.
2. He slays an Egyptian.
3. The anger of Pharaoh.
4. Flight of Moses.

VII. MOSES IN MIDIAN.

1. The incident at the well.
2. Moses finds a home.
3. He marries Zipporah.

VIII. MOSES AT HOREB.

1. Moses as a shepherd.
2. The burning bush.
3. Moses commissioned to relieve his people.

IX. MOSES RETURNS TO EGYPT.

1. Moses and Aaron before Pharaoh.
2. Pharaoh's hardness of heart.
3. Burdens of Israelites increased.
4. The Israelites dissatisfied with Moses.

The Revised Normal Course.

(Studies marked with a star (*) are to be reviewed in Senior Year.)

JUNIOR YEAR.

Pedagogics.—School Management.

Language.—English Grammar*, Reading and Orthography, Latin to Caesar.

Mathematics.—Arithmetic*, Algebra.

Natural Science.—Physiology, Botany.

Historical Science.—Geography*. U. S. History*, Civil Government of the United States and Pennsylvania.

Arts.—Penmanship (an approved system, with a fair hand-writing), Drawing (daily lessons for at least 20 weeks), Bookkeeping (single entry with a knowledge of common business papers).

Physical Culture.

MIDDLE YEAR.

Pedagogics.—Psychology, Methods of Teaching.

Language.—Rhetoric and Composition, with elocutionary exercises; three books of Caesar.

Mathematics.—Plane and Solid Geometry.

Natural Science.—Elements of Chemistry, Elements of Zoology, Elements of Geology.

Historical Science.—General History.

Arts.—Manual Training.

Physical Culture.

SENIOR YEAR.

Pedagogics.—History of Education, Methods of Teaching, Practice of Teaching in Model School (at least 20 weeks, forty-five minutes daily), Thesis.

Language.—Literature and Classics, three Orations of Cicero, three Books of Virgil, review English Grammar.

Mathematics.—Plane Trigonometry, and Surveying, review Arithmetic.

Natural Science.—Physics, review of Geography.

Historical Science.—Review of U. S. History.

Physical Culture.

SUBSTITUTIONS.

The following substitutions may be made:

Middle Year.—Chemistry and Astron-

omy for Latin; Greek, German or French for Chemistry and Solid Geometry.

Senior Year.—English History, Ethics and Logic for Latin; Greek, German or French for Trigonometry and Surveying.

SUPPLEMENTARY COURSE.

(In addition to the Normal Course.)

Leading to the Degree of Bachelor of Pedagogics.

Philosophy of Education, Advanced Psychology.

Discussion of Educational Questions; School Supervision, including School Law; Devices for Teaching; Educational Theories, etc.

School Apparatus and Appliances: Description, use, preparation.

Leading to the Degree of Master of Pedagogics.

Two years' teaching after graduation in the Normal Course.

Professional Reading, with abstracts: History of Education in the United States (Boone), European Schools (Klemm), Systems of Education (Parsons).

Sanitary Science, School Architecture, etc.

Thesis.



He who plants a tree

He plants youth;

Vigor won for centuries, in sooth;

Life of time, that hints eternity!

Boughs their strength uprear,

New shoots every year

On old growths appear.

Thou shalt teach the ages, sturdy tree,

Youth of soul is immortality.

He who plants a tree

He plants love;

Tents of coolness spreading out above

Wayfarers he may not live to see.

Gifts that grow are best;

Hands that bless are blest;

Plant: life does the rest!

Heaven and earth help him who plants
a tree,

And his work its own reward shall be.

—Lucy Larcom.

The Clionian Review.

MOTTO—Pedetentim et Gradatim Oriamur.

E. C. AULD, Editor.

CLIO is still progressing as finely as ever. She can boast of members who are always ready to do their very best for the advancement of her work along all lines.

✻

Every meeting of the past month has been well conducted. The best of order always prevails in Clio. The programs have all been interesting and well carried out.

✻

Our last meeting showed the material of which Clio is made. It was one of the most interesting meetings of the term. The debate and valedictory address deserve special mention. The question debated was "Resolved, That solitude is more favorable to mental and moral improvements than society." Miss McLuckie was the affirmative and Miss Mountsier the negative speaker. It was among our very best debates. Mr. Hipps favored us with a fine valedictory address. It was worthy of the occasion.

✻

Clio is on the alert for new members for next term. Committees were appointed to be at the incoming trains at the beginning of the term to represent Clio. We always extend a hearty welcome to new members. No one will go wrong in joining Clio.

✻

The program for Friday evening, Jan. 4, 1901, is as follows:

Salutatory.....	Miss Erma Lotz
Music.....	Miss Jocila Crouch
Recitation.....	Miss Elizabeth Miller
Parody.....	Miss Emma Peden
Essay.....	Miss Ella Clarke
Music.....	Mr. Resler Calihan
Oration.....	Mr. John Mumbower
Prophecy.....	Miss Guenn Best

Debate—Resolved, that man rises higher through his own inclinations than by the opposition of others.

Affirmative..... Mr. P. G. Cober
 Negative..... Mr. Chas. McCormick
 Periodical..... Mr. E. C. Auld
 Assistants..... All good Clios

✻ ✻

At about 9 o'clock on any clear evening of January **Astronomical** look for the Pleiades just **Notes.** a little south of the zenith. The most beautiful constellation in the skies, that of Orion, lies just a little to the southeast of the Pleiades. Orion is easily known (1) by its parallelogram of stars, (2) by its three star sword belt, and (3) by its attractiveness. The brightest star in the sky, except the sun, lies just a short distance to the southeast of Orion. This is Sirius, sometimes called the Dog star. The bright star Aldebaran lies midway between the head of Orion and the Pleiades. The great square of Pegasus now stands out boldly in the west. Not far above the horizon in the east, lies the constellation of Leo. It may be recognized by the bright star Regulus. The Moon lugubriously wears a veil on January 20th, but smiles serenely by the 31st. The two bright planets Jupiter and Venus bestow their blessings on those who rise early to see them. Saturn may also be seen late in the morning, while Mars graces the evening sky. Look for Mars in the east from the 15th of January to the close of the month. Let him who wishes to study the sky at its best employ the cloudless evenings between the middle of January and the first of March.

✻ ✻

Tell your friends about the REVIEW.

X. MOSES AS AN INSTRUMENT FOR THE LORD.

1. The plagues brought upon Egypt.
2. Death of the first born.
3. The Passover instituted.

XI. MOSES LEADS THE ISRAELITES

ACROSS THE RED SEA.

1. What the Israelites took with them.
2. The Israelites terrified.
3. The passage through the sea.
4. Destruction of the Egyptians.
5. A picture of the scene.

XII. MOSES AND HIS PEOPLE SAFE.

1. The song of Moses.
2. Complaints of the people.
3. The waters at Elim.

XIII. MOSES IN THE WILDERNESS.

1. Directs the people how to use manna.
2. Fights the people of Amalek.
3. Moses visited by Jethro.

XIV. MOSES AT SINAI.

1. The people hear the law.
2. Moses forty days in Sinai.
3. The golden calf.
4. Moses intercedes for the people.
5. Moses is filled with anger.

XV. MOSES AS LAWGIVER.

1. He receives the ten commandments on tables of stone.
2. He records the other laws.
3. His face reflects the glory of the Lord.
4. He gives directions for the tabernacle.

XVI. MOSES SETS UP THE TABERNACLE.

1. Furniture of the tabernacle: the ark of the covenant, the table of shew bread, the golden candlestick, the laver, the altar of incense, the altar of burnt offering.
2. The material for sacrifice: cattle, lambs, doves, young pigeons, fine flour and oil.
3. Kinds of sacrifice: The burnt offering, the peace offering, the sin offering, the sacrifice of oblation.
4. The cloud and pillar of fire.

XVII. MOSES BEGINS THE CERE-

MONIAL WORK OF THE TABERNACLE.

1. He sets Aaron apart for the priesthood.
2. He witnesses the destruction of Nadab and Abihu.
3. He distinguishes between clean and unclean animals.
4. He defines the rules concerning leprosy.
5. He completes the "Mosaic laws."

XVIII. MOSES HAS TRIALS.

1. Dissatisfaction of the people at Taberah.
2. Sedition of Miriam and Aaron.
3. Unfavorable report of the spies.
4. Rebellion of Korah.

XIX. MOSES AT ZIN AND MT. HOR.

1. Death of Miriam.
2. Fatal error made by Moses.
3. He buries Aaron.

XX. MOSES LEADS THE PEOPLE FROM MT. HOR TO THE PLAIN OF MOAB.

1. The brazen serpent.
2. Conflict with Sihon and Og.
3. Episode of Balak and Balaam.

XXI. THE LAST DAYS OF MOSES.

1. He recapitulates the law and sundry ordinances.
2. He gives the people advice and warning.
3. He divides the inheritance among two and one-half tribes.
4. He sings a song.
5. He blesses the tribes.
6. He views Canaan from Mt. Pisgah and dies there.

XXII. MOSES AS A CHARACTER STUDY

1. His meekness and humility.
2. His standing as a historian.
3. Comparison with Lyeurgus and Solon.
4. As a subject in literature and art.
5. His reappearance at the Transfiguration.
6. His place among God's people.—
"And there arose not a prophet since in Israel like unto Moses, whom the Lord knew face to face."

* * *

Ask some friend to subscribe now for the REVIEW.

The Twice-a-week Club.

DURING the Fall term this club discussed numerous subjects, among them "Great Artists", "Astronomy" and "Social Customs and Usages". Under the last named head the way was opened for queries. As a matter of interest we select a few from the hundred or more handed in.

Is it proper to speak of others by using their last names only? What is the correct position of the arms at the

table? Is it polite in company to discuss matters about which some of the company are ignorant? What is the proper use of the spoon when drinking tea or coffee? What should be the first consideration of a hostess in entertaining guests? Should a lady precede or follow her escort on entering a church or theater? Should a gentleman call on a lady without having been invited? Is it ever permissible to correct errors of speech made by one's associates?

✻ ✻

A Model Business Man.

If there be any one thing that helps a school more than another it is the successful careers of its alumni. We take pleasure, therefore, in presenting to our readers the portrait of Mr. John S. Eberman, class of '78, a type of the successful business man of the present day.

Soon after being graduated, Mr. Eberman became a druggist, and occupied the building at the corner of Union street and Second avenue, California, Pa. Early in the nineties he left the drug business to become cashier of the First National Bank of California. Later on he served in the same capacity in the Bank of Charle-roi. About a year ago he associated himself with Mr. Crawford under the firm name of Crawford & Eberman, Bankers and Brok-

ers, Times Building, Pittsburg, Pa. At this place of business Mr. Eberman will be glad to meet any of his friends when they are in the city. While residing in California, Mr. Eberman was for several years the treasurer of the State Normal School.

If we were asked to point out the leading quality in Mr. Eberman's character we should at once reply, "strict integrity." To this quality we attribute in a large measure his success. No one doubts his word in a business transaction, and no one thinks for a moment, when dealing with him, that he is dealing with a man who may take advantage of mere technicalities.

The class of '78, in which Mr. Eberman was graduated, has on its roster the names of many who have become well known in their several vocations. The Rev. D. H. McKee belongs to that class; so do Prof. Walter Mitchell; Wm. S. VanDyke, Dr. Geo. M. VanDyke, Mrs. W. S. Jackman, Attorney Wakefield of Uniontown—not to name five or six others equally prominent.



Public Parlor.

A Rising Attorney We clip the following from the *Daily Commercial*, Vincennes, Ind. It explains itself. The occasion was a banquet given in honor of Judge Shaw. Mr. Phillips is one of our alumni, class of '19.

"Crestes C. Phillips, the popular new attorney, in his speech on 'The Young Lawyer' said some things worth remembering, and in a way that made them stick in the memory of all who heard him. Among the things that he said in part was: 'The citizens of Indiana exemplify the true spirit of American manhood, when they greet one of the humblest citizens of the great 'Keystone' State in a common fellowship.' Again he said: 'We as young attorneys have hopes and aims and ambitions, and besides that we have no such word in our lexicon as 'fail,' no such word in our dictionary as 'falter,' and we are content to drink of the stream that has come down through the years, and to which has been contributed by a Story and a Marshall the untold wealth of American jurisprudence.'

Mr. Phillips made a fine impression and won many compliments. He was flowery and very eloquent, while the thought expressed would have done credit to a much older man. It was pronounced by those who heard him as

the best speech of the evening. Mr. Phillips has a bright future and will, ere long, be one of the leading attorneys of the Knox County bar."

✻ ✻

If a person attains a correct English style, if he masters the elegancies of his mother tongue, if he is able to put into familiar and effective phrase his commonest thoughts, it is because he has been a great reader, or because he has moved in good society and listened to finished conversation.—C. F. Carroll.

✻ ✻

Once to every man and nation comes the moment to decide,
In the strife of Truth with Falsehood,
for the good or evil side;
Some great cause, God's new Messiah,
offering each the bloom or blight,
Parts the goats upon the left hand, and
the sheep upon the right,
And the choice goes by forever 'twixt
that darkness and that light.

—Lowell.

✻ ✻

Mrs. Hix—I don't believe in these faith cures brought about by the laying on of hands.

Mrs. Dix—Well, I do; I cured my little boy of the cigarette habit in that way.

The simplest things are the things that really appeal to us most and that is only because when we are simple we are natural. An enjoyment that is natural is always the deepest and truest. The moment the artificial, the conventional, comes into our lives, that moment the sweetest realizations go out.—Edward Bok in the December Ladies' Home Journal.

Mrs. Highblower—Don't forget, my dear, that in conversation the interest must not be allowed to flag.


Clara—But I'm sure I do my best, mamma.

"Maybe so, but while the pianist was playing I thought once or twice that I detected you listening to him."—Life.

* *

"The baby has his father's nose, don't you think?"

"Nonsense! Nature could no more reproduce that nose than she could reproduce a Turner sunset."—Detroit Journal.



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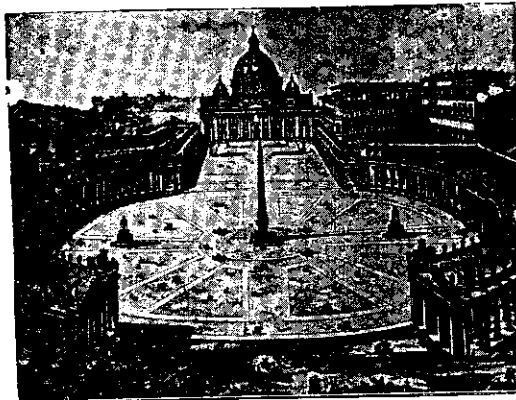
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