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THE NORMAL REVIEW.



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CALIFORNIA, PENN'A.*

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The Normal Review.

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John D. Meese, Editor.

Editorial.

What are the needs of the hour along educational lines?—that is the question the wise teacher will think upon. There is a growing feeling on the part of educators that our schools can do more and better things than they are doing at present. The Master as he walked in Galilee kept repeating, "I am come that ye might have life." Life—ah! that is the word,—not facts, dry bones, figures, adages, cities with a population of over ten thousand, Chinese troubles, and the late Spanish war,—but life, LIFE. How shall we become able to put more vitalizing force into the school atmosphere? Who knows? The whole machinery and practice of school government, school economics, and school methods will be reorganized and rehabilitated in the next ten years. In this great work let every reader of the REVIEW lend a hand.

No: it is no anarchy to talk about revolution in school affairs. Revolution is not anarchy. "The old order passeth, giving way to new." Why shall we feed on the manna which "our fathers did eat in the wilderness?" Our public schools are worth all they cost, but they must be made to *yield interest*. There is a more excellent way.

"Some people are never satisfied," you say. Yes: some people are. The Chinese are satisfied, and so are the sparrows and the wild geese; but what apology have they for taking up time

and space? Dissatisfaction is the secret of success when it is a dissatisfaction concerning those things which may be improved. It is easy to keep on a dead level. Blessed are they that mount upwards and see wider horizons.

"Where and how can better things be brought about?" Now you are asking the right question. Just keep on asking that question forever and a day. Maybe it will help things, my fellow teacher, if you change the school programme occasionally. Perhaps you can lay aside that old fifth reader a day or two and introduce some bright new supplementary reading. Maybe you can get your pupils to construct maps and charts, outlines and reviews, thus leading them to see things. Like as not you can induce your pupils to bring to you the various kinds of plants, specimens of rock, pieces of wood, minerals, &c., that constitute the laboratory of nature in your vicinity. Maybe you can arrange for a school exhibit. Possibly you can meet your pupils some clear evening to show them the square of Pegasus, the Northern Crown, and the bands of Orion.

These are only hints. You are a teacher. That means that you are more to the little ones about you than all the books, blackboards, pencils, erasers, and pointers in creation. They are dead objects; you ought to be alive. Are you? Are you studious of new things? Do you realize that the success of the common schools is involved in

in what you do? Maybe the Editor of the REVIEW emphasizes *you* too much instead of the apparatus you fondly hope the directors will supply. Was it Garfield who said that Mark Hopkins with one student would constitute a college? If there be any virtue in this question, think a little while about it.

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Finally Bestow
Your needful counsel to our business,
Which craves the instant use.
—Shakspeare.

✻ ✻

“So you wish to take my daughter away from me?” remarked her doting father.

“Well—ah—that wasn’t exactly my thought,” stammered the nervous young suitor; “my folks spare me with fewer pangs.”

Josh Billings was in a New York office one day when an overdressed young man entered. After a few minutes’ conversation the celebrated humorist said, “Young man, may I ask you how long you have worn that collar?” referring to a collar of prodigious height, of which the youth seemed very proud. With considerable self-satisfaction the young man responded, “Why, a week.”

“Well I want to say” drawled Mr. Billings, “that a man who can wear a paper collar a week, aint good for anything else.—Educational Independent.

Orchestra Concert.

FOLLOWING was the programme carried out by Mr. Kinsey and Miss Acken at the entertainment given on the evening of March 2, 1901, from 8 p. m. to 10 p. m.:

PART I.

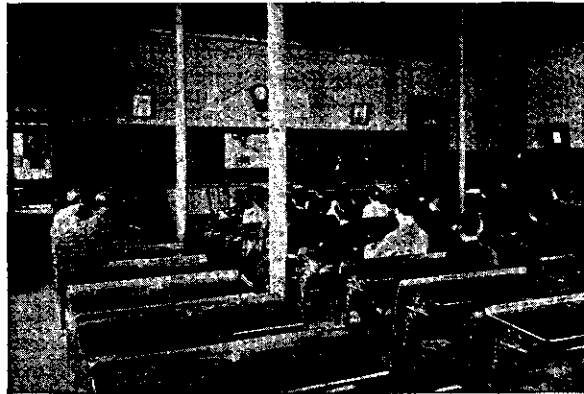
1. March of the Mystic Shrine...Holst
2. Overture—Broadway Types...Stahl
3. Reading.....Miss Augusta Acken
4. Cornet Solo—Lost Chord...Sullivan
Mr. William Darrull.
5. March—GaietyWiegand
6. Waltz—Fortune Teller.....
.....Victor Herbert
7. Reading.....Miss Augusta Acken

PART II.

1. Manhattan March... Moses Tabini
2. My Old Kentucky Home...Langey
3. Spring Song.....Mendelssohn
4. Reading.....Miss Augusta Acken
5. Overture—The Jolly Minstrels
.....Brooks
- 6 { a. Dance of the Night Hawks..
- b. March—Milwaukee Sentinel.
..... { Pratt
 { Clauder

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“See how I can count, mamma,” said Kitty. “There’s my left foot. That’s two. Two and one makes three feet. Three feet make a yard, and I must go out and play in it!”



The "A" Room.

Normal Notes.

I like this place
And willingly could waste my time in it.
—Shakspeare.

Prof. C. H. Dils, who has returned from the University of Indiana, is now a member of the Normal faculty.

Mrs. Noss recently addressed the Woman's club of Monongahela on the subject of French Art. The address was an interesting one and was highly enjoyed by those who heard it.

Miss Griel of the Normal faculty gave instruction at the teacher's institute held at Braznell on March 23.

The spring term opened on March 25, with a large accession of new students. There are four senior, six junior, and three sub-junior divisions, or classes of students, in the school.

The new library is rapidly approaching completion. It will be occupied a month hence.

Dr. Lukens of the training department is working up an interesting drama entitled *Joun of Arc*.

Among those who have subscribed for the REVIEW lately we notice the names of Messrs C. S. Duvall, T. B. Hoy, J. H. Paul, Mrs. C. T. Walker, and Misses Kate L. Thompson, Florence Cornwell, Della Carson, Mabel Mowry, Martha Gaunt, and Mary Hering.

The editor of the Review has in preparation a booklet on "Punetation." It will be an effort to present in compact form the elements of punctuation. Ready about April 10.

During the first week of Spring term Miss Selby, state secretary of the Y. W. C. A. visited the Normal in the interests of the association.

Misses Nelle Whiting and Amanda Koch, teachers in the Allen School, Pittsburg, Pa., spent their April vacation observing class work in the model school.

Our literary societies are doing a great work. Both Clio and Philo had strong programmes for the opening meeting of the spring term and both succeeded in enrolling a large number of new members.

A visit paid recently to the Charleroi public schools by the editor has confirmed in his mind all the good things he had previously heard about those schools. Principal J. A. Snodgrass is an earnest and progressive educator who seeks for the best things in school management. It has seldom been his pleasure to look in on schools which run themselves so smoothly and so pleasantly as the Charleroi schools do. Prof. Snodgrass has twenty-three teachers under his care. Of this number thirteen are graduates of the California Normal school.

Children Should be Taught to be Thrifty.

A savings bank account is a great incentive to thrift in children. If one is begun for the baby, even with a very small sum, and added to in childhood and youth with a certain proportion of the money that otherwise would be spent carelessly and thoughtlessly by the child there will be a very respectable amount on the credit side of the ledger when the depositor is eighteen years old. The habit of self-denial is not the least of the substantial benefits that follow a wise economy of money.—April Ladies Home Journal.

The Youth's Companion is publishing an interesting serial story entitled "Left Behind in the Mountains". There are but few papers that succeed in maintaining such a high standard all the year round as this excellent weekly does.

A scientist claims that a whisper travels on through space forever. It might be well for lovers to make a note of this.

The Hull House.

Dr. and Mrs. Noss recently visited Hull House in Chicago and Mrs. Noss. gave the following facts at the chapel exercises after their return.

Hull House is the result of the effort of the heart and brain of one woman, Miss Jane Addams of Chicago. Its object as stated in its charter is "To provide a center for a higher civic and social life; to institute and maintain educational and philanthropic enterprises and to investigate and improve the conditions in industrial districts in Chicago".

We found buildings and grounds almost as extensive as our Normal School plant. They consist of a main building which contains the living rooms, school rooms, culinary department, concert hall, workshops, &c; A gymnasium, a play-ground, and a club house. The Club House which belongs to a working girls' club of thirty members, has no vital connection, with Hull House, but is its offspring.

The dining-room has seating capacity for about one hundred. It was approaching dinner hour when we entered and the small black tables were each neatly set for four persons. No table cloths were in use, but white paper napkins were laid under each plate. Not only the residence of the house board here, but business men, and people from the mills in the vicinity around here come in for the noon lunch, where they find hygienic food at a low price. Noon lunches are also furnished to two neighboring high schools. Orders are taken for catering, and food is sent with or without service to any part of the city. The parlors and reading rooms are plainly, but neatly and comfortably furnished, with rugs of rag carpet on the floors, and with antique looking furniture, some of which has been prepared in the manual training department of the house. They have also a Labor Museum, where textile fabrics are woven and baskets made, and it is possible that they weave their own rugs for the floors.

We were shown up stairs to the nur-

sery, where mothers, going out to do day's work, leave their children to be cared for, at an expense of five cents a day. We found two cheery rooms well filled with little toddlers not old enough to walk. They were very friendly gathering around us, examining our clothing and umbrella and talking in unknown tones. On third floor is a flourishing Kindergarten with about sixty children and three Kindergarten-ers. We entered as the little heads were bowed on chubby hands to ask a blessing on the noon lunch.

Hull House is very quiet during the day but is alive with activity in the evenings, when the various classes and clubs meet, and when the concerts lectures, plays, and receptions are given. Its various school classes are held in the evening because they are made up of people who are occupied during the working hours of the day. There are classes in history, literature, German, French, Spanish, painting, drawing, sewing, weaving, cooking, music, dancing, carpentry, millinery, and wood carving. The prices for lessons are within the reach of working people. In the gymnasium there are classes for men, women, boys, and girls, meeting at different and suitable hours. The cost in adult classes is but one dollar and a half, per year with the privilege of shower bath and locker. Boys and girls classes usually meet in the late afternoon or early evening.

There are about thirty permanent residents in Hull House, men and women. Miss Addams herself heads the list. If vacancies occur, applicants who promise to be useful in the house are received on trial for six weeks and are voted on by the residents at the end of that time. Residents defray their own expenses of lodging and board, and are pledged to remain for at least six months.

A number of social and literary clubs are provided for; among these are the Hull House Woman's Club, the Shakespeare Club, the Irving Club, the Henry Clay Club, the Boys Club, the Anti-cigarette League, and a host of others, together with afternoon clubs for children. These clubs must average a weekly attendance of at least fifteen members to be continued. They are provided with furnished rooms for their meetings, and at a cost of two dollars can

have the use of the Hull House theatre, which seats three hundred and fifty people, for any public entertainment they wish to give.

The work of this social settlement of Hull House has grown from year to year. It is fulfilling its aim grandly by being indeed a "center for a higher civic and social life." It is bringing the different classes together and is placing the lowest stratum upon a higher level. It is putting motive for a higher and better life into the hearts of many. It gives nothing, it teaches people to use their own powers. All credit and praise to Miss Addams who is one of the American queens.

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The Chicago Institute.

The trustees of the Chicago Institute have announced lately that the Institute will become affiliated as a professional school with the University of Chicago. It will be remembered that this Institute was founded by Mrs. Emmons Blaine and that Colonel Parker was selected by her as Principal of the school. One of the most active of Colonel Parker's instructors is Prof. Wilbur S. Jackman, Class of '77, it was largely through the efforts of Mr. Jackman that the present arrangement was consummated. We quote further from a Chicago paper:

"The university receives, in addition to the institute, the sum of \$1,000,000. part of this sum is to furnish a home and equipment for the institute and the remainder is to be devoted, chiefly as an endowment fund, to the maintenance of the institute. The university expects to spend from its own funds between \$10,000 and \$20,000 a year for the support of the work.

In the new department of the university there will be included a school of pedagogy and an elementary school and kindergarten. There also will be a secondary or high school. The latter for the present will be under the guidance of Dr. John Dewey of the university.

There is to be an exchange of work between the university and the institute the details of which have not been formulated. Summer schools will be a

feature of the institute work, the first to be held in the coming July.

Colonel Parker will be at the head of the institute, and his successors are to be appointed by the university upon the nomination of the Chicago institute trustees.

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The Three Lessons.

There are three lessons I would write—

Three words as with a burning pen,
In tracings of eternal light,
Upon the hearts of men.

Have Hope. Though clouds environ
now

And gladness hides her face in scorn,
Put then the shadow from thy brow—
No night but hath its morn.

Have Faith. Where'er thy bark is
driven—

The calm's disport, the tempest's
mirth—
Know this—God rules the hosts of
heaven,
The inhabitants of earth.

Have Love. Not love alone for one,
But man as man thy brother call;
And scatter like the circling sun
Thy charities on all.

Thus grave these lessons on thy soul—
Faith, Hope, and Love—and thou
shalt find

Strength when life's surges roll,
Light when thou else were blind.
—Schiller.

✻ ✻

Mother (reading telegram): "Henry telegraphs that the game is over and he came out of it with three broken ribs, a broken nose, and four teeth out."

Father (eagerly): "And who won?"

Mother: "He doesn't say."

Father (impatiently): "Confound it all! That boy never thinks of anybody but himself! Now I'll have to wait until I get the morning paper."

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"Time is money," said the man who paid a jeweler \$1.50 for repairing a 98-cent watch.

Philomathean Galaxy.

MOTTO—Palma non sine pulvere.

C. B. JOHNSON, Editor.

PHILLO'S officers are: President, Mr. Baxendell; Vice President, Miss Sturgis; Secretary, Miss Marshall; Attorney, Mr. Wolfe; Treasurer, Miss-Burd; Critic, Miss McMahon; Marshal, Miss Miller. With such officers in power, there is no reason why Philo should not continue to do much good work and retain the enviable reputation she has made for herself.

Perhaps but few of us realize the difficulties with which the programme committee has to contend. It is no light task to provide an entertaining programme for each meeting and at the same time get the work properly distributed among all members of the society.

A note-worthy feature of Philo's work is her impromptu speaking. When a performer or officer happens to be absent there is always some one capable of filling his place and willing to do it. This is but one of the many benefits derived from the "Impromptu class."

In our debate on March 16, the question as to whether the acts of Mrs. Nation are justifiable, was discussed in many different phases, each interesting and instructive. Although the judges gave their decision, we wish to suspend final judgment on the question until we can judge her acts by their results.

Our valedictorian, Miss L. J. Robinson, gave us the impression that our society work is one of the most important things in school life, and that it is a great source of help and strength. We all agree in this and will endeavor to help and strengthen the new students

by rallying them round the banner of Philo.

Programme March 16, 1901:

Dream.....Miss Mollenaer
 Essay.....Miss M. Richardson
 Parody.....Miss Anderson
 The Star Spangled Banner.
 Music.....Messrs. Sloan and Meese
 Recitation.....Miss Streater
 Little Boy Blue.
 Essay.....Be Yourself.....Miss Elliot
 Music.....Chorus
 Impromptu Class.....Mr. Lacock
 Music.....Miss K. Shepler
 Debate, Resolved that Mrs. Nation is
 justified in her acts.
 Affirmative.....Mr. Crowthers
 Negative.....Miss McMahon
 Periodical.....Miss Hough
 Assistant.....Miss C. Smith
 Original Story.....Miss Ghrstt
 Recitation.....Miss S. Montgomery
 Valedictorian.....Miss Robinson

Mr. J. Halden Paul, '00, is teaching the Linden school. In subscribing for REVIEW he expresses pleasure in reading its pages.

Miss Martha A. Gantt and Miss Mary R. Hering, both of the class of '98 are teaching in Altoona, Pa.

Mr. H. P. Meyers, '97, is now in the West Penn Medical college at Pittsburgh. He will soon be a regular M. D.

Mrs. Chas. T. Walker, who was a member of the class of '00 and who was known as Miss Nelle A. Evans, while at school, visited the Normal recently as the guest of Miss Griel. Mrs. Walker's husband is a physician at Homestead.

Normal Chronicles.

MISCELLANEOUS.

Feb. 25. Twice-a-week club enjoyed a Longfellow programme prepared by Miss Griel.

Feb. 28. A Longfellow programme prepared by Mr. Meese was given at the Twice-a-week club.

March 1. Principal Theo. B. Noss and Mrs. Noss attended the annual meeting of the Principals' and Superintendents' Round Table, held at Chicago, during the past week.

March 2. Prof. Kinsey's orchestra, assisted by Miss Acken, gave an entertainment in the Normal chapel.

March 3. At the Sunday evening services Mr. Meese spoke on "Robert Browning as a Christian Poet."

March 4. At the Twice-a-week club meeting Dr. Lukens gave a portion of his arrangement in dramatic form of Joan of Arc.

March 5. At the chapel exercises Mrs. Noss gave an interesting description of the Hull House, which she visited when in Chicago recently.

March 7. No club meeting this evening.

March 8. At the chapel meeting this morning, as well as on several other mornings, a group of one hundred words was pronounced from Dr. Noss's pamphlet entitled "How Shall I Pro-

nounce?"

March 10. At the Sunday evening services Mr. Meese continued his remarks on Robert Browning, using as a basis the poem *Rabbi Ben Ezra*.

March 11. At Twice-a-week club meeting Dr. Lukens continued his dramatization of Joan of Arc.

March 13. Boarding students met to discuss the question of a self-government association. This meeting took the place of Twice-a-week club meeting for the 14th.

March 15. Russell Conwell of Philadelphia delivered in chapel his lecture on "The Silver Crown, or Born to be a King." There was a large attendance.

March 17. The Sunday evening meeting of students was devoted to a discussion as to what constitute the most helpful means in furthering one's moral and religious progress.

March 18. This evening the Annual Gymnastic Exhibition was given in the gymnasium under the direction of Messrs. Harmon and Stocker.

March 21. Winter Term closed.

March 25. Spring Term opened with a large accession of new students.

March 27. Miss Selby, State Secretary of the Y. W. C. A. addressed the students at chapel.

March 28. Miss Louise Miller spoke to the student at the Twice-a-week club meeting using as a topic Nature Study. Dr. Noss announced earlier in the week



A room in North Dormitory.

that during the Spring term the club would meet only by special announcement.

March 29. Miss Miller spoke in chapel exercises on the economic features of nature study.

March 29. Mr. Arthur Howell of Boston gave, under the auspices of the Royal Arcanum, an entertainment in chapel—topic "Readings from David Harum."

SENIOR CHAPEL SPEECHES.

Feb. 27. Lena Ashford, A Day in Boston.

Feb. 28. Genevieve Burd, The Laying of the Cable.

March 1. Mildred Bills, Russia as a World Power.

March 4. Georgia Britton, Washington Irving.

March 5. E. W. Brooks, Ellis Island.

March 7. Mary A. Culbertson, The Open Door.

March 8. Eva Claybaugh, The Prince of the Coffee Houses.

March 11. Sadie A. Conlin, The Dykes of Holland.

March 12. Frances A. Corter, The Theater in Shakspeare's Time.

March 13. W. R. Crowthers, The Resources of the Upper Monongahela Valley.

March 14. Dillie C. Chambers, The Future of the Negro.

March 15. Geo. C. Denney, The Fayette Klondyke.

March 18. Ethel J. Dunlap, The Brook Farm Experiment.

March 19. Georgia Eggers, Possibilities of the New Century.

March 20. Edith Elliott, The Fate of Lincoln.

March 21. Margaret Fallow, The Fate of Carthage.

March 26. Elizabeth Gilliland, The Jew in Modern Civilization.

March 26. Ida V. Gayman, The Work of Stephen Girard.

March 27. Mamie C. Havican, Sherman's March to the Sea.

March 28. Emma Herron, Cecil Rhodes.

March 29. Minnie Heath, Invulnerable—Except the Heel.

John Ruskin.

In a recent number of the Ohio University Bulletin Dr. Edwin W. Chubb formerly of our Normal School faculty, has an excellent article entitled "Ruskin's Views on education." From this article, too lengthy to introduce to our pages, we take the liberty of making the following excerpts:—

A man's opinions on education are colored by the reminiscences of his own training, or lack of training. In Practicita we have Ruskin's story of his early education, and it is noteworthy that he himself thinks his "methods of study and general principles of work" to be of such value that he feels justified in recommending them to others. Walter Scott's novel the Iliad (Popes translation), Robinson Crusoe, and Pilgrim's Progress were the books he read in his childhood. No, this list is not complete; the Bible—that invaluable Hebrew classic that has molded and enriched the style of so many men of genius—was his daily companion. "My mother forced me by steady daily toil, to learn long chapters of the Bible by heart; as well as to read its ever syllable through, aloud, hard names and all from Genesis to the Apocalypse, about once a year; his discipline—patient, accurate, and resolute—I owe not a knowledge of the book which I find occasionally serviceable, but much of my general power of taking pain, and the best part of my taste of literature."

A great deal of talk is heard concerning methods of teaching reading. Ruskin learned to read by his own method and his method is the one used at present. "I absolutely refused to learn to read by syllables, but would get an entire sentence by heart with great facility. * * * I went on to amuse myself, in my own way, learnt whole words at a time, as I did paterus; and at five years of age was sending for my 'second volumes' to the circulating library." After tea his father would read to the mother, and John listened or read, if he preferred. "Thus I heard all the Shakspeare comedies and historical plays again and again,—all Scott,

and all 'Don Quixote.'" At seven Latin was begun; arithmetic later. "Geography I taught myself fast enough in my own way. History was never thought of beyond what I chose to read of Scott's 'Tales of a Grandfather.'"

What the boy Ruskin needed was hearty companionship. A boy needs to run with boys. Therein lies one of the inseparable virtues of school education. Fellowship, contest, friendship,—these are to be had in school and college. When Ruskin went to school he was treated like a girl. Naturally of a sensitive disposition, he did not have the training to counteract this weakness. He lived too much alone. Had he tumbled about more, he would have suffered less in latter life. A broken leg is not the worst mishap that might befall a boy. "And if only then my father and mother had seen the real strength and weaknesses of their little John, and if they had given me but a shaggy scrap of a Welsh pony, and left me in charge of a good Welch guide, and of his wife, if I needed any coddling, they would have made a man of me there and then, and afterwards the comfort of their own hearts."

Some would-be educators pose as reformers because they have devised a new system of penmanship or invented class register. Ruskin, like Hamlet, would "reform it altogether." Why should modern education be dominated by the musty mediæval traditions of monks? Ruskin's plan has nothing to do with new ways of teaching Latin and Algebra. In his school there shall be taught bodily dexterity, the laws of health, reverence, compassion, and truthfulness.

In "Time and Tide" he explains his plan: "From the lowest to the highest class, every child born in the island should be acquired by law to receive these general elements of human discipline, and to be baptized—not with a drop of water on its forehead—but in the cloud and sea of heavenly wisdom and of earthly power.

Training Department.

LITERATURE FOR APRIL.

FOURTH GRADE.

"The wild and windy March once more
Has shut his gates of sleet,
And given us back the April-time,
So fickle and so sweet."

Life of Alice Cary

(a) Girlhood

(b) Womanhood

Birthday April 27th.

Poems for Study

"April"

"The Little House on the Hill"

"Fable of Cloud-Land"

"The Old Homestead"

KATHERINE A. GRIEL.

NATURE AND LITERATURE.

APRIL.

"Then let us sing and praise,
And thank the Father dear,
For April is the fullest month,
Of all the children's year.

What a wide field for observation! The appearance of flower and leaf, the return of birds, the awakening of dormant life, furnish to the seeing eye and the hearing ear, abundant material for investigation and study. Martin Luther saith, "Our Lord has written the promise of the resurrection not in books alone, but in every leaf in Spring-time."

The following outlines are used in the primary department. Suggestions for the preparation of these observation lessons will be found in "The First School Year."

NATURE.

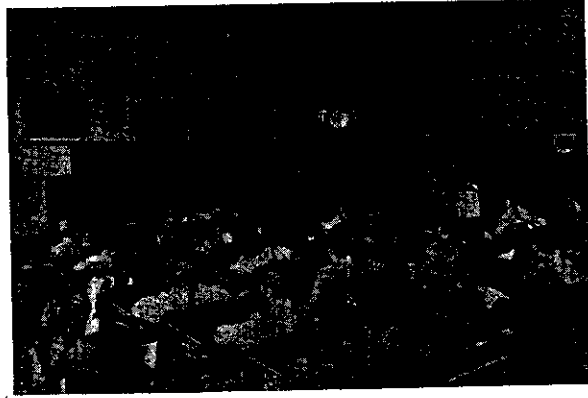
APRIL OBSERVATIONS.

I. *The Awakening to New Life.*

1. The flowers from the earth.
2. The leaves on trees and bushes.
3. The butterfly from the cocoon.
4. The chicken from the egg.

II. *Flowers for Observation.*

1. Anemone—Wind Flower.



Room in Model School.

2. Blood-root.
3. Jack-in-the-pulpit--Indian Turnip.
4. Violet.
5. Dandelion--The Day Star.
6. Forget-me-not.
7. Trillium--Wake Robin.

SPECIAL STUDY.

GERMINATION.

- I. *The Dry Seed.*
- II. *The Soaked Seed.*
- III. *Seeds planted under different conditions.*
 1. On cotton or sponge.
 2. In good soil.
 3. In poor soil.
 4. Sand.
- IV. *The Plantlet.*
 1. Root.
 2. Stem.
 3. Leaves.

LITERATURE

STORIES.

1. The Straw, The Coal of Fire, and the Bean. Grimm.
2. The Pea Blossom. Hans Andersen
3. The Lost Chicken. Child's World.
4. The Story of Speckie. Child's World.
5. The Ugly Duckling. Grimm's Fairy Tales.
6. The Legend of the Dandelion.

7. The Legend of the Iris. Stories from Flower Land.

POEMS.

1. The History of a Seed. The First School Year.
2. Jack-in-the-Pulpit. The First School Year.
3. The Forget-me-not. The First School Year.
4. Who Likes the Rain? The First School Year.
5. Stop! Stop! pretty Water. Nature in Verse.
6. The Little Red Hen. Nature in Verse.
7. The Sunbeams. Nature in Verse. From "The First School Year."

ANNA B. THOMAS.

* *

The base-ball schedule is not yet complete, but a number of good games have already been arranged for.

The uncompleted schedule is as follows:

DATE	TEAM.	PLACE.
April 13,	W. Va. Univ.	Morgantown
April 27,	Waynesburg.	Waynesburg
May 4,	Pgh. Press League	California
May 11,	S. S. Academy	California
May 22,	S. S. Academy	Pittsburg
May 25,	Pgh. High School	California
June 8,	Pittsburg Academy	California

When we tell a man a good story, we generally notice that it reminds him of a very poor one.

The Clionian Review.

MOTTO—Pedetentim et Gradatim Oriamur.

P. G. COBER, Editor.

AFTER another term of literary work that any loyal member of Clio might well feel proud of, and her sister society might well envy, Clio furls her banner for a few days vacation, but with the expectation of unfurling the banner of the "gold and blue" again as the Spring term approaches. Few, but well chosen, were the words of parting given to us, in his witty way, by our valedictorian, Mr. Davis. He did not wish to move us to tears at the thought of leaving the dear old Normal, and the kind acquaintances for it would only be for a few days; but to those who had a dream of home, he hoped their expectations would be realized. We trust that all will enjoy their few days outing, and return prepared to share the responsibility that rests upon each member of Clio through the coming term.

To the new students who are entering school we owe a great deal. For it is the zeal which we manifest in our work and actions that plays a large part in Clio's future. Shall we not then put our shoulder to the wheel and do what we can for the standard of the "gold and blue?" To all new students Clio bids a hearty welcome and trusts that they will come and share her pleasures.

To some the value of literary work may not appeal. Why is it necessary to spend an evening out of each week in Clio hall? Well, let's see. In our daily work of the class-room we are trying to store in our mind all the new material we possibly can. Probably thinking that if we know those facts it is all we need. But true knowledge consists not only in "knowing" but also in "doing."

In the class-room we are theorizing' but in literary work we are actually putting into practice what we have just learned. Not only is it a means of cultivating originality, but a fluency of speech is acquired that can no where else be obtained in the school. This is what is needed in entering upon the duties of teaching or any other life profession, the ability to express in the best words possible what you really want to say.

Although some of our meetings have not been as inspiring as others, the work of the society has not begun to wane thus far. Sometimes interest in the society work grows "slack" in the Spring term, but we trust that such will not be the case this year. The Juniors need mention for the earnestness which they manifest in the work assigned them. This is as it should be for it is upon them that the society must depend largely in the work of the coming term and for upholding her banner the coming year. Among the many good productions given by Juniors, were the essay given by Miss Conlin, and the parody by Mr. McClain. The first deserves praise for its underlying principle and depth of meaning, and the latter for its originality as well as poetical qualities. Following is a verse of Mr. McClain's parody on Clio:

"Great men have left thee, but men remain;

As true and wise and brave as they;
The loss does not exceed the gain,
The best is that we have today."

There are but few domestic wrongs
inflicted upon the wife by her husband
that a sealskin jacket won't heal.

A Delightful Evening.

THE editor feels certain that the foregoing title is the proper one with which to designate the reception given to the faculty by Dr. and Mrs. Noss on the evening of March 23. The Winter term with its hard work and its numerous cares had just ended; the Spring term with its pleasing prospects lay but a few days in the future. So the members of the faculty could well relinquish the cares of the school room for a few hours and give themselves over to the social enjoyments so kindly provided for them. A period of interesting conversation was enhanced in its delights by the introduction, at the proper time, of such refreshments as were sure to please the taste of every one.

An interesting device which furnished much amusement was the exhibition of pictures of the present members of the faculty from childhood up. Some of these dated back to the early sixties and showed not only the evolution of the individual, but also of the art of picture making. In this collection many of the present dignified professors were seen in long white dresses sucking their thumbs, and in knee pantaloons, and again in the budding mustache of the "sweetheart" stage. The ladies were equally interesting in the varying styles of sleeves and "bangs." The pictures were numbered and to Mrs. Frank Craven was awarded the prize for guessing the names of the largest number. The contest was an exciting one. Sixty-three pictures were numbered. The lowest number guessed correctly was eighteen, the highest, that of Mrs. Craven's, was fifty-eight.

Another feature of the evening was a picture gallery of former members of the faculty. These photographs were mounted on a large sheet of Manila paper and hung on the wall. Among those represented were Prof. J. C. Gilchrist and wife, the former now deceased; Prof. Geo. P. Beard and wife, now of Monessen, where Prof. Beard is pastor of the Presbyterian church; Professors

W. S. Jackman, E. M. Wood, J. W. Welter, W. S. Monroe, Jas. Eldon, E. W. Chubb, D. C. Murphy and wife, F. R. Hall, Karl Keffer and wife, C. H. Dils, W. T. Noss, W. H. Martin, E. E. Clarke, A. W. Foss, W. C. Lake, S. G. Miller, W. H. Kretchman; also Misses E. M. McPherson, Eve C. Downer (Mrs. E. W. Chubb), Jane Ewing, Mary Stewart (deceased), Lizzie Patton (Mrs. ———), Mary McFall (Mrs. W. B. Alter), Bell M. Day (deceased), Romaine Billingsley, Anna M. Mehaffy (Mrs. Horton), Mara Clingerman, Lillian Hart, Mrs. Matila Coffin Ford, and Miss C. Spragg (Mrs. Harry A. Badger).

"I'll tell thee more of this another time."—Shakspeare.

* * *

he Book of Daniel. (Continued)

BY ELLEN REIFF.

Chapter IV.

Daniel Interprets Nebuchadnezzar's Dream.

The Royal Proclamation. Language Employed.

- I. Extols the Greatness of God.
- II. Recounts the Wonders God hath Wrought.
 1. The dream and the decree.
 2. Inability of the wise men to interpret the dream.
 3. It is related to Daniel. Why? Tree as an emblem. Ezek. xxxi. 3-6. The heavenly watcher. Significance Effect of the recital upon Daniel.
 4. The Interpretation. Conditional promise.
 5. The Prophet calls the king to repentance. Counse's reparation.
 6. Fulfillment of the sentence.
 7. The king's repentance. God's mercy towards him.
- III. Nebuchadnezzar's rank among the heathen heroes of the Bible. Why was he so humbled? What previous warnings had he?
- IV. Elements of Moral Greatness in the character of Daniel?

Chapter V.

DANIEL AND THE HANDWRITING ON THE WALL.

- I. Belshazzar's Feast.
1. Who was Belshazzar?
 2. Character of the feast. Splendor of the occasion. Profanation of the sacred vessels.
 3. The writing on the wall. The king's terror. Efforts to secure an interpreter. Success.
 4. Daniel's arraignment of the king.
 5. Interpretation of the writing. The reward.
Chaldee: "Mene, Mene, Tekel, Upharsin."
Literal form: "Numbered, Numbered, Weighed, Divided."
The meaning in its relation to the historical crisis at hand.
- II. Death of Belshazzar. Fall of Babylon.
Prophecy fulfilled. Jer. xxv. 12.
1. Character of the revolution: religious, political.
 2. The Persian Invasion. Plan of attack. Why a remarkable achievement.
 3. Death of the king. End of a great dynasty.

Chapter VI.

DANIEL UNDER THE PERSIAN RULE.

- I. Darius, the King's Deputy.
- II. Daniel made Chief of the President's. Why?
His home in Babylon.
- III. The Crafty Attack Upon the Prophet.
 1. Envy of the presidents and princes.
 2. Proof of Daniel's remarkable business ability.
- IV. The Royal Edict. Its Character.
 1. Why the decree was established.
 2. The threatened punishment. Was it unusual.
- V. The Prophet's Disregard of the Decree. The Accusation.
 1. The open window. Praying towards Jerusalem.
 2. The cause of the king's displeasure.
 3. Efforts to deliver Daniel.
Why the law could not be abrogated.
The king's consistency.
- VI. The Sentence Executed. Daniel

in the Den of Lions.

1. The two-fold seal. Anxiety of the king.
Early visit to the tomb.
 2. The miraculous deliverance.
 3. Punishment of the accusers.
- VII. Results of this Incident.
How does it aid in the development of the theme?

Conclusion.

- NOTE: God's preservation of his faithful servants.
Means by which he showed that Israel was still his chosen people.
Instances when the proud and idolatrous were humbled.
- I. The Politic Measures of Cyrus. The Exiles permitted to return.
 - II. Daniel's View of the Captivity. A purification from sin, rather than a punishment for sin.
 - III. Daniel's Character a Moral Object Lesson. Parallels and contrasts furnished by the Old Testament characters.
 - IV. Why Daniel did not return with the Exiles. Last years of this eminent prophet and statesman, who spent a long life in the service of heathen kings.



Examination Lists.

By kind permission of Supt. Hall of Washington county, we submit several lists he has used in examining applicants for certificates.

ARITHMETIC.

1. With a drawing prove that in a right-angled triangle the square of the hypotenuse equals the sum of the squares of the other two sides.
2. Place the following in bill form and receipt, 67 lb. beef @ 20c.; 3 lambs @ \$5; 37 lb. veal @ 17c.; 7 mackerel @ 20c.
3. What is the depth of a cubical cistern which shall contain 300 gal. of water? Draw figure.
4. S. W. Miller bought \$2500 worth of goods on 6 mo. 8 da. credit; what al-

lowance should be made, if the bill be paid immediately, money being worth 6 per cent?

5. A certain sum of money on interest amounts at 4 per cent., for a certain time, to \$1216, and at 10 per cent., for the same time, to \$1600; require the principal and time.

6. Subtract $\frac{2}{3}$ of $\frac{3}{8}$ of $9\frac{1}{8}$ from $\frac{5\frac{3}{4}}{18}$ of $\frac{9}{7}$ of 56. Do not use X.

7. Draw a cone, a cylinder, an obtuse-angle.

GEOGRAPHY.

1. What are the points of similarity between a brook and a river?

2. Where are the following mined: Marble, salt, silver and diamonds?

3. What do we receive from Asia? From Europe? From Africa? From South America?

4. What is a volcano? Describe the formation of a volcanic cone. Where are volcanoes usually found?

5. Describe the different forms of government, What is the government of Russia? Of Switzerland?

GRAMMAR.

1. In the use of pronouns what is meant by antecedent? by subsequent?

2. When do you use ill, most, better, former, and older.

3. With illustrations show the use of the caret, the hyphen, the parenthesis and the quotation marks.

4. Give in four short sentences the four different parts of *lie*, to recline.

5. Complete the *possessive* forms in the following expressions:

a. We visited Webster the statesman's grave.

b. Horn and Wards dry-goods store.

c. Webster and Worcester's Dictionaries.

d. They were mentioning the victories of Grant and Sherman.

6. How is a verb in the passive voice formed?



Nature always plants good seed in the human heart, but the harvest isn't always what it should be.

Alumni Notes.

Mr. Will H. Martin, '91, gives a unique entertainment entitled "An Hour of Chat and Story." It is announced that "the centre piece is common sense. It is bordered with humor, hemmed with pathos, and fringed with sunshine." Mr. Martin has been given several calls by the public during the the past month.

Mr. Harry Longwell, '79, has been abroad for two years with his wife and three children. They set sail for this country March 28. They reside in East End, Pittsburg.

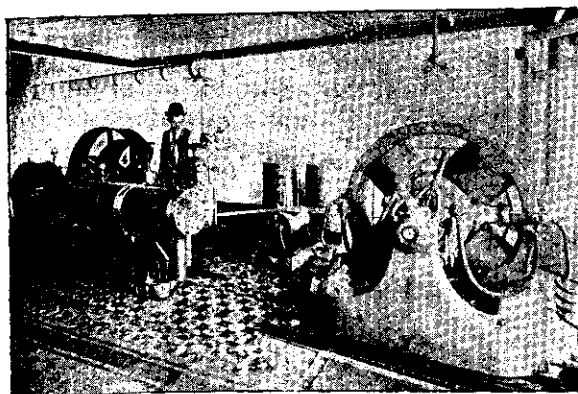
Mr. Geo. L. Lose, '97, recently resigned his school in Latrobe, Pa., and accepted a call to become pastor of the M. E. church at Conemaugh, Pa. He is engaged in the pleasant task of building a beautiful eight thousand dollar church.

Miss Kate L. Thompson, '00, is doing excellent work in the Waynesburg High School. She has received an invitation to work in another school at a higher salary, but thus far she has not decided to leave Waynesburg.

One of the last letters received in response to the question, "What did you get at the Normal school that has aided you in your work?" came from Miss Lizzie A. Kelley, '95, Principal of the Shady Park School, North Braddock, Pa. She writes, "I couldn't express in words the many, many things I got at the Normal to help me in my work, but it has been of inestimable value to me, and a Normal training is necessary to every one intending to teach."

Miss Lulu Porter, '98, has been elected to fill the position in the Charleroi schools made vacant by the resignation of Miss McKelvey.

Miss Ella J. McKelvey, '99, has recently been elected to a position in the Grammar school of a Johnstown suburb. She left Charleroi March 25th to begin work in the new field.



The Dynamo.

Athletics.

BY WM. A. COVERT.

The Annual Gymnasium Exhibition's given by the ladies' and gentlemen Gymnasium classes in the Normal March 18, was a fitting close to the indoor athletic work of the winter term of school. An interesting program, lasting almost two hours, was carried out without a break.

The work of the gymnasium class as a whole was very creditable. Of course its work could not be expected to come up to that of colleges and universities. There the students have the advantage of four, and sometimes five and six years training in the gymnasium. In this time almost anyone should become proficient in the gymnasium work. At all Normal schools the students have but one year, sometimes two, in which to acquire their knowledge of the gymnasium work. Notwithstanding this, the work of the class was exceptionally good, and equalled and if not surpassed, that of any class of previous years.

The first part of the program consisted of a Bar Bell Drill by the ladies gymnasium class, under direction of E. A. Stocker. This drill called forth much applause from the large audience present. The class executed the different movements of the drill with grace and precision, and reflected much credit

upon themselves and their instructor.

Following this came the work of the gentlemen's gymnasium class under direction of H. W. Harmon. First came the gymnastic exercises of the whole class. This consisted of free arm movements, breathing exercises, and other movements spoken of in a former month's writing. Second came the horse exercise. This consisted of vaulting, jumping, diving, and turning hand-spring over the horse. This was followed by a long dive of fifteen feet, and high dive of seven and one half feet. Third, parallel bar exercises were given including miscellaneous work by whole class and special movements by individuals members. Fourth, the feats on horizontal bars, by selected squad, were especially difficult, but interesting. The building of the pyramids, which was next in order deserves special mention.

The cross pyramid, requires twenty-two men, and a long pyramid composed of twelve men were put up. The use of traveling rings, the work on ladders and tumbling followed. The program concluded by the building of a series of pyramids, ending with unique five-high triangular pyramid, and its surprising finish, after which the entire class closed in and gave the school yell.

Outdoor work will commence with beginning of Spring Term. It will consist of base-ball and track athletics.

Senior Chapel Address
"The Fayette Klondike."

BY GEO. C. DENNY.

Lying in the Southern part of Fayette Co, is a section of country that has been known as a quiet farming district for many year. By passing through the country one is used to see only broad fields covered with green pastures and waving grain grain, with here and there a clump of trees, or small wood lands. These wood lands and pastures have with in a short period of eighteen months changed from a prosperous, exclusively agricultural region, into one of the busiest industrial portions of busy Western Pennsylvania. Men who were one year and a half ago the owners and tillers of this vast amount of farming land, can be seen walking about the great coke plants and staring into the seemingly almost bottomless shafts.

Already \$5,000,000 have been spent, and employment given to 5000 men, and this is only the beginning. Three new towns are the result of the Klondike, and several small villages have received additions making them double in size, and far greater in importance since the beginning of these developments.

The beginning of the great industrial movement was at Brown's Run. A few acres of land and coal were bought and a mine opened. More land was needed, but on account of the refusal of the owner to sell, the company was compelled to remove a greater part of the river hill, and dump it into the river in order to locate a tippie. This hill, although not so high as the bluff opposite the Normal grounds across the river is as rough and as full of bowlders.

During this time other companies were buying land at enormous prices back from the natural waterway. These purchases and developments indicated some way to get material to these places, and to get products away. Wagons and horses were the first to be employed, as they were in the settlement of the great West, but with the same result, progress was too slow: therefore it soon came to pass that the locomotives of two different companies could be heard thundering

through this section—the Pennsylvania and the Baltimore and Ohio. These railroads are branches of the main lines that pass through Uniontown. They have visited the small towns, such as Masontown, McClellandtown, and New Salem, making them great centers for trade and traffic. Along these lines are built what will probaly be the largest coke plants in the world. Some of the largest of these plants are the Eureka Fuels Co's., The Leckhorn with 800 ovens, Footdale with 400 ovens., Buffington 400, Lambert with a 600 foot shaft, and 500 ovens., Edenborn 500 ovens, and the Bessemer Coke Co., Four of these plants are producing coke in large quantities.

The building of so many a number of ovens and dwelling houses takes a great deal of material. Stone is especially the prominent part of a coke oven. By driving through this country we can see where one entire forests has been sawed to building materials and hills completely torn down for the stone. This labour brings into service a great many working men. These men are not of the most highly cultivated type, but are of all colors, and nationalities. Such men are likely to be hostile to others and criminals thus keeping the lives of the inhabitants in jeopardy at all times. Many crimes have been committed of different kinds, and the act of taking a man's life is not common. But as time goes on, and the men who have charge of the affairs get their custom established, and as men who have the law on their side, once get control, the number of crimes will be reduced to limited extent.

Men working about mines are always influenced by outside agents to commit crimes. At the extreme southern part of this Klondike there is located one of the most powerful of these agents. It is a distillery. The managers of this concern doubtless have made one hundred dollars every day since the works started. What else can be expected, but a tending to commit crime when liquor holds such a prominent place?

The final outcome of the great industrial region can be determined only by time. Such developements and enterprises bring hundreds and thousands of dollars into the pockets of farmers who have sold their land, and to companies who are developing it.

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