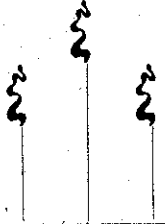


*Vol. XI. No. 10. March, 1901.*

# *THE NORMAL REVIEW.*



*Published monthly by the  
SOUTHWESTERN STATE NORMAL SCHOOL,  
CALIFORNIA, PENN'A.*

## A WELCOME

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**NORMAL BOOK ROOM,**

California, Pa.

# The Normal Review.

VOL. XI.

MARCH, 1901.

No. 10.

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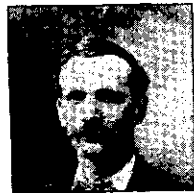
## Notes and Comments.

**W**E take much pleasure in recommending to our readers Webster's Collegiate Dictionary. We know of nothing better for the low price at which it is sold. Those who are interested in the purchase of a reliable dictionary should write for a circular to the G. & C. Merriam Co., Springfield, Mass. A dictionary must be reliable. Webster's meets this requirement.

At their meeting on Friday, Feb. 15, the Seniors chose the following class day performers.

Poet—Miss M. Etta Fraikes.  
Donor—Mr. David Davis.  
Orator—Mr. W. A. Cover.  
Optimist—Miss Isabella C. Erickson.  
Pessimist—Miss Mary H. Thompson.  
Historian—Miss Ada P. Echard.  
Cartoonist—Mr. Jay R. Callihan.  
Class Song—Miss Eliz. Z. Peterson.  
Prophet—Miss Marie C. Johnson.  
Reciter—Miss Margaret G. Reid.

The class officers are Mr. E. D. Sloan, President, and Miss Edna Pritchard, Secretary.



Mr. Frank Craven,  
Steward of S. W. S. N. S.

The teachers of East Huntingdon township, Westmoreland county, held an interesting institute at Alverton, Feb. 9th. A large number of former stud-

ents of the Normal were present. Among the speakers on the program were Reverends Umstead and Wilkinson, Miss Nina Wiley, Miss Leila K. Sloan, Prof. C. E. Dixon of the Mt. Pleasant Institute, Supt. W. W. Ulerich, and Messrs Schuenck, Stoner, and the editor of the REVIEW. The sessions were held in the new High School building—that splendid monument to the educational zeal of the directors and citizens of East Huntingdon.

Demands are frequently made on our Commercial Department for trained



Miss Cleveland.

stenographers and book-keepers. Those contemplating a business course would do well to write to Miss Gertrude A. Cleveland, who is at the head

of the Commercial department, for particulars concerning the course given at this school. Judging from the number of students who have been sent out to fill lucrative positions it appears that the course is thorough and practical.

We regret that we are called upon to record the death of Mrs. Dr. Hess, class of '83, formerly Miss Margaret Stockdale. Mrs. Hess died Jan. 30, 1901. She left this state last Fall, accompanied by her mother, entertaining the hope that the splendid climate of California would prove beneficial to her rapidly failing health. There she was

joined by her husband, who is a surgeon in the U. S. army in the Philippines. Every effort to recover strength proved futile. Mrs. Hess will remain in the memory of her many acquaintances a woman of remarkable courage and patience, of high hopes and aspirations, of beautiful life and exalted character.

At a recent meeting the faculty chose the following Seniors to represent the class as speakers on Commencement Day. Messrs E. C. Auld, R. C. Weller, and J. H. Mumbower, and Misses June D. Buckbee, Ella M. Clarke, Guenn C. Best, Tillie W. Hunker, Winnie F. Kuepper, Elizabeth Marshall, Carrie E. Noss, Vera Montgomery, Alatheia Mountsier, Libbie J. Robinson, Mabel F. Shepler, and Lucy Welty.

The reception given by the Philomathean Society to faculty and students on the evening of Washington's Birthday was a most enjoyable affair. A varied and interesting programme was provided. Many of the boys and girls appeared in colonial costumes. Music and refreshment were provided. Everybody went away well pleased with the evening's entertainment.

Our alumni can do much to encourage good young men and women to attend the Normal next term. Our advantages and equipments are unsurpassed by any similar school, and never has the school done such strong work as it is doing now. Cannot each reader send to the Principal the names of prospective students? The favor will be appreciated and perhaps in some way reciprocated.

Mr. T. L. Pollock, class of '00, held a very interesting institute at his school in Allenport on the evening of Feb. 9th. Miss Buckbee, Mr. Phillips, and Supt. Hall, and Seniors Cober and Mumbower delivered short addresses. Miss Reid and Mr. Higgs of the Normal Senior class read selections. Mr. Pollock is doing a great work at Allenport. He

showed us some work recently put up by his pupils, excellent in every way. His directors speak well of the efforts he is putting forth to make the school worthy of a good name.

Among our numerous exchanges none arrives with a cleaner face and a better dress than *Normal Echoes* of the East Stoudsburg School. We sympathize with the editor in his efforts to keep the type in proper place; but this isn't a perfect world anywhere—even in a printing office.

The following "Valentine" was found by each teacher and student in chapel on the morning of Feb. 14th. The sender is unknown.

TO THE FACULTY AND STUDENTS IN  
CHAPEL.

O harp divine, that brought my soul release  
With songs of noble deeds, and faith  
and love!  
My better angel on her throne above  
Enraptured with thy harmony, smiles  
in peace.  
'Twas but a harp of wire freed struggling Saul  
And Saul, a king, could give a king's  
reward;  
While I, in all the gratitude of life restored,  
Can offer but a heart saved from a  
fall  
By human strings. O make the world  
resound  
With noble deed, and songs of faith,  
and love,  
Till bitter souls outside who stand around  
Shall venture in, thy sympathy to  
prove;  
Till discordant notes that make old  
Satan grin  
Are silenced, and the whole world  
freed from sin.

YOUR CONVERT.

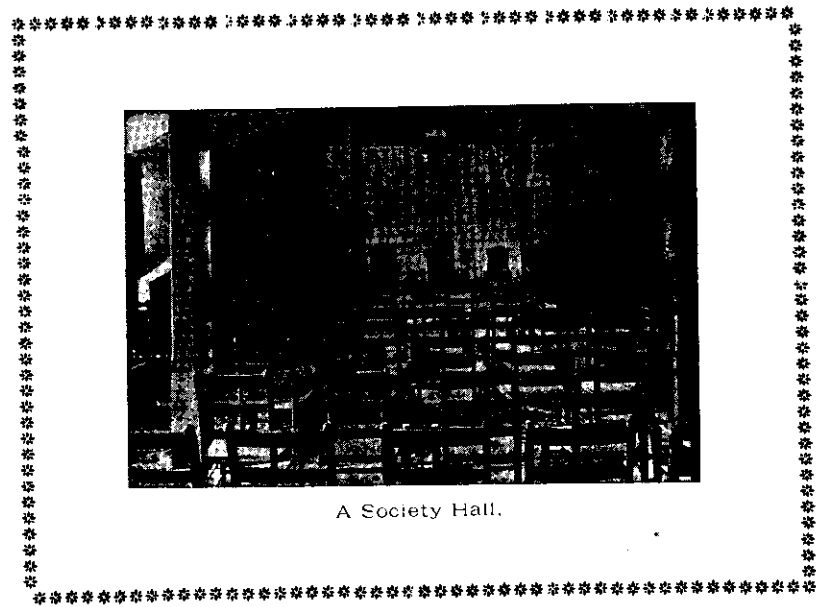
California Normal, Feb. 14, 1901.

Dr. Noss left on Monday, Feb. 25th, to attend the Principal's Round Table at Chicago, Ill. This is one of the most

important educational meetings held in the country.

We are glad to report that the list of subscribers is gradually growing larger. Among recent subscriptions we record those of Prof. J. D. Trussell, Sadie F. Robertson, W. E. Crow, Ella Rankin, Jean Aten, Irene D. West, G. P. Baker, Lizz'e Kelley, A. W. Smith, Mrs. W. S. Deffenbaugh, R. N. Hay, Mae Phillips, W. H. Cober, M. Vernon Salkeld, Mary A. Pilgram, Mary J. McCollum, W. H. Kretchman, Dr. T. L. Axtell, Lena M. Weaver, Prof. C. H. Garwood, O. A. Robertson, Supt. J. C. Hockenberry, Etta McClure, Geo. DeBolt, Mrs. C. G. McIlvaine, Prof. C. L. Shaver, E. C. Snyder, and Prof. A. A. Streng.

the school accept without question the pronunciation of parents and teachers. Most adults also are ready to adopt at once the pronunciation they hear from platform or pulpit. How important that those whose pronunciation is to serve as a model should take pains to be accurate; yet many teachers and public speakers are, in this respect but blind leaders of the blind. Mispronunciations are propagated not so much by the illiterate as by those who are looked up to as authority. The evil of bad pronunciation is made more serious by the overweening confidence that most educated people have in the accuracy of their pronunciation. As a rule people do not pronounce so well as they suppose they do. Probably nine-tenths of



A Society Hall.

**How Shall I Pronounce?** This is the title of a useful little booklet on pronunciation. In it Principal T. B. Noss has collected about twelve hundred words frequently mispronounced. In the preface Dr. Noss has this to say:

"Most persons acquire their pronunciation by ear. The use of the dictionary is the exception, not the rule. Children in the home and pupils in

the best educated persons in any community would mislead their hearers more than fifty times in pronouncing the following list of twelve hundred common words. The secret of correct pronunciation is not confidence in one's accuracy, but doubt. If you would begin right, question every pronunciation you hear and accept no one's authority who has not consulted several dictionaries and the latest edition of

each. "Eternal vigilance is the price of safety" in pronunciation. The compiler has deemed it best, at least in the present edition of this booklet, not to indicate the correct pronunciation of the words. The list is submitted as a sort of challenge to those who value accuracy. Lovers of correct speech will test their own pronunciation by an appeal to standard authority and will thus strengthen the habit of so doing by this exercise. Those who shrink from the effort of consulting the dictionary, would receive but little benefit from having this work done for them by another."

As samples of the words selected we submit the following:

chivalrous	concord
Cholmondeley	concourse
Chopin	condolence
cicada	conduit
Cimabue	congeries
cinchona	connoisseur
circuitous	conquest
Cirencester	consomme
cisalpine	constable
civil	construe
civilization	consul
clandestine	consummate
clangor	contemplative
clapboard	contrary
clarinet	contumely
cleanly (adj.)	convenience
cleanly (adv.)	conversant
Cleopatra	convex
clique	Cordova
Czerny	Coriolanus
daguerreotype	device
Dahomey	dew
dais	diagnose
dairy	didactic
Danish	Diderot
Darius	diocese
Darwinian	diploma
David	disabled
(French artist)	director
De Amicis	disaster
debenture	discern
Deborah	disciplinary
debouch	discretion
debris	dishevel
debut	dishonest

debutante	disinterested
decade	disorder
disputant	Disraeli
dissemble	Eiffel
eleemosynary	Elgin
Elizabethan	employee
empyrean	Ems
encore	encyclopedic
enervating	Endymion
ennui	en rapport
en route	ensemble
ephah	Ephratah
epitome	equipoise
Erectheum	

✻ ✻

### A Study of the Book of Daniel.

BY ELLEN REIFF.

#### INTRODUCTION.

I. Material: Chapters I. to VI. A Complete Division.

II. Author. Time. Language. Form of Literature.

III. Geographical Situation. Scene, Babylon.

Institutional Development.

The Wonders of Babylon.

Recent Discoveries.

IV. Historical Setting. The Seventy Years of Captivity (B. C. 588-517).

1. Cause of the Exile. Warnings. Jer. xix.; xxv. 1-12; Ezek. xxi. 18-28.

2. Object of the Babylonian Invasion.

3. Number and character of the expeditions.

Daniel i. 1-2 (605 B. C.)

II. Kings xxiv. 10-16. (B. C.)

Jeremiah lii. 24-26. (588 B. C.)

Summary. Jeremiah lii. 28-38.

4. Number transported. Why in Masses?

5. Condition of the Jewes in Babylonia.

#### DEVELOPMENTS.

Theme: God's mercy to fallen Israel.

Theme: Daniel's loyalty to God.

#### Chapter I.

I. Daniel's Introduction to Babylon.

1. Chosen for the king's service.

Why?

Birth place. Lineage. Ed-

- ucation. Age.
2. Character of this service. Preparation.
  3. Change of name. Significance.
- II. Daniel and the King's Meat.
1. Daniel's resolve. Causes of defilement.
  2. The request and reply.
  3. The proposition accepted. Results of the trial.
- III. Daniel's Appearance Before the King.
1. The interview. Result.
  2. Daniel's wisdom. What was it?
- IV. Characteristics of Daniel revealed by this Incident.
- Manifestations of God's goodness.  
Dan. i. 17.

### Chapter II.

#### DANIEL'S FIRST PUBLIC APPEARANCE.

1. Nebuchadnezzar's Dream.
  1. Effect of the dream upon the king. Cause of his anxiety.
  2. Demand of the wise men. The decree.
  3. Daniel's request. Why granted?

#### II. The Prayer and Thanksgiving.

#### III. Daniel Relates the Dream.

#### IV. The Interpretation of the Dream.

1. The king's reverence for Daniel.
2. Entrusts him with important offices.
3. Daniel secures promotion of his friends.
4. Important revelation to Israel in captivity.

#### VI. Daniel's Character as revealed by this Incident.

### Chapter III.

#### I. Nebuchadnezzar's Golden Image.

1. Its structure. Dedication ceremony.
2. The royal decree. Precaution observed. Why?

#### II. Accusation of the Hebrews.

1. By whom brought? Why?
2. How received by the King.
3. A second opportunity. Result. Was this natural?

#### III. The Sentence. Its Execution.

1. The king's anger. His command.

#### 2. The furnace. Construction. Use.

#### 3. Punishment of the executioners.

#### 4. Preservation of the faithful Jews.

#### 5. Nebuchadnezzar's astonishment. Significance of "the Son of God."

#### IV. Results of this Incident.

Significance of this revelation to the heathen king.

His decree and promotion of the three Jews.

(To be continued.)

\*\*\*

#### Density of Population.

Ask any one which is the most thickly populated country in the world, and a hundred to one you will receive an incorrect answer. For this reason the figures just published by the Reichsanzeiger are of the most interest.

According to it Egypt stands in the front rank, containing as it does 290 persons to every square kilometre, which is equal to five-eighths of a square mile. Next comes Belgium, with 226 persons, and then come the Netherlands with 154; Great Britain and Ireland, with 128; Japan, with 114, and Italy with 110 inhabitants to every square kilometre. Germany, with 97, is seventh in the list, and it is followed by Austria, with 84; Switzerland, with 78; France, with 73; Denmark, with 60; Hungary, with 58; Servia, with 50; Roumania with 41; Greece, with 38; Spain, with 36; and Bulgaria, with 35 inhabitants to every square kilometre.

Then comes a considerable gap. Sweden, with 11 inhabitants, being the next country, after which follows the United States, with 10; Norway with 7; Russia, with 6; Mexico, with 6; Chili, with 4, and the Argentine Republic, with 2 inhabitants to every square kilometre.

\*\*\*

Teacher—Name something of importance existing to-day that was not in existence 100 years ago.

Small Pupil—Me.

# The Clionian Review.

MOTTO—Pedetentim et Gradatim Oriamur.

JOHN M. MUMBOWER, Editor.

**T**HE winter term is nearing a close and the work of Clio is growing stronger each day. Every one of her members seems to be determined to make a good record, and that explains why good order and programmes prevail at every meeting.

✻

As we pass along through life we often hear persons complaining because they have some performance to give in society. It seems to us that if young men and ladies would ask themselves what it means thus to make light of such opportunities they would immediately seal their lips. Such complaints come from those who have a narrow and contracted idea of life and its prospects. Those who are anxious to keep abreast with this rapidly progressing world and who are anxious to unfold, to develop that which lies undeveloped in their souls, will respond to all such chances, gladly, yes even volunteer their services. That one who can stand up in public and express himself clearly and explicitly is the one whose power is felt and whose name commands respect. He is the one who is asked and sought for in every phase of life.

Clio has elected the following persons as her representatives in the annual literary contest next June: Reciter, Miss Elizabeth Miller; Essayist, Miss Estella McLuckie; Orator, Mr. Frank A. Hipps; Debater, Mr. P. G. Cober. With such talent, Clio may expect to see the white winged dove of victory once more perch herself upon the side of Pedetentim et Gradatim Oriamur.

✻

Clio is anticipating her walls crowded to the utmost the coming spring term.

The society can boast of having musical talent that cannot be equaled for its kind. Miss Crouch with her light touch on the piano can make one forget the cares of life and imagine he is gliding over the hills and valleys in a sleigh or mounted on the snow-capped clouds above. While Mr. Callihan can, with his artistic touch on the violin, make one think of the much talked husking-bees and apple-parings of old.

✻

The society accepted an invitation from her sister society to a social given in the chapel Friday evening, Feb. 22. A programme consisting of recitations, songs, tableaux, soliloquy, poems, piano solos, was well rendered by different members of both societies. After the programme palatable refreshments were served. Philo certainly deserves praise for entertaining all so royally.

✻ ✻

Whene'er a noble deed is wrought,  
Whene'er is spoken a noble thought.

Our hearts, in glad surprise,  
To higher levels rise.

The tidal wave of deeper souls  
Into our inmost beings rolls,  
And lifts us unawares  
Out of all meaner cares.

Honor to those whose words or deeds  
Thus help us in our daily needs,  
And by their overflow  
Raise us from what is low!  
—Longfellow.

✻ ✻

### Proof of Affection.

"Little boy, your father and mother must love you very much."

"You bet they do. They are in a lawsuit now to see who shall have me."  
—Fliegende Blatter.



Human life is made up of the two elements, power and form, and the proportion must be invariably kept, if we would have it sweet and sound. Each of these elements in excess makes a mischief as hurtful as its defect. Everything runs to excess; every good quality is noxious, if unmixed, and, to carry the danger to the edge of ruin, nature causes each man's peculiarity to superabound. Here, among the farms, we adduce the scholars as examples of this treachery. They are nature's victims of expression. You who see the artist, the orator, the poet, too near, and find their life no more excellent than that of mechanics or farmers, and themselves victims of partiality, very hollow and haggard, and pronounce them failures,—not heroes, but quack,—conclude very reasonably, that these arts are not for man, but are disease. Yet nature will not bear you out. Irresistible nature makes men such, and makes legions more of such, every day. You love the boy reading in a book, gazing at a drawing, or a cast: yet what are these millions who read and behold, but incipient writers and sculptors? Add a little more of that quality which now reads and sees, and they will seize the pen and chisel. And if one remembers how innocently he began to be an artist, he perceives that nature joined his enemy. A man is a golden impossibility.—Emerson.



#### **British Poetry of the Nineteenth Century.**

BY VERA MONTGOMERY.

The past century was an age of great productiveness in Literature, Science, and Invention. So many great works have been produced in Fiction, History, Philosophy and Science that it deserves to rank as "The Golden Age." Much of the Literature is based upon the historical events of the period, such as The Fall of Napoleon, The Crimean War, and the great discoveries and investigations of the scientific world.

The poetry, which is both abundant

and excellent, is of a very thoughtful character and is penetrated through and through with scientific ideas. Part of it is of a romantic character and reaches its height in the passionate outbursts of Byron and Shelley. The poets have taken the higher thoughts and sentiments of the age and clothed them in artistic forms. The most important of these writers are Tennyson, Browning, Wordsworth, Byron, and Shelley.

Tennyson, one of the greatest English poets, has written many productions that will live for centuries. He has helped to uplift and enrich the spiritual life of England and the world. "In Memoriam" is considered as his master piece. The Battle of Balaklava has become very famous because of the poem he wrote in honor of it, "The Charge of the Light Brigade." Many a soldier has rushed on to victory because of the inspiration he received from it. His "Enoch Arden" has been translated into seven different languages. The hearts of many have been opened by the tale of this noble self-sacrificing fisherman. "The Idylls of the King" is also a great work.

Browning was the foremost of the psychological poets. He had an extensive knowledge of science, and a deep insight into the phenomena of nature. The human soul was ever his ultimate interest. Some of his works are Paracelsus, Sordello, Christmas Eve, and Easter Day. These are very elevating and instructive.

Lord Byron is one of the most original, versatile, and energetic writers of the century. His works are passionate, imaginative, picturesque, and vivid. "Childe Harold," his greatest work stands alone in English literature. This piece contains a magnificent description of the "Battle of Waterloo."

Shelley was a very imaginative poet. He was a great dreamer and spent much of his time dreaming of the perfection of manhood. The intensity of his sympathy with his kind clouded his reason. He was gifted with a rich and

fertile imagination. One of his greatest works is "Alastor." The descriptions in this poem are so vivid and picturesque that it has placed him in the foremost rank among pictorial poets. Wild and picturesque imagery abounds in his poem, "The Cloud." In "The Sensitive Plant" the qualities of mystery and fancifulness are combined to the highest degree, and the "Ode to a Skylark" breathes the very rapture of the bird's song.



**Longfellow's Tribute to Agassiz.**

And Nature, the old nurse, took  
The child upon her knee,  
Saying: "Here is a story-book  
Thy Father has written for thee."  
"Come, wander with me," she said,  
"Into regions yet untrod;  
And read what is still unread  
In the manuscripts of God."  
And he wandered away and away  
With Nature, the dear old nurse,  
Who sang to him night and day  
The rhymes of the universe.  
And whenever the way seemed long,  
Or his heart began to fail,  
She would sing a more wonderful song,  
Or tell a marvellous tale.



**March Birthdays.**

March 1, 1837, The novelist W. D. Howells.  
March 2, 1769, DeWitt Clinton.  
March 3, 1847, Prof. A. G. Bell.  
March 4, 1809, Eliz. Barrett Browning.  
March 5, 1825, J. P. Wickersham.  
March 6, 1831, P. H. Sheridan.  
March 7, 1712, Rousseau.  
March 8, 1819, E. P. Whipple.  
March 8, 1806, Edwin Forest.  
March 10, 1452, Ferdinand of Spain.  
March 11, 1544, Torquato Tasso.  
March 12, 1822, T. Buchanan Read.  
March 14, 1782, Thomas H. Benton.  
March 15, 1767, Andrew Jackson.  
March 16, 1751, James Madison.  
March 17, 1777, Roger B. Taney.  
March 18, 1837, Grover Cleveland.

March 19, 1813, David Livingstone.  
March 20, 1834, Chas. W. Eliot.  
March 21, 1763, Jean Paul Richter.  
March 22, 1688, Alex Pope,  
March 23, 1823, Schuyler Colfax.  
March 24, 1754, Joel Barlow.  
March 26, 1850, Edward Bellamy.  
March 28, 1592, John Amos Comenius.  
March 29, 1790, John Tyler.  
March 30, 1842, John Fiske.  
March 31, 1732, Joseph Haydn.



**Final Examination Questions.**

PSYCHOLOGY.

1. What is meant by faculties of the mind and why do you use or hesitate to use the term faculties?
2. Explain the terms perception and conception as used in psychology.
3. Explain the effect of physical exercise and fatigue upon the memory.
4. Define judgment.
5. What is the value of curiosity in education?
6. State the importance of concentration in study.



NATURAL PHILOSOPHY.

1. Distinguish between (a) Natural Philosophy and Chemistry, (b) a molecule and an atom, (c) an element and a substance, (d) hardness and density, (e) potential energy and active energy.
2. Make drawings illustrating three kinds of levers.
3. A Philadelphia paper recently made the statement that a man in Montgomery county had invented a perpetual motion machine. Do you believe it? If not, why not?
4. An engine can lift 6 tons 42 feet in 10 seconds; what is its horsepower?
5. Briefly explain the philosophy of (a) rising from a chair, (b) a falling barometer, (c) the discharge of a Leyden jar, (d) an arc light.
6. Of what value is a knowledge of Natural Philosophy to a teacher?



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### Alumni Notes.

Miss Nellie G. Clendenning, class of '00, has been elected to the position in the Charleroi schools made vacant by the resignation of Miss Wilson. The election of Miss Clendenning is a deserved recognition of her ability as a teacher.

Miss Etta M. McClure, '92, is teaching in the city of Johnstown, Pa. Miss McClure speaks in high terms of the excellent work Supt. Berkey is doing in that city.

Supt. Frank R. Hall, '79, in writing to the Principal some time ago, says: "I think your plan to make the Normal helpful to all those who engage in school work excellent. Happy the day when the teachers feel that the Normal is a close personal friend in every need."

A. A. Streng, '94, is Principal of the Latrobe, Pa., public schools. He has just introduced vocal music into the schools as a regular branch of study, and the Board has employed a special teacher for that branch.

Miss Martha V. D. Salkeld, '99, is teaching a primary school at Six Mile Run, Pa. There are fifty-four pupils under her care.

Mr. Wm. H. Kretchman, '94, now a Senior at Franklin and Marshall college, was manager last year of the college athletic club. As manager he succeeded not only in keeping the team out of debt, but in clearing the neat amount of two hundred dollars.

Miss Pearl Brown, '99, is one of West Newton's successful teachers. She, of course, is a subscriber to the REVIEW.

Few young ladies are more successful as teachers than Miss Mary A. Pilgram, class of '00, now teaching at Braddock, Pa. Miss Pilgram takes hold of her work easily, and her scholarship is such that she can as readily teach the most advanced grade in the high school as the lowest grade in the ward school.

Miss Lizzie A. Kelley, '95, is Principal of the Shady Park school, North Braddock, Pa. She takes rank easily as one of the most wide-awake and up-to-date principals in Allegheny county.

Mr. Frank G. Mock, '95, is at present the principal of the public schools of Saxton, Bedford county, Pa. Mr. Mock has had a varied experience since leaving the Normal. He was principal of the South Fork schools for two years, then he entered the regular army and fought the Spaniards and typhoid fever for nine months. For the past two years he has held the principalship at Saxton.

Miss Ella Rankin, '00, is teaching in North Braddock, Pa. In sending her subscription to the REVIEW, she takes occasion to express her pleasure in reading its pages.

Miss Maude M. Smith, '00, has been teaching in Sharpsburg since the holidays. She has quite a large number of pupils under her care, having, at present, fifty-seven enrolled.

Mr. D. C. Farquhar, '00, recently held a very successful institute at his school.

During the past month it fell to the good fortune of the Editor of the REVIEW to secure the subscription of the Alumnus whose name stands first in the long list of graduates from the Normal. We refer to Thomas L. Axtell, class of '75, now a practising physician in Waterbury, Conn.

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#### Too Strong a Temptation.

"Yes, George asked me how old I would be on my next birthday."

"The impudent fellow! Of course you said 19?"

"No; I said 26."

"Mercy girl, you ain't but 24!"

"No, but George is going to give me a cluster ring with a diamond in it for every year."—Cleveland Plain Dealer.

# Philomathean Galaxy.

MOTTO—Palma non sine pulvere.

M. ETTA FRAIKES, Editor.

Here's to grand old Philo—  
Marching on to Fame,  
On the roll of honor  
Foremost stands her name.

✱

Philo still keeps up her standard of the best work. New members are still being added to her already long list, and new talents in her field of literary work.

✱

The Chorus adds much to the Society meetings. Why cannot the young men assist the ladies in making "the concord of sweet sounds?"

✱

Class Day performers have been selected. Five Philos and five Clios make the list.

✱

Philo still welcomes her old members. Mr. T. P. Sloan was with us Jan. 25, and gave us an entertaining talk.

✱

"Our faults are but the marks  
Whereby we take the reckoning of our  
weakness.

Our better deeds are signs of strength,  
Of noble thoughts and aspirations—  
signs

That prophesy we shall not fail."

—Anonymous.

✱

## Society Work Feb. 15, 1901.

The essay, "Air Castles," by Miss Edna Baer was well prepared.

Miss June Buckbee's rendering of "The Friar of Orders Gray" was pleasing.

Miss Maude Anderson delighted our imaginations with her "Trip to Foreign Countries."

Miss Florence Connell demonstrated her powers as "Grumbler."

The essay on "The Monongahela Valley" by Miss Mollie Williams showed careful research.

The debate, "Resolved that trusts are a benefit to the country," by Messrs. Duvall and Baxendell was interesting. A number took part in the general remarks.

Miss Edna Pritchard gave us an instructive as well as an entertaining periodical. Prof. Hildebrand, as Faculty critic, gave us some good suggestions.

✱ ✱

## Notes.

People are always ready to adopt a good thing when they find that they cannot hinder its being taken up by others.

Undertakers are the meanest men on earth. They are always screwing somebody down.

Auctioneers are such obliging individuals they attend to every one's bidding.

If, in starting your literary career, you are impaled on the quill, of the critic, like the beetle on the pin of the entomologist, "play dead" don't "buzz", and you may slip off. Like the entomologist, he wanted a specimen.

Steele (when sober) wrote exceedingly well on temperance.

Seneca wrote in praise of poverty on a table of solid gold, while he had millions loaned out on usury.

Prejudice is like a stained glass window in the doors of the rich; it keeps out many rays of light, and colors those it allows to enter.

MAUDE KISINGER.

## Athletics.

BY WM. A. COVERT.

Steady improvement has been made by the gymnasium class since the last writing. As the individuals of the class become accustomed to the work, so the class as a whole shows signs of progress. The awkwardness which characterized the members at their first meeting, is being overcome as the improvement goes on.

Some persons are naturally active and more daring than others who are afraid to attempt some new feat that seems a little difficult at first. In this way some forge ahead in the work and make a better showing than others. At present the class is working very

serves a two-fold purpose. It gives the friends and patrons of the school a chance to see what the gymnasium work is like, and serves as an incentive to better and harder work in the gymnasium. Heretofore, these exhibitions have been very successful, and interesting to the many friends of the school. The present gymnasium class hopes to make this exhibition as successful as any previous one, and even more interesting if possible.

Besides the regular meetings on Wednesday evenings from 4 to 5 and on Saturdays from 8 to 9 A. M. all members of the class have the use of the gymnasium on Tuesday and Thursday evenings from 6 to 7. On these evenings quite a number are found working away at some of the more difficult per-



The Gymnasium.

hard preparing for the Annual Gymnasium Exhibition to be given at the close of the winter term. It has been customary for several years to give this exhibition, with the assistance of the ladies' gymnasium class, at the close of the winter term, before taking up outdoor athletics again. The custom has proved quite satisfactory. It

formances. Much good is thus derived from these meetings. The high jump, and high-dive have been practiced on several occasions. Six feet for high-jump, and seven one-half feet for high-dive is the best done as yet, but even those marks are good.

During the coming month, with the men thoughtfully seasoned to the work,

rapid improvement will be made.



#### Studies in Macbeth.

1. Make a chart of play, assigning a subject to each scene and naming the chief characters in it.
2. Places—how identified with the plot?—Forres; Inverness; a heath; a cavern; Fife, England; Dunsinane; Birnam; wood; Scone.
3. Historical setting of plot? unity climax? why a tragedy? when written? nature of action?
4. Dramatic purpose of scene 1, Act I? of introducing Macbeth so late in Act I? of the English Doctor in Act IV?
5. Good influences placed over Macbeth? evil influences? why does he fall? Compare with Banquo.
6. Where does Lady Macbeth first appear? where last? Point out with care the leading features of her character. Compare with her husband.
7. Of what strong qualities is Duncan possessed? Macduff?
8. Dramatic purpose of the witches? Do they exert any influence over Macbeth? Is their prophecy concerning Banquo ever fulfilled? How often do the witches appear?
9. Show what purpose Malcolm serves in the play.
10. What ideas are suggested to us by the Old Man in Act II?
11. Make a list of the persons who are described as meeting their death in this play.
12. Make a list of the birds named in the play. What purpose does each subserve?
13. Show the workings of Nemesis in the plot.
14. Discuss the character of Macbeth, making a close analysis of his various moods.
15. What is the purpose of introducing Lennox in the play? Young Siward? Fleance? the Scotch doctor? the Porter? Lady Macduff?
16. Quote lines in the play showing prophecy; envy; revenge; patriotism; serenity or repose; caution; courage; grief; horror; surprise; deceit; remorse;

repentance; prayer; superstition; humor; confidence; distrust; suspicion; irony.

17. Expand each of the following expressions, and tell by whom and under what circumstances each was uttered:
  - a. Fair is foul—
  - b. There's no art—
  - c. Your face, my thane,—
  - d. The temple-haunting martlet—
  - e. I have no spur—
  - f. There's husbandry—
  - g. Is this a dagger—
  - h. Had he not resembled—
  - i. Sleep that knits—
  - j. The sleeping and the dead—
  - k. Most sacrilegious murder—
  - l. Threescore and ten I can—
  - m. Thou play'dst most foully—
  - n. He hath a wisdom—
  - o. After life's fitful fever—
  - p. Stand not upon the—
  - q. Double, double toil—
  - r. Let this pernicious hour—
  - s. He hath a heavenly gift—
  - t. The night is long—
  - u. All the perfumes of Arabia—
  - v. Canst thou not minister—
  - w. Life's but a walking shadow—
  - x. Lay on, Macduff,—
  - y. Henceforth be earls—.



#### Longfellow Evenings.

The Twice-a-week Club set apart two evenings recently for a brief study of the life and writings of the poet Longfellow. Following was the programme for the first evening, Miss Katharine Griel, director.

##### AN EVENING WITH LONGFELLOW.

Normal Chapel, Feb. 25, 1901.

- Lives of great men all remind us  
We cannot make our lives sublime,  
And, departing, leave behind us  
Footprints on the sands of time:—
- Prelude,.....Joella Crouch  
Longfellow as a Boy and Student,  
William A. Covert  
Footsteps of Angels,.....  
.....Margaret Gertrude Reid  
Accompanist,.....Margaret Craven  
Longfellow as a Man and Citizen...  
.....Charles P. McCormick  
The Bridge,.....Ruth Jeffries  
Accompanist,.....Millie Snider  
Longfellow as an Author,.....  
.....Tillie Hunker  
Sundown,.....Elizabeth Marshall  
Finale.....Joella Crouch  
Ships that pass in the night, and speak

each other in passing,  
 Only a signal shown and a distance  
 voice in the darkness;  
 So on the ocean of life we pass and  
 speak one another,  
 Only a look and a voice, then darkness  
 again and a silence.

The programme for the second evening was arranged by Mr. J. D. Meese. It was as follows:

AN EVENING WITH LONGFELLOW.  
 Normal Chapel, Feb. 28, 1901.

THE HANGING OF THE CRANE.  
*The lamps are lit, the fire burns bright,  
 The house is full of life and light,*

Prelude, (Piano).....*Miss Millie Snider*  
 The Theme.....*Miss Lue Welty*  
 A New Household,*Miss Margaret Craven*  
 The Light of Love,*Miss Florence Connell*  
 O Monarch Absolute, *Miss Sadie Jacobs*  
 Death of Minnehaha, *Miss Ruth Jeffries*  
 Two Guests,.....*Miss Gene Townsend*  
 Garlanded with Guests, *Miss Mary Hesse*  
 The Two Alone Remain,.....  
 .....*Mr. L. C. Fausold*  
 The Golden Wedding,.....  
 .....*Miss Bessie Hetherington*  
 Auf Wiedersehen,....*Miss Millie Snider*

*After a day of cloud and wind and rain  
 Sometimes the setting sun breaks out again.*

✻ ✻

**The Ideal Schoolmaster.**

"A schoolmaster should, above all else, be a man eminently just, absolutely true, and one who has been, is, and always will be, a boy at heart," writes Caroline Leslie Field in the February Ladies' Home Journal. "Such a man will not only deserve and command his pupils' love and respect, but will have also a knowledge of human nature which will enable him to discriminate wisely and to draw his lines of limitation straight and clear. Such a man has rights. His work begins at a fixed point, and the material for that work should have been properly prepared before presenting it. It is too much to expect that, taking in hand fifty or a hundred odd boys already on the outer verge of childhood, he should do for them not only his own work, but also what their parents ought to have been doing for them from their cradle. Yet often this has not been done; more

often it has been badly done, with the result of overwork and anxiety to the master, weariness and discouragement to pupil, a loss to both which can never be made good."

✻ ✻

**The Schoolboy Of The Future.**

Teacher (to applicant for admission)  
 —Johnnie, have you got a certificate of vaccination?

"Yes, sir,"

"Have you been inoculated for croup?"

"Yes, sir,"

"Had your arm scratched with colera bacilla?"

"Yes, sir,"

"Have you a written guarantee that you are proof against whooping-cough, measles, mumps, and old age?"

"Yes, sir,"

"Have you your own private drinking cup?"

"Yes, sir,"

"Do you promise not to exchange sponges with the boy next to you, and never use any but your pencil?"

"Yes, sir,"

"Will you agree to have your books fumigated with sulphur and sprinkle your clothes with chloride of lime once a week?"

"Yes, sir,"

"Johnnie, you have met the first requirements of the modern sanatorium and may climb into a seat and forthwith begin to learn."—Monthly Review.

✻ ✻

**They Wanted Him.**

"He says that his employers always regarded him as a valuable man."

"Yes; they offered a large reward for him when he left."—Life.

✻ ✻

The Youth's Companion of Feb. 14th contains an excellent article on "Ideal Public Schools," by President Draper of the University of Illinois.

## Normal Chronicles.

### MISCELLANEOUS.

Feb. 3. At the Sunday evening services Mr. Stocker spoke on the topic, "Elijah the Tishbite."

Feb. 4. Pronunciation of words, continued, at the Twice-a-week club, Mr. Meese, leader.

Feb. 7. At the Twice-a-week club Dr. Ehrenfeld addressed the students, using as a topic Aaron Burr.

Feb. 9. This evening the Y. W. C. A. gave an entertainment in the library. An interesting enigmatic bill of fare was provided.

Feb. 10. Mr. Stocker gave his concluding talk on Elijah the Tishbite.

Feb. 11. Club topic this evening, "Joan of Arc," by Dr. Lukens.

Feb. 12. Supt. Hall of Washington, Pa., and Mr. Soper, State secretary of the Y. M. C. A., educational department, were present at chapel this morning. The former delivered an interesting address to the students.

Feb. 13. Mr. Soper addressed the students this morning on the importance of the work of the Y. M. C. A. in educational institutions.

Feb. 14. At Twice-a-week club meeting, Miss Reiff spoke on the life and writings of James Russell Lowell.

Feb. 15. This evening an exhibit of the Passion Play at Oberamergau was given in the chapel.

Feb. 17. The Sunday evening services were devoted to a study of the religious features in the poems of Tennyson. Dr. Noss was leader of the meeting.

Feb. 18. At the club meeting an exhibit, arranged by Miss Buckbee, was given in which the hats and headgear of different times and countries were shown.

Feb. 21. Miss Reiff gave her second talk on James Russell Lowell at the Twice-a-week club meeting.

Feb. 24. At the Sunday evening exercises, Dr. Noss continued his talk on "Lessons from the Life of Tennyson."

### SENIOR RECITATIONS.

Jan. 31. Katharine Shepler, "The Story of Patsy," by Kate Douglass Wiggin.

Feb. 1. Ethel Shepler, "Selection from Enoch Arden," by Tennyson.

Feb. 4. E. D. Sloan, "The Murderer's Secret," by Webster.

Feb. 5. Christine Smith, "The Purdest Pearl," by Mrs. McLane.

Feb. 6. Carrie Smith, "He Called Her In," by James Whitecomb Riley.

Feb. 8. Clara Spiegel, "Dora," by Tennyson.

Feb. 11. Myrtle Squibb, "Supposed Speech of an Indian Chief," by Everett.

Feb. 11. Emma Peden, "Countess Laura," by Boker.

Feb. 12. Mary H. Thompson, "An American Forest Girl," by Mrs. Hemans.

Feb. 13. Lena Tillman, "A Vision of Immortality," by Weston.

Feb. 14. Clara Vogel, "The Roman Sentinel," by Florence.

Feb. 15. Eleanor Vossler, "The Wife of Hasdrubal," by Mrs. Hemans.

Feb. 18. R. C. Weller, "Uncle Daniel's Apparition and Prayer."

Feb. 19. Lucy Welty, "The Inchcape Rock," by Southey.

Feb. 20. Pearl Sturgis, "The Falcon of Sir Federigo," by Longfellow.

Feb. 20. J. A. Williams, "The Dream of Clarence," by Shakspeare.

Feb. 21. Anna Woodward, "Beo-  
Feb. 21. Mary Woodward, "Oscar of Alva," by Byron.

Feb. 22. Zelma Underwood, "The Gladiators."

wulf's Fight with the Fiend."

Feb. 25. J. M. Phillips, "Declaration of Independence," by Carl Shurz.

Feb. 25. Marie Yertzell, "The Two Roads," by Richter.

\* \* \*

### A Harsh Fate.

"Yis, poor chap," said Michael, "he had a hard toime av it. He niver had none av the blessings av the rich. The only toime he iver rode in a carriage in his loife was phwin he wint to his funeral."—Chicago Times Herald.



**Answers to Correspondents.**

A. C. Who is the best living American poet?

It is difficult to say; for no true estimate can be made of any man until at least a hundred years after his death. We believe T. B. Aldrich holds that honorable place now. A few, no doubt, would give the laurels to J. Whitcomb Riley or even to Edw. Markham, the author of *The Man With the Hoe*.

MISS D. What text-book would you recommend me to use in Geography? I have a class of boys and girls above 12 years of age who are ready to use a good book, and we wish to get the best.

The REVIEW would recommend any text-book that has good maps of late date. Let your pupils use any book they can lay hands on. In fact a variety of texts will be an advantage. Advancement in the study of Geography depends very much on the teacher. Let the pupils construct their own maps. Let them get information from the encyclopedia about each country they study. Your congressman will likely be glad to send your school a very fine U. S. map.

ALEX C. G., McKeesport, Pa. Who are at present the highest officers in the U. S. army?

Wm. McKinley, Commander-in-chief; Nelson A. Miles, Lieutenant General; Geo. C. Dewey, Admiral, highest in navy; there are about eighteen Rear-Admirals; and in the regular army there are three Major Generals—John R. Brooke, Henry C. Corbin, and Elwell S. Otis.

ELMA W. writes, "Please name the U. S. ministers or ambassadors to the principal foreign countries."

To Great Britain, Joseph H. Choate; to France, Horace Porter; to Germany, Andrew D. White; to Italy, Wm. F. Draper; to Mexico, Powell Clayton; to Russia, Charlemagne Tower; to China, Edw. H. Conger; to Japan, Alfred E. Buck; to Spain, Bellamy Storer.

"A READER." Please recommend

several good books for my older pupils to read.

Among a hundred good books we could name are *Treasure Island*, *Ivanhoe*, *Clarke's Self Culture*, *Lubbock's Use of Life*, *Emerson's Essays*, *First Series*, *The First Jungle Book*, *House of Seven Gables*, *Ben Hur*, *To Have and To Hold*, *Pepacton*, *Shakspeare's Plays*, *Pilgrim's Progress*, *Nicholas Nickleby*, *David Copperfield*, *The Talisman*, *Last Days of Pompeii*, *Uncle Tom's Cabin*, *Marble Faun*, *Last of the Mohicans*, *Silas Marner*, *Scottish Chiefs*, *Les Miserables*, *Pere Goriot*, *Nanon*, *Bonnie Brier Bush*, and *The Sketch Book*. These are a few of the best books, and they should be found in every well selected school library.

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PROF. R. asks "What is the best method of teaching reading to beginners?"

To this we must answer that there is no best method—"that which is best administered is best." There are teachers who use what they call *the best* method, but it seems to us such teachers succeed chiefly in advertising their own stupidity. In the matter of methods much depends on the ability of the teacher. If the teacher is weak, she had better use some well recognized and rational method as developed by some teacher of recognized merit. If the teacher is strong, she will be able to test various methods by well-defined pedagogical principles and adopt for herself a method at once practicable and effective.

Among special methods receiving a great deal of attention are the Rational method and the Pollard system. On this subject read an article by Hon. E. E. White in a late number of the N. Y. School Journal.

NOTE.—Our correspondents are asked to send in communications not later than the 18th of the month preceding the date of publication.

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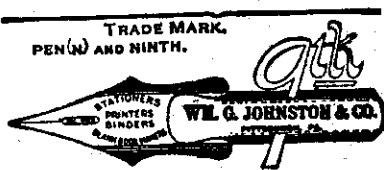
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