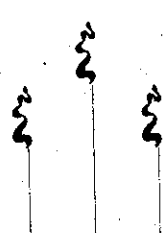


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THE NORMAL REVIEW.



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CALIFORNIA, PENN'A.*

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The Normal Review.

Vol. XII.

JUNE, 1901.

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John D. Meese, Editor.

Editorial.

OUR children are born to higher destinies than their fathers; they will be active in a far advanced period of the church and the world. Let their minds be formed and their hearts prepared, and their characters molded for the success and duties of a brighter day.—Nathaniel Willis.

THE next number of the REVIEW will not be mailed until some weeks after commencement. It is desirable that we should publish data regarding the opening of the Fall Term and for that reason the forms will be held open until late in July.

WE clip the following item from the Daily Republican. It seems to be rather an effective argument against the assertion so frequently and so thoughtlessly made, namely, that State Normal schools fail to do thorough work. Mr. Furlong is an alumnus of the school, class of '98.

Rea Furlong of Roscoe, Pa., who was appointed by Hon. E. F. Acheson, to Annapolis Naval Academy, passed the final examination which his many friends will be pleased to learn. It was a most rigid examination and out of 109 applicants, only 35 passed. They will start at once on a cruise along the Atlantic coast going as far north as Halifax, returning in the early fall for school work."

IT is always a pleasure to us to be

able to point our readers to good books. Among the many texts now in use on the subject of general literature probably none is better arranged or more carefully compiled than Painter's *History of English Literature*, published by Sibley and Duckner, Boston. The same publishers also issue a series of English classics embracing selections from Macaulay, Shakspeare, Scott, Tennyson, and other standard authors. These classics are put up in excellent form and are sold at a very low price.

ANOTHER excellent work, just published, is Miss Lilley's Second Year Book. It is put up in neat form, and its pages are filled with good things suggested by the author's own successful work in the class room. C. W. Bardeen, Syracuse, N. Y., is the publisher.

TEACHERS will have excellent opportunities this year in the number of summer schools at their disposal. Chautauqua, Harvard, Chicago University, Michigan University, and Cornell seem to be the most popular resorts.

THE National Educational Association will meet at Detroit this year. The first session will be held July 9th. The Pennsylvania State Teachers' Association will meet July 2nd in the city of Philadelphia.

AMONG the large number of schools

to be opened during the summer season probably none will do more thorough work than the one to be held by the Ohio University at Athens, O. See advertisement in this number of the REVIEW. Dr. Edwin W. Chubb will be one of the instructors. Among the lecturers secured we notice the name of Dr. Noss.



THE Piano and Song Recital given in the Normal chapel on the evening of May 3rd proved to be a very enjoyable entertainment. Mrs. H. S. Clarke, Miss Susan S. Brooks, and Mr. J. Clarendon McClure were on the program.



A LARGE audience greeted Mr. Elijah P. Brown on his appearance in Normal chapel on the evening of May twentieth to deliver his lecture entitled "The Marks of a Prince." Mr. Brown was the founder of the Ram's Horn and his lecture like his paper is replete with witty sallies and terse remarks.



THE Examining Board this year is composed of the following persons: Hon. John Q. Stewart, Deputy State Superintendent; G. M. D. Eckels, Ph. D., Principal of the State Normal School at Shippensburg; Prof. David A. Harman, Superintendent of the Hazelton schools; Superintendent J. W. Carson of the New Castle schools; Ebenezer Mackey, Superintendent of the Reading schools; Henry S. Wertz, Superintendent of Schools for Blair county; Howard L. Painter, Superintendent of Schools for Butler county; Frank R. Hall, Superintendent of Washington county schools; and Theo. B. Noss, Principal of the S. W. State Normal School. The examination will take place on Tuesday, June 11th. The classes will consist of about one hundred Seniors and one hundred and fifty Juniors.



READERS of the REVIEW should

not fail to apprise young people who are thinking of taking a course at the Normal, of the fact that after next year the course is lengthened to three years instead of two. The additional year is called the Middle year and those who take that year's work will probably be known as Middlers. If there be any who wish to take a course and who cannot see their way clear to take the additional year's work, they should by all means be urged to come in for the Faculty and State Board examinations this year.



The Annual Commencement exercises will open this year on Sunday evening, June 16th, when the baccalaureate sermon will be preached by Rev. John H. Prugh, D. D., pastor of the Grace Reformed Church, Pittsburg, Pa. The contest will be held on Tuesday evening, June 18th, when the following programme will be used.

Essay—Miss Estella McLuckie, Ohio, The Waking Giant. Miss Zelma M. Underwood, Philo, The Old Red School House. Recitations.—Miss Elizabeth Miller, Ohio, and Miss Luella McMahan, Philo. Oration.—William A. Covert, Ohio, Beyond the Potomac, and Frank Hipps, Philo, The Mission of Song. Debate.—P. Garfield Cober, Ohio, Benton Welty, Philo, Question, Resolved that trusts exert a beneficial influence in the country.

Following are the speakers in the forenoon of commencement day, Wednesday, June 19th: Ella M. Clarke, A Ray of Sunlight; Alatheia Mountsier, The Schoolmaster in Literature; Guenn Charles Best, Thaddus Stevens; R. C. Weller, The Orient and the Occident; E. C. Auld, The Civilizing Influences of Gunpowder; Winnie G. Knepper, The Fate of the Boers; Elizabeth Marshal, The Slavery of Custom; Vera Montgomery, The Bow of Ulysses; Tillie Hunker, The Survival of the Fittest; Libbie J. Robinson, The Sphinx Among the Nations; June D. Buckbee, Gems, Carrie Noss, Vocal selection; Lucy

Welty, The Defects of State Education; Mabel Sheplar, The Imagination in Literature.

The Senior Class Day exercises will be held in the afternoon of June 19th. Following is the Programme:

President's address, E. D. Sloan; Class Poem, M. Etta Fraikes; Class Song, Elizabeth Peterson; Optimist, Isabella Erickson; Pessimist, Mary H. Thompson; Cartoonist, Resler Calihan; Historian, Ada P. Echard; Prophecy, Marie Johnston; Oration, The Army of the Commonweal, John H. Mumbower.

The Junior Class Day exercises will take place on Tuesday. Following is the programme:

President's address, L. C. Fausold; Orator, A. R. Witherspoon; Historian, Blaine Scott; Reciter, Bessie Hetherington; Prophecy, Benjamin Binns; Poet, Bertie Gregg; Artist, Lena Minehart; Growler, J. A. Cummings; Donor, Richard Aschom; Class Song, Gene Townsend.

All the exercises named above will be interspersed with music. The noted basso, Mr. Ernest Gamble, will likely be present to aid in the musical features of the programme.

Personal Mention.

Supt. Lee Smith of Uniontown spent the afternoon of May 4th at the Normal. He brought with him two of his former students and enrolled them in our Junior class.

W. I. Perryman, Esq., of Pittsburg, formerly a trustee of the Normal, was in California on business early in May and called to see the first ball game of the season.

Prof. J. Hart Kinsey, of the Normal faculty has tendered his resignation to accept a position in a college located at Paris, Texas. We regret that Prof. Kinsey is leaving the good old Keystone state, but trust he may find the

Lone Star an equally good place for the exercise of his musical abilities. The good wishes of the faculty and students of the Normal will go with him to his new field of labor.

We are in receipt of an invitation to attend the commencement exercises of the Waynesburg High School. We notice the names of four boys and eight girls on the class roll. Miss Kate L. Thompson, class of '00, is Principal of the school.

Dr. Noss is a member of the examining Board which meets at the Kurtztown State Normal School on the morning of June 17th.

Messrs C. W. Downs and B. J. Thomas opened a Normal Institute at New Haven, Pa., on the 6th of May.

Mr. F. G. Mock has just closed a very successful term of school at Saxton, Pa. At his High School commencement four young ladies were graduated.

Dr. Edwin W. Chubb, formerly Prof. of Psychology in the Normal, was present at chapel on the morning of May 15th. Dr. Chubb was called east to attend the funeral of his sister-in-law, Miss Mary Downer, of Monongahela, Pa.

Dr. Noss preached the Baccalaureate sermon to the Union High School at Turtle Creek, Pa., on Sunday, May 19.

Mrs. A. N. McKinzie, class of '83, now of the state of California, during her visit to friends in the East called in to see the Normal.

Mr. O. C. Phillips, class of '89, now an attorney in Vincennes, Indiana, was selected to deliver the oration on Dec-

oration Day at Vincennes University.

✻

W. I. Noss, Ph. D., of Greensburg, Pa., brother of our Principal, has recently been elected to the Principalship of the Swarthmore, Pa., schools.

✻

Mr. Charles Raymond Ross, class of '94, completed a course at Drew Theological Seminary during the past school year.

✻

Miss M. Ellen Morgan, of Wilkesbarre, Pa., has been elected by the Board of Trustees to take the place made vacant by the resignation of Prof. Kinsey. Miss Morgan was graduated in music at Wilson College in the class of '95, and in the scientific course, same college, class of '97. She took charge for some time of the music department in Claverack Institute, N. Y., and is at present a student of music at Syracuse University. During the summer she expects to be at Chautauqua under the tutorage of Professors Sherwood and Wheeler. It is apparent that Miss Morgan comes to us well qualified for her work.

✻

Prof. Walter S. Hertzog, who now closes his third year as principal of the High School at Beaver Falls, recently gave notice that he would close his connection with the school to attend a university abroad during the next year. He and wife, and Carl S. Hertzog and wife expect to go together and to attend the same school. Through his influence several of the graduates of the High School have come to the Normal and our best wishes go with him and his companions.

✻

Carl Showalter Hertzog, who has been teaching in the Los Angeles Military Academy during the last two years is shortly to be married to Miss Margaret Frost of the State of Washington. He has recently been elected

to the chair of Modern Languages in Lebanon College, Tenn., with leave of absence for one year. He and wife will leave early in July to attend school at Leipsic and to visit many points of interest in the old world.

✻ ✻

A Letter From the Far West.

DEAR NORMAL REVIEW:—

I acknowledge myself a delinquent subscriber, but have no idea of "deserting the ranks." Herewith find enclosed am't for two years' subscription. A dreadful epidemic of small-pox among our Indians, during the winter and spring, kept my husband almost constantly from home, (he vaccinated hundreds, and nursed 31 cases) so that much of his desk work fell to me, consuming much time, which ordinarily would have been given to other things needing attention. I do not expect to get along without the REVIEW. I sometimes get a little homesick feeling when I read the names of so many strangers and wish we might hear more from the old friends: but I like to keep in touch with the steady improvement of the "Normal". The page devoted to the interests of "Philo Literary Society," is always of interest to me. I scan in vain, for a familiar name, and when I read of the beautiful hall I realize the flight of time, and my mind goes back to the little room on the second floor (near the chapel) where, as a little girl of ten, I entered upon society work. The walls and floor were bare, but, we had for "shining lights" W. S. VanDyke, H. Lenore Phillips, Sallie McClure and many others. I wouldn't take anything for the training of those days; frequently placed in positions where knowledge of parliamentary law is necessary, the training of old days at Philo holds good and "Robert's Rules of Order" is at hand only to confirm. I hope every student realizes the benefits derived from the Literary Societies. Thinking of changes in the old school home, has led me to think of the changes that have come to this land of my adoption, about which there is so

much said and written, these days, and toward which thousands have turned their faces, to find homes. Unfortunately, many will find graves instead. Twelve years ago, there was no "Oklahoma"—just "Indian Territory", not a city south of Caldwell, Kansas, until the Texas line was reached; only the Santa Fe R. R. 100 miles distant. The whole land a boundless prairie, where one might travel for days without the sight of a human face, no telephone, no telegraph, seven days to get a letter from Pa.! How unlike the present! Railroads, everywhere, cities and towns by the score, fertile farms and thriving factories. In the mountains, not far distant, are said to be hidden, gold, silver, and other valuable deposits. Salt mines and great coal fields are coming to view—to this latter adding gas and oil. The "prairie dog" will soon find no spot for his village, and the frightened deer no place to hide. To a new-comer, it might seem as though the Indian alone, had not advanced; but, to a pioneer (like myself) changes remarkable have taken place. The churches and industrial schools, together with the railroads and cake of soap ("pioneers of civilization") are doing their work. We dread to see the opening of this reservation, because of the saloon and other dreadful influences; but the Indian's contact with the white man can scarcely be worse than it is. We hope to welcome many good men and women among the new settlers and, by their aid, to put a new aspect on this "Indian Question". Sir Walter Scott quotes a Spanish writer, who (with more eloquence than common sense) upbraids his poor pen for wandering; but, compassionately remembers that it is "only the quill of a gosse"—a creature to one thing never constant; which takes to water, or earth or air, all indifferently, and which has become the symbol of changeful purpose. This letter of random incidents or rather of reminiscences may be called "a goose-quill letter," which, I hope, will be of interest to some of the old friends, if

not to the new. Cordially yours,
ANNA PFLASTERER FAIT.

✻ ✻

The Youth's Companion, though old in years, is ever young and fresh in thought. It is always sane, sound, pure, and good. In these times when much that is bad finds its way to the news stand, it is refreshing to turn to such a journal as The Youth's Companion for wholesome literature.

✻ ✻

HE

If I were Pierpont Morgan
And you were Hetty Green,
We'd corner all the powers,
We'd make the sunshine ours,
And I would crown you queen
Upon a throne of flowers,
If I were Pierpont Morgan
And you were Hetty Green.

SHE

If you were Pierpont Morgan
And I were Hetty Green,
In dismal days and sunny
We'd just keep making money
And stacking it between
Our happy selves, my honey,
If you were Pierpont Morgan
And I were Hetty Green.

✻ ✻

The Czar jumped forty-seven feet
And thrice turned in the air,
And fell behind the kitchen stove,
And lay and trembled there!
Yet, truth to tell, no Anarchist
Had basely tried to hatch
A plot against the monarch's life—
The cook had struck a match.

✻ ✻

Eyes are not so common as people think or poets would be plentier.

✻ ✻

Difficulties may intimidate the weak, but they act only as a wholesome stimulus to men of pluck and resolution. All experience of life, indeed, serves to prove that the impediments thrown in the way of success may, for the most part, be overcome by steady conduct, honest zeal, activity, perseverance.

Philomathean Galaxy.

MOTTO—Palma non sine pulvere.

MAMIE J. KETZNER, Editor.

Philo has received many new members this term and, to those who have been on the program, we owe a great deal for the earnestness which they manifest in the work assigned them. It argues well for the success of Philo next year.

✱

Messrs. Billingsley and Wilkinson, former members of Philo gave us a friendly call, May 17.

✱

Miss Myrtle Squibb was appointed Philo's Valedictorian, and Miss Lulu Ghrist, Salutatorian.

✱

Philo has been favored with several fine vocal selections by Miss Carrie Noss, and others.

Some very fine music was rendered by our violinists Miss Eva Claybaugh, Messrs. Meese and Sloan, with Miss Snyder at the piano, May 24th.

✱

The Professor's Mistake.

BY MISS ETTA FRAIKES.

'Twas on a Sunday afternoon and the Normal rooms were hot,
When six maidens from the College to Professor Aydelotte
Went and begged him with their charming and persuasive, pretty talk
To leave his stuffy lodgings and to take them for a walk.
They arranged that they should meet him in the rear of Science Hall.
But their pride in clever scheming soon was destined for a fall.
For these maidens long they waited for this gallant lad to come
And seeing that he tarried, and hearing, too, a hum

Of pretty maiden voices upon the campus green.

They ventured forth from their retreat and gazed upon the scene.

Lo! what an awe-inspiring sight beheld these maidens fair—

Full sixty other maidens for a walk were ready there!

You can readily imagine how their hearts began to sink

And what bitter, bitter thoughts that the six began to think.

So mean! so cruel! so unfair! O isn't that a shame!

Were words heard in conjunction with the poor professor's name.

For he had, in his politeness, invited all the school

To go across the river and enjoy the breezes cool!

O bitter and revengeful was the language you could hear

As the disappointed maidens in the walk brought up the rear.

But the innocent professor never noticed their despair,

Or how they walked away behind with noses in the air.

Not until the walk was over did he hear of his mistake,

And when he learned the fatal news, his knees began to shake,

And his heart grew sick with deep remorse, his head began to swim.

And that he fainted dead away, was the last we heard of him.

We pity the professor, and we hope the angry six

Will let some pity also with their burning anger mix

But we advise all young professors, when a walk they wish to take,

To count the costs and sixty for six maidens not mistake.

Normal Chronicles.

MISCELLANEOUS.

May 3. Piano and Song Recital was given in the chapel. See notice elsewhere.

May 4. First base ball game of the season played on Athletic grounds. Visitors were the Pittsburg Press League Team. Score 16 to 0 in favor of the Normal.

May 5. Sunday evening exercises were conducted by Dr. Noss. Topic, "Getting rid of Weights."

May 11. Game on Athletic grounds between Shadyside Academy and Normals. Score 6 to 4 in favor of Normals.

May 12. Sunday evening services were conducted by Mr. Meese. Topic, "Energy begets destiny."

May 14. Workmen are laying a new stone walk in front of the Normal buildings.

May 15. Dr. Chubb, formerly professor of Psychology in the Normal, was present at chapel exercises.

May 19. Sunday evening exercises were conducted by Dr. Ehrenfeld. Topic, "Ye are the salt of the earth."

May 20. Lecture in the evening by Elijah P. Brown on the subject of "The Marks of a Prince."

May 26. Sunday evening exercises conducted by Dr. Noss.

SENIOR CLASS SPEECHES.

May 1. Ada Newton, The U. S. Naval Academy.

May 2. Anna Openshaw, The Liquor Traffic from a Commercial Standpoint.

May 3. Clara Parkinson, A Day in Ancient Rome.

May 3. C. P. McCormick, Our View of the Unsolved Problem.

May 6. Clara Spiegel, Ergene Field.

May 7. Annie Porter, The Moors in Spain.

May 8. Lillian Russell, The Alhambra.

May 10. Emma Reppert, Triumphant Over Darkness.

May 10. Emma Peden, Andrew

Jackson.

May 13. Margaret Richardson, Charlemagne.

May 14. Eleanor Vossler, The Iron Chancellor.

May 15. Hallie Shannon, Use of Literature in the Schools.

May 16. Pearl Sturgis, Thomas Jefferson.

May 16. Katharine Shepler, The U. S. Military Academy.

May 17. Ethel Sheplar, The Career of Lord Nelson.

May 20. Christine Smith, Moral Education in School.

May 21. Carrie Smith, The Philippines.

May 22. Mary Woodward, General Meade.

May 24. Myrtle Squibb, Charge of the Light Brigade.

May 24. Anna Woodward, Brownsville.

May 27. Agnes Myers, A Colonial Oration.

May 28. Clara Vogel, Peace Conference of the Hague.

29. John A. Williams, Colossal Failures.

May 31. John A. Baxendell, Philippine Islands.

June 3. Lenor Tillman, Mohammedanism.

June 5. J. N. Phillips.

The Beginning of the Normal.

The laying of the corner stone, Aug. 26, 1868, was an important event in the history of our Normal school. The ceremony was in charge of the Odd Fellows, who were present in large numbers, and a large concourse of people from along the valley listened to an appropriate address by the then governor of the state, Jno. W. Geary.

Recently in looking over some old papers I came across a slip handed me by the principal, Prof. Gilchrist on that occasion for me to read as Secretary of the Board, announcing the things deposited in the stone. And thinking it might be of interest to some who were present on that occasion as well as to others, I herewith

give the list.

Catalogues of the Keystone, Millersville, Mansfield, Northwestern and Southwestern State Normal Schools.

Copies of the Pittsburg Commercial, Gazette, Post, Dispatch and Chronicle.

Copies of the Washington Reporter, and Examiner.

Copy of the Monongahela Republican.

Copy of the Brownsville Clipper.

All of the National Coins and fractional Currency. G. G. HERTZOG.

Athletics.

BY WM. A. COVERT.

The past month has been a successful one for the Normal baseball team. It has also been a month of disappointments. The Normals have won all the games played, but have been disappointed because of the many games interfered with by rain. The season was not opened as expected at Waynesburg, April 27, owing to inclement weather. But the opening game of the season was played on Normal Athletic grounds May 4, against the Pittsburg Press Team, in which game the Press Team received a whitewashing. Again a week later, May 11, the Normals won from Shadyside Academy in a close and interesting game. On the 18th, 22nd, and 25th of May, games with Avalon A. C., Shadyside, and Pittsburg High School had to be called off on account of wet grounds. This made five games this season that were postponed on account of unfavorable weather. The team has in this way lost many valuable opportunities for improving their playing, for nothing develops a team's strength more than to engage in many close and well played games. Two practice games with the California town team have been played. The Normals won both games, the first by a score of 15 to 4, and the second by a score of 3 to 2. The team has done good all round work and have won their games on their merits. Their full

strength is not yet fully developed, and steady improvement is expected as the season advances.

PITTSBURG PRESS vs. NORMALS.

The team representing the Pittsburg Press came to California to cross bats with the Normals in their opening game, May 4th. The game was one sided from the beginning, the result never being in doubt. The Press boys made but few scattered hits and did not even score, while the Normals batted the ball almost at will and scored repeatedly. Score by innings:

Press 0 0 0 0 0 0 0 0—0

Normals 4 2 2 0 7 0 0 1 0—16

Batteries—Press, Patton, Mucker. Normals, Harmon, Welty.

SHADYSIDE ACADEMY vs. NORMALS.

On May 11, the Shadyside Academy team came to play Normals at Normal Park, expecting to win at base ball as they had at football, but they were fairly beaten in a close and well played game by the close score of 6 to 4. The game was interesting through out. The game was called during the ninth inning on account of rain, but was later finished in the mud. The Normals being compelled to play the last half of ninth on a very slippery field, but notwithstanding this, no runs were allowed the visiting team.

Batteries—Shadyside, Graug. Normals, Harmon, Welty.

A fine game is expected on Decoration Day when the crack Homestead L. A. C. Reserves team will be played here on Normal Grounds. They have one of the strongest amateur teams in western Pennsylvania.

✻ ✻

The Y. W. C. A.

The Young Women's Christian Association forms a most important part of the school life. A large number of our girls are assembled each Sabbath morning, taking an active part in the different exercises, and endeavoring through christian work to more fully prepare themselves for the many problems that will confront them in the great school

of life. We believe each girl will go out from the school better equipped for work, with new sympathies, stronger desires, and higher ideals of what life's duties really mean by coming in contact with the work and being a part of the Y. W. C. A.

The work of the year has been planned with this thought in mind. It has consisted almost wholly of character studies as follows.

BIBLE CHARACTER STUDIES.

1. Deborah, The Woman of Leadership.
2. Ruth, The Example of Friendship between Women.
3. Esther, The Woman of Position.
4. Mary, The Mother of Our Lord.
5. The Ideal Woman of The Old Testament. Prov. 31:10-31.
6. The Part of Women in the Establishment of the Church.

The study of this series was to show the characteristics in women that that please God, whether centuries ago or at the present time, and to make the Bible Women as real to us as the women we admire to-day.

These outline were followed by Character Studies in Genesis, beginning with Adam and Eve, followed by Cain and Abel, Noah, Abraham, Lot, Jacob and Joseph. We read in Romans 15:4, and I. Corinthians 10:11, that whatsoever things were written aforetime were written for our learning, that we through the patience and comfort of the scriptures might have hope; and further that the experiences of The Old Testament characters are examples for us and written for our good. Our aim throughout these studies has been to more fully realize that these types of men and women, lived, succeeded, failing, enjoying, suffering, even as we do.

These lessons have led to marked growth. The study and researches have been most helpful. We have realized in a new light that "There were giants in those days and mighty men of renown." We find in the seventh gen-

eration three departments of progress, agricultur, art, and mechanical inventions. Space will not permit us to speak further of the spiritual help and historical value of this study of the Holy Word.

One Sabbath of each month is devoted to Missionary Work. The subjects have been as follows:

Mission Work in Korea.

Mission Work in China.

Mission Work in Alaska.

Mission Work among the Colored People of the South.

The last named has been of unusual interest. The condition of this people, the number of schools established, the ways by which they are supported, the present needs, are some of the thoughts which have been under consideration. The Outlook and other magazines have published from time to time most excellent articles on the Negro problem and his present condition. The articles by Booker T. Washington and others have furnished material for an intelligent study of the beginning and growth of this great Industrial Institution and the general needs of all the schools for the colored people. A desire has been awakened to lend a hand in helping that race that has been given a home in our land, and yet cannot hope to compete with the more fortunate race by its side without help.

Letters have come to the association, giving us an insight into the many perplexing questions which confront the teacher who gives her life to this cause: of the many little things we can give to help the work along, in the way of Bibles and other books, magazines, cards, pictures, clothing, etc. A letter tells us that the girls of a Southern school almost quarrel for a Bible which must be loaned to different ones.

Our Association has been doing some work in this direction and will do more before the year closes. The future is before us. Let us be not satisfied with the past, but labor for the coming year with greater zeal and higher ideals.

ANNA B. THOMAS.

Plagiarism. The charge of plagiarism made against a college orator in a Missouri contest is a sad reminder of the fact that many young men have brought upon themselves an odium difficult to remove by borrowing the language of others without giving proper credit. Doubtless this is sometimes explained by what is called "unconscious cerebration", but often the evidence is so plain that it is difficult to distinguish the borrowing from a plain case of stealing. As the wrongfulness of ordinary larceny does not depend upon the discovery of the theft, so the offense of plagiarism is the same whether it is found out or not.

The object of an oratorical contest is to test the ability of those who participate in it and not to ascertain their acquaintance with the speeches of others. It is well for the student to remember that integrity is even more important than genius, and infinitely more so than a reputation for genius, built upon the ability of others. The possibilities of our language are such that it is not necessary for one person to express himself in the words used by another, and every mind is so different from every other that a man is hampered rather than aided by trying to say something just as some one else has said it. The object of education is to draw out and develop the mind, and the student will find that it is not only the part of honor, but the part of wisdom as well, to be himself and no one else, in all that he says and does. A speech to be successful must be appropriate to the occasion of its delivery and while the principles set forth may be applicable to other times and other places, the speech itself will not fit into any other occasion. The young man will find it to his advantage to read and digest what others have written, but that which bears his own name should be as distinct from that which he has read as the flesh is distinct from the food out of which it is created.—Quoted from the Commoner.

**Shall We
Know Nature**

We find in this world the things for which we are seeking. The botanist stops to pluck the first frail anemone growing beside a strata of rock; the geologist ignored the bit of growing color and grew wealthy from his find of gold, but a Ruskin had passed all and grew divine by searching the heavens above and feasting on cloud-like forms and waning sun. And a fourth passed along this way: he saw neither flowers, rock, cloud, nor sun, but heard the whining stream as it brushed by the bit of pink, washed over the yellow rock, and reflected the dainty cloudland and hiding sun: yet a fifth came along, blinded to all save the fishes that silently parted the shining water. He reclined before them and, an in hour, lived over a fruitless fisherman's life. Each "got what he was a-hunting." Each one selected from this array of matchless creation just what intuitions and countless circumstances ordered, yea, compelled him to select. The man, whose knowledge of plants went no further than that of the ox, would see and do no more than the beast—tramp them down—while another has turned out his plowshare to save a mountain daisy.

The man is to be pitied and feared who can see only the flower, the rock, the cloudland or the isolated fishes. The beautiful spot would have been chaos to the botanist without his plant, dull to the mineralogist without his ore, silent to the Ruskin without his myriad of clouds, and mountainous to the fisherman without his finny tribe. Yes, the one is to be pitied who is able to look for only one thing—he is so often without food for his soul when his pathway is running over with great and glorious things. And just because his particular, his specialized type, is not to be found in it he has to ignore all. Moral—Let the child become interested in the various lines of Nature that when She appears to it in Her different robes, they may sit down together and the child talk with its God.
—F. A. HILDEBRAND.

The Clionian Review.

MOTTO—*Pedetentim et Gradatim Oriamur.*

EMMA S. PEDEN, Editor.

Notwithstanding the crowded season of our Normal work, Clio keeps up her record well. Each member seems to realize the importance of the work, and while preparing for examinations in other things, does not forget the fact that altho a final examination does not occur in society work, the spirit of that work should be the same.

One of the most entertaining meetings of the term was witnessed on Friday evening, May 24. We are unable to say definitely whether it was owing to the program's being carried out chiefly by Juniors or not. Since it is nearing the close of the year, it behooves us, as has always been done heretofore, to praise the Juniors, yet we can do so this year with no guilty conscience. We feel no hesitancy in saying that each member of Clio, old or new, understands his place, and is ready and willing to fill it, as well in quality as in quantity. The good work is undoubtedly hereditary. No student can leave this noble society without feeling that his work has been a benefit to others, as well as to himself, and that his influence remains in some good student to continue in the society work. "We help ourselves by helping others" is one of the best truths for us to remember in school and society work.

✻

The aim of Clio may be best defined in plain English—

"Too vere omee mbarr, as sme nteu, ltiva teth eminda ndvo icea, ndbe com eiatere stin gfl uen, tsp eake rs."

✻

The composite recitation, given in one of our meetings by Misses Peterson, Britton, Openshaw, Milslagle, and

Searight was certainly composed, but the audience was not. We are convinced that we have more good reciters than was thought. All are glad to learn of this, for what is more appreciable than good recitations well rendered?

✻

Musicians as well as singers are not wanting. There can be found among the members who have enlisted under the banner of "blue and gold", musicians skilled for any instrument one might mention. The "comb-musicians", who first made their appearance on May 24, very highly entertained all present, and caused them to hope for still more to follow.

✻

We have no reason to feel discouraged when old members, returning, tell us of our progress over their work. More especially do we appreciate these remarks when they come from members of our honorable rival society, Philo. Such as distinguished graduates of '98.

✻

One can always receive valuable information from the periodicals. We are indebted to one written by Miss McClure for the following:

"A hundred and one by fifty divide,
And next let a cipher be duly applied,
And if the result you rightly divine,
You'll find the result a wonderful sign."

CLIO

✻

If anyone should ask about contest for 1901, just tell him, "Clio 'll win".

✻

Finally, will some good Clionian inform the members what the motto "Pedetentim et Gradatim Oriamur" means.

Punctuation.

The following excerpt is from the editor's new booklet on Punctuation.

GENERAL RULES.

1. When hesitating on the question as to whether a punctuation point is needed at any given place *use no point*.

2. When the question arises as to whether the comma or the semi-colon should be used, use the comma. And so generally, when in doubt use the shorter pause.

THE PERIOD.

1. Use the period after sentences which are not exclamatory or interrogative.

Ex. Let us have peace. John goes to school.

2. Use the period after Roman numerals.

Ex. Edward VII. reigns in England.

3. The period usually follows abbreviations.

Ex. John Smith, A. M.

THE COLON.

1. Use a colon before a quotation formally introduced.

Ex. Portia thus addressed Shylock: "The quality of mercy is not strained."

2. Some use the colon as follows:—

Mr. John Brown,

Dear Sir:

Others prefer a comma after the word *sir*. Usage differs; the better argument seems to be on the side of the comma.

3. Use the colon between the parts of a sentence when these parts contain clauses separated by the semi-colon.

Ex. Cleon hath a million acres; ne'er a one have I:

Cleon dwelleth in a palace; in a cottage, I:

Yet the poorer of the twain is Cleon, and not I.

4. Clauses but slightly connected grammatically are sometimes separated by the colon. It will be noticed in such cases that the clauses are supplementary to each other in thought.

Ex. He that getteth wisdom loveth his own soul; he that keepeth understanding shall find good.

5. Note also these examples:—

"New York: D. Appleton & Co."

"12:35 P. M." "No: I do not care."

THE SEMI-COLON.

1. Use the semi-colon between clauses slightly connected.

Ex. Keep thy heart with all diligence; for out of it are the issues of life.

NOTE. We say "*slightly*" here because it is the "stock" expression. The two clauses are very strongly connected in thought. Speaking of the sentence grammatically, however, we could easily put a period after "diligence" and call the sentence finished. In this sense, therefore, the clauses are slightly connected.

2. The semi-colon is frequently used to separate clauses when the clauses themselves contain the comma as a pause.

Ex. Homer was the greater genius; Virgil, the greater artist.

3. The semi-colon is used before *as* and *namely* when these words are used to introduce examples.

Ex. There are twelve months in the year; namely, January, February, etc.

4. The semi-colon is used in sentences containing a series of independent clauses.

Ex. Some argue that vice is only a negative virtue; that evil is a necessity; that whatever is, is right.

THE COMMA.

This is the punctuation point that needs the most careful attention. It is at once the most used and the most abused point. The rules which follow will point out its chief uses.

1. A substantive used in apposition with another substantive is set off by commas.

Ex. John Adams, second president of the U. S., lived in Massachusetts.

2. In a series of words or phrases, the comma is used to separate the words or phrases unless all the conjunctions are expressed.

Ex. Mary, Jane, and John go to school.

This rule is frequently violated by good writers, notwithstanding the fact that nine out of every ten good authorities punctuate according to the example here shown.

3. The clauses of short sentences, when closely connected, are generally separated by the comma.

Ex. John went to school, and Mary did not.

4. The nominative independent and the phrase absolute are set off by the comma.

Ex. John, where were you?

The sun having set, we quit our work.

[Ten other rules are given under the comma.]



Final Examination Questions.

RHETORIC AND COMPOSITION.

1. Define: Rhetoric, style, diction, figure of speech.

2. Define and give an example of (a) Simile; (b) Metonymy; (d) Vision; (e) Epigram.

3. Justify, or criticise and correct the following: (a) We got home safe; (b) Open the door wide; (c) Hence arises the following advantages; (d) I did not suppose it to be him; (e) Ambition is one of those passions that is never satisfied.

4. Define and give an example of: A periodic sentence--of a loose sentence.

5. What is an epic poem? An Allegory? A Comedy? A Tragedy? Blank Verse?

6, 7, 8. Write a brief sketch of some classic you have read.



GEOGRAPHY.

1. Describe the relief forms of North America. Give three principal exports of the U. S. Name the two greatest commercial centers of the U. S. Name two trans-continental railroads.

2. What and where are the following: (1) Pretoria, (2) Cavite, (3) San Juan, (4) St. Thomas, (5) Guam?

3. Compare the climate and the climatic conditions of Atlantic City and San Francisco.

4. Where are the following produced: (1) Coconuts, (2) Date palm, (3) Clives, (4) Cinnamon, (5) Oranges?

5. Tell in what ways territory has

been added to the thirteen original colonies.



PHYSIOLOGY.

1. Briefly discuss the process of digestion.

2. Make a drawing of the heart. Give names of its chambers and its valves. Indicate the character of blood in each chamber.

3. Distinguish between (a) the humerus and the femur, (b) the ulna and the tibia, (c) the trunk and the thorax, (d) a muscle and a tendon, (e) chocolate and cocoa, (f) a stimulant and a narcotic, (g) a vein and capillary.

4. Why, when and how should teachers and pupils take exercise?

5. Distinguish between the functions of the cerebrum and the cerebellum.

6. Give at least five laws of health that you would impress upon pupils.



ARITHMETIC.

1. Define Factor, Multiple, Indorsed, Solution.

2. The boundaries of a square and circle are each 15 ft. 6 in.; which has the greater area and how much?

3. A roof each side of which is 40 ft. by 32 ft. is to be covered with slate 16 in. by 12. How many slates will it take allowing them to lap one-half?

4. What should I give for a 6% bond of \$500 that I may realize 8%?

5. Multiply .45 by .635 and explain the place of the point in the product.

6. A's money is 10% of B's and 15% of C's; B has \$100 more than C. How much has A?

7. Find the surface of a cube the square on whose diagonal is 625 sq. in.

8. A note for \$960 with interest due in 4 mo. is dated California, Pa., April 1, 1901, and is discounted June 11; what are the proceeds?

9. Upon what does the value of a fraction depend?

10. A can do as much work in 3 hr. as B can do in 5 hr. How long will it take A to finish a piece of work of

which B has done $\frac{1}{4}$ in 20 days?

✱
METHODS.

1. Arrange a course in reading for first year pupils and give reasons for your choice of material.
2. Briefly outline a lesson-plan on the story of Baucis and Philemon for third grade pupils. Any similar story may be substituted.
3. Discuss the value of well-chosen pictures and tell how you would use them.
4. Briefly describe the number work which you consider desirable for primary grades.
5. How should primary grades be employed between recitation periods?
6. Is it possible to teach geography in all grades without a separate period for that purpose? How?
7. What Herbaratin principles can you apply in any school?

✱
CAESAR.

1. *Erant omnino itinera duo, quibus itineribus domo exire possent: unum per Sequanos, angustum et difficile, inter montem Iuram et flumen Rhodanum, vix qua singuli carri ducerentur: mons autem altissimus ut facile perpauci prohibere possent;*
2. *Postquam id animum adverti, copias suas Caesar in proximum collem subducit equitatumque, qui sustineret hostium impetum, misit.*
3. *Postero die castra ex eo loco movement. Idem facit Caesar equitatumque omnem ad numerum quattuor milium, quem ex omni provincia et Aeduis atque eorum sociis coactum habebat, praemittit, qui videant, quas in partes hostes iter faciant.*
4. Parse the italicized words in the above sentences, giving conjugations and declensions.
6. Give general rules for the dative case.

✱
HISTORY.

1. What evidences exist to indicate

that America was inhabited by a race of men previous to the Indians?

2. What was remarkable about the election of J. Q. Adams? To what political party did he belong? What was the issue?
3. What was the Kansas-Nebraska Bill? When passed? Its author? What effect had its passage upon former legislation?
4. For what are the following dates noted: 1000, 1777, 1873, 1861, 1565.
5. What was the cause, give dates and results of the Mexican War? By what treaty was it closed?
6. Treat these topics: The attack upon the Massachusetts troops in Baltimore. The Battle of Ball's Bluff. Give dates.
7. Name three important inventions; two great internal improvements; two important treaties in the history of the United States.
8. Give one essential fact regarding Warren, Houston, Bragg, Bancroft, Morse, Sheridan, Fads, and Taney.

✱
GRAMMAR.

Not many generations ago, *where* you not sit *cirched* with all that exalts and embellishes civilized *life*. the rank thistle nodded in the wind, and the wild fox *dug* his hole unscared.

1. Diagram or analyze the above sentence.
2. Write a sentence using *old* in the superlative degree, *see* in the past perfect tense, potential mode, passive voice; *that* as a relative pronoun in the nominative case.
3. Give the principal parts of the following verbs: beat, flee, lay, sly, rid, saw, tread, take, smite and lie (to recline).
4. Use in good sentences the possessive plural of the following: Wharf, child, son-in-law, motto and lady.
5. Define conjugation, voice, sentence, idiom and syntax.
6. Correct the following: She bought a new pair of gloves. He invited my brother and I to see his library. The scriptures are more valuable than any

writings. I recollect you was an advocate in that important trial.

7. In how many ways may the gender of nouns be distinguished.

8. What does a verb in the indicative mood express? In the subjunctive? In the potential? Give examples.

Sonnet from Shakspeare.

O how much more doth beauty beauteous seem,
By that sweet ornament which truth doth give?
The rose looks fair, but fairer we it deem
For that sweet odor which doth in it live.
The canker-bloom have full as deep a dye
As the perfumed tincture of the roses,
Hangs on such thorns, and play as wantonly
When summer's breath their masked buds discloses.
But, for their virtue is their only show,
They lived unwooded, and unrespected fade.
Die to themselves. Sweet roses do not so;
Of their sweet death are sweetest odors made:
And so of you, beauteous and lovely youth,
When that shall fade, by verse distils your truth.

Guard Against Inelegancies of Speech.

"Lapses in grammar do not offend when they are made by the illiterate who have not been taught propriety of speech. But they are exceedingly disgraceful in the educated person," writes Margaret E. Sangster, in the *May Ladies Home Journal*. "Beyond mere correctness of expression there is such a thing as a beautiful choice of words, and there are hall-marks of culture which the rich vocabulary shows, while the meagre one convicts of ignorance and poverty of resource. Colloquialisms and provincialisms are caught by those who live constantly among the un-

learned; but the influence of this contact may be modified by a daily study of words, as in a lexicon or thesaurus, and by the habitual reading of good books. Insensibly we acquire the speech of our associates, and a favorite author, if he belong to the aristocracy of the literary guild, is one of the best associates we can have."

Hopeless.

The youth was plainly disconsolate, and in the goodness of our heart we wanted to comfort him.

"Alas!" he cried; "I can never become great."

Naturally we asked why.

"Because," he replied, sobbing bitterly, "I was born in a mansion and I have never been compelled to support a widowed mother and a lot of little brothers and sisters."

When we stopped to think we realized that this was a case where mere words would not avail.

God sends his teachers unto every age,
To every clime, and to every race of men,
With revelations fitted to their growth
And shape of mind, nor give the realm of truth
Into the selfish rule of one sole race.
—Rhoecus.

"And then," she said in telling of the romantic episode, "she sprang to his arms."

"She did?"

"Of course. Do you doubt it?"

"Oh, no," he replied, "but after seeing her, I can't help thinking that it must have jarred him quite a bit."

Briggs—I notice that Tom doesn't call his wife "Birdie" any more.

Groggs—I heard him call her "Goose" the other day. It amounts to the same thing, you know.

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* *

Friends of the Normal, wishing to attend the annual commencement exercises, can secure excursion rates by writing to the Principal for R. R. order.

* *

They turned over the pages of the book until they came to a picture of a Dahomey girl with enormous bracelets on her ankles. "Don't they look barbarous and hideous?" asked Mabel, with a grimace. "Yes," asserted Claude. "She ought to wear them on her wrists or in the shape of big brass spikes down her skirt front."

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Punctuation.

A little manual on How to Punctuate has been published by Jno. D. Meese of the Department of English. A copy will be sent post-paid for six cents.

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