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THE NORMAL REVIEW.

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

The Normal Review.

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Editorial.

THIS number of the REVIEW will be the last published in the present school year. The next number will appear about the first day of October.

DO you read the REVIEW regularly? If so, we hope you have been pleased so well with it during the past year that you will continue to read it in the future. We feel sure that the next ten numbers will be more attractive, more interesting, and more useful to our subscribers than any former ten numbers have heen.

WHERE are you going to spend your vacation? At home? If so, be sure to walk out into the fields and the woods frequently in order that you may return to the school room with fresh ideas from the workshop of nature. Put your hand for a time to some useful employment. Tell your father to rest while you do his work. If you use your eyes a little you will see more than one instance in which you can render aid to your mother. Your parents will appreciate any thoughtfulness or kindness on your part.

THE foregoing remarks suggest the question whether we are all as helpful as we might be. Are not many of us afraid that we shall do some work for which we shall receive no pay? We should pause to remember that the working for wages is common place and keeps us in the common ranks. Up in front you will find the men and the women who are not fearful of doing too much and who have often performed the duties of the hour without any pecuniary reward.

WHAT are you willing to do for the REVIEW from time to time? We shall be pleased to receive items of news from you. If you are a teacher we shall be glad to learn from you what has made you successsul in the school room. Maybe you can send us a subscriber every now and then. You will,of course, renew your own subscription.

THE commencement season suggests the posibility of realized hope or bitter disappointment. The bright eye and cheerful voice announces the electian of the wide-awake beginner to a good position. Happy such an one if her enthusiasm and high hopes shall never grow less in strength and prompting force. On the other hand, the downcast eye reveals the disappointment of the young woman just as worthy perhaps as the one who succeeded. Let not such an one regret too keenly the effect of past experiences. True worth will succeed. Wait and win.

The many improvements going forward at the Normal will be completed in time to afford a genuine surprise to such of our student as return in September. With all the Board contemplates doing for the school, there is no doubt

that it will be one of the best equipped institutions in the state. Every friend of the school should do all in his power to help increase the attendance.

Class of 1901.

Miss Georgia Eggers and Miss Emma Reppert have been elected teachers in the schools of Belle Vernon for the coming year.

Miss Eleanor Vossler will teach at Mt. Pleasant, Pa. next school year.

Misses Marie Johnston, Sadie Conlin, and Viola Milslagle have been elected to teach at Duquesne, Pa.

Miss Clara Vogel will be a teacher in the West Newton, Pa. schools next year.

Miss Carrie E. Noss has been elected to teach in the second primary school at Coraopolis, Pa.

Mr. J.H. Mumbower has been chosen to teach the highest grade in the Charleroi schools.

Misses Estella McLuckie, Alathea Mountsier, and Winnie G. Knepper have all been elected to good positions in the Charleroi, Pa. Schools.

Miss Agnes Myers will teach the young ideas of the Pitcairn schools during the next school year.

Misses Elizabeth Marshall and Ethel J. Dunlap have been chosen as workers for the coming school year in the schools of Beaver Falls, Pa.

Miss Vera Montgomery was elected on the evening of June 17th to teach in the McKeesport schools next year.

Miss Zelma Underwood has been elected as assistant teacher in the High School at Beaver Falls.

Mr. C. P. McCormick expects to attend Oberlin College during next school year.

Miss Elizabeth Gilliland and Miss Edith Elliott are elected to positions in the Homestead schools.

Miss Genevieve Burd and Miss Sadie A. Conlin will teach at Duquesne next term.

Miss Sadie M. Squibb has been elected to teach at Douglass, Pa.

Miss Ada L. Newton has been selected as a teacher for one of the advanced grades in the school at West Elizabeth.

Miss Ella M. Clarke will teach in the Braddock, Pa. schools the next school year.

Miss Minnie Heath was elected to teach in the graded schools at Dravosburg.

Mr. P. G. Cober and Miss Erma Lotz were elected as teachers in the Coal Centre schools for the ensuing year, the former as principal.

Miss Sara B. McClure and Miss Mary A. Culbertson were elected on June 20, to teach at Thompson Run, Pa. And at the same election Miss Gueun Best was chosen to teach in Room No. 3. Hope Church, Pa.

At this writing (June 25) many of the class are awaiting the action of the school boards in whose hands their applications rest. We have no doubt that all who wish to teach will secure good places at remunerative salaries.

Commencement Items.

As a result of of the Faculty and State Board examinations there were ninety-four seniors passed for graduation, one hundred and seven for seniors, and fifty-four for middlers.

A large and attentive audience listened to the Baccalaureate sermon on Sunday evening, June 16th. The speaker on this occasion was Rev. John H. Prugh, D. D., pastor of Grace Reformed church, Pittsburg, Pa. His theme was based on "Fear God and keep his commandments, for this is the whole duty of man." A quartette composed of Messrs. Morgan, Craven, Gleason, and Jenkins sang two selections. Dr. Morris, pastor of the California C. P.

church, and Rev. Grant, assistant to the pastor of the M. E. church, were present and assisted in the exercises.

Dr. Ehrenfeld was absent from commencement exercises on account of the fact that he was present at the Keystone State Normal School as a member of State Board of examiners.

A large number of people turned out to hear the Lyric Quartette on Saturday evening preceding commencement. The performances were quite satisfactory, the reading of Miss Nichols deserving special mention.

The Junior class in the opinion of everybody covered itself with glory in the class day exercises held on Tuesday morning of commencement week. A large crowd was in attendance. Following is the program:

Address by the president.....
.....Lucian C. Fausold
Orator.....Arthur Ray Witherspoon
Historian.....Blaine Scott
Reciter..... .....Bessie Hetherington
Prophet.....Benj. G. Binns
Poet.....Bertie Gregg
Artist.....Lena Minehart
Growler.....Jno. A. Cummings
Class Song.....Hugh P. Meese

On Tuesday afternoon a game oi base ball was played in Normal park between the Normals and the Pittsburg Academy. At the close of the game the score stood seven to one in favor of the Normals. The school team has done well this year. Not a single game has been lost.

The annual contest is always an interesting event. A crowd this year, as other years, bore witness to the deep interest evinced by the public in the battle between the two great literary societies. The Clionian society won the recitation and the debate, while the Philomatheans won the oration and the essay. Thus each society gained five points, resulting in a tie. As is usual on such occasions, public opinion was very much divided as to the merits of the respective performers. Certain it is that each one did well. The effect of the performances was heightened by the excellent solos given by Mr. Ernest Gamble of Pittsburg. Following is the contest program:

CLIONIAN.

1. Essay.....Estella McLuckie
   The Giantess of the East
2. Oration..... .....Frank Hipps
   The Mission of Song
3. Recitation.....Elizabeth Miller
   The Stranded Ship
4. Debate.....P. G. Cober
   Negative

PHILOMATHEAN.

1. Essay.....Zelma Underwood
   The Old Red School House
2. Oration.....William A. Covert
   Beyond the Potomac
3. Recitation.....Luella McMahan
   The Honor of Zenda
4. Debate.....Benton Welty
   Affirmative

Question—Resolved, That the "Trusts" are detrimental to the best interests of the people.

Judges—Hon. E. H. Reppert of Uniontown, Pa.; Rev. Geo. D. Crissman, Ph. D., of West Newton, Pa.: Prof. Waitman Barbe of Morgantown, W. Va.

One can not imagine how the regular commencement exercises could have been improved. The performers did their best; the crowd was attentive; the weather was absolutely perfect. At the close of the exercises ninety-four seniors filed on the rostrum to receive their certificates. The scene was an impressive one and will long be remembered by the hundreds of visitors present. Following was the order of exercises for Wednesday morning.

COMMENCEMENT EXERCISES.

Solo by Mr. Gamble

Prayer by former Principal Geo. P. Beard

Guenn C Best.....Thaddeus Stevens

Alathea D. Mountsier.....
...The Schoolmaster in Literature

R. C. Weller.....
.....The Orient and the Occident

June D. Buckbee.....Gems

Solo, Mr. Gamble

Ella M. Clarke.....A Ray of Sunlight

Winnie Knepper, The Fate of the Boers

Elizabeth Marshall..... .....
.....The Slavery of Custom
Solo, Mr. Gamble
Vera Montgomery, The Bow of Ulysses
Tillie W. Hunker..... .....
.....The Survival of the Fittest
E. C. Auld.....
The Civilizing Influence of Gunpowder
Solo, Mr. Gamble
Lucy Welty..... .....
....The Defects of State Education
Carrie Noss..... .....
..Song—The Chords of Life—Lloyd
Mabel Sheplar.....
....The Imagination in Literature
L. Jean Robinson..... ...
...The Sphinx Among the Nations
Conferring Degrees By the Principal
Doxology
Benediction.

The exercises of the week closed with the senior class day exercises, which were held on Wendesday afternoon. These exercises each year seem to be of more than ordinary interest. On this occasion many people failed to get into the chapel on account of lack of room. The following program was carried out:

CLASS DAY.

Music
President.....Earl D. Sloan
Orator.....John H. Mumbower
Poet.....Etta Fraikes
Music
Historian.....Ada P. Echard
Optimist.....Isabella C. Erickson
Pessimist.....Mary H. Thompson
Prophet.....Marie C. Johnson
Music
Reciter.....Margaret G. Reid
Donor.....David Davis
Cartoonist.....J. Resler Calihan
Class Song .....Elizabeth C. Peterson

In our account given thus far we have made no mention of the reception given on Monday evening by the faculty and trustees to the students and invited guests. The reception was given in honor of the members of the sen or class. It was held in tne library and the large room known as the A room. These rooms were specially prepared for the occasion by the committee in charge of the arrangements. Refreshments were served in the annexes to the A room and in several rooms of the new library building. Prof. Kinsey's orchestra furnished music for the evening. Altogether the occasion was a most delightful one. The students appeared in their best habit and mood, numerous visitors from abroad were present, and many alumni shared with us the joys of the evening. All went away late in the evening well pleased.

Much of the good order that prevailed during the meetings of commencement week was due to the politeness and helpful influence of the ushers. These were on the part of the Clionian, societyMr. E. G. Rhoads and Misses Nellie M. Rutter, Iva Beazell, Bertie Gregg, andJessie K. Tannehill; and for the Philomathean, Mr. John R. Cummins and Annie L. Koontz, Emilie Vossler, Helen Hopwood, and Anna L. Marsh.

Everybody voted this an ideal commencement. One enthusiastic visitor said that it was the best set of exercises that he ever attended. The order was of the best; the weather ideal; the performances, in good taste and excellent; all conditions, the most favorable. The new century is well begun.

JUNIOR CLASS SONG.

Words and music by Hugh P. Meese.

We all greet you now, our comrades
and our school mates dear,
The fact that we are leaving you now
wrings from us a tear,
We have passed the faculty's exams,
defied the State-board's worst,
And through all other tasks and trials
we've passed triumphant first,

Chorus.

We are the Juniors, the class of 1902.
Cheers for our colors, the gold and the
blue:
We've studied hard and tried hard but
now our work is o'er,
And till the comming autumn you shall

see us no more.

We have all escaped the prowling profs
and the watchful lady teachers,
We mention not the doctor nor the vocal music screecher;
We've each gone to his little bed at ten each night,
And we got up each morning with the dawning ray of light.

We have dragged ourselves to chapel in the morning every day,
To hear the grand oration that each senior had to say.
We have wrestled with our Latin and our Botany so tough
Had we to work another day we'd all be sour and gruff.

We must say good-bye now friends to you, the last time for the year,
The time will pass most swiftly till we all again meet here,
We wont forget our friends and classmates during summer months,
But think of how we worked with them at California once.

SENIOR CLASS SONG.

By Elizabeth Zelma Peterson.

Though Time decrees that we must sever,
Friends kind and true,
'Tis here our thoughts will linger ever,
Mem'ry will not say adieu.
Although the parting words be spoken,
Though far we roam,
These ties of love will ne'er be broken,
Love for our old Normal home.

Chorus.

Though the world be bright or dreary
Wheresoe'er we roam,
O never will our hearts grow weary
Thinking of our old Normal home.

We'll ne'er forget these sunny places,
These scenes so dear;
We'll cherish thoughts of cheerful faces
Beaming with friendship sincere.
We will recall our happy meetings
In years to come,
And in remembrance we'll have greetings
Here in our old Normal home.

Dear home of friendship's unfeigned pleasure,
While life shall last,
For thee we cannot cease to treasure
Mem'ries of days-that are past.
Where'er our future habitation
On earth may be,
Though high or lowly be our station,
Our thoughts will cling to thee,

Brief Critique on Emerson's Compensation.

BY L. JEAN ROBINSON.

I. What the essay on compensation tion teaches.

This essay teaches that men judge success in life from a false stand point by making man and character sub-ordinate to wealth and fame. This mistake gives rise to the false doctrine that the good are miserable and the bad successful. We are sure to receive in this world all we deserve. If one does wrong, he will be punished; if good, he will be rewarded. The act and the reward exist together, they cannot be separated. The evil cannot live; the right will prevail. It is always so; all nature is reproduced in the smallest particles of matter.

II. Our strength grows out of our weakness.

Nothing in nature is absolutely perfect, everything has some blemish. If we were perfect, there would be no necessity for growth of character or gain of knowledge. That which reveals to us our weakness is the real source of our strength. Our failures take the conceit out of us, showing us our ignorance, and give us an incentive for trying to improve. One needs to be thrown on his own resources, be obliged to work for himself, fail and try again to bring out the best there is in him. Continual success proves that our aims are too low. Browning says:

"What I aspired to be
And was not, comforts me."

III. Emersonia.

Among America's philosophers Ralph Waldo Emerson (1803-1882) stands first. Most of his works take

the form of essays or orations; many were given as lectures before being published. He speaks and writes like one who has a message for humanity. He uses no superfluous words. Every sentence is compact. The one criticism on his productions is that they lack unity. One mav begin in the middle of an essay and understand what he reads as well as if he had read from the beginning. He did not attract attention until past thirty years of age but worked until 1867. His best works are "Essays" including "Nature," "Compensation", "Man Thinking", "Representative Men", and "Conduct of Life". Some critics consider his poetry better than his prose.

Athletics.

A very successful base-ball Season for the Normal team has just been closed. Although rain prevented the games with W. V. U. Waynesburg, Avalon, Shady Side Acc'd., and Pittsburg High School. The scores made against the teams played make the team feel confident that a good majority of these would have been won if played. The games for the season have been won by the following scores:——Pgh Press League team 16to 0, Sdadyside Acad. 6-4 Homestead Reserves 16 - 3, California 4-2, W & J Freshmen 17-1, Pgh. Acad. 6-1. The last game against Pgh. Acad. was the best and hardest game they having shut out Grove City College by a large score earlier in the season. It was a very creditable game to win.

The features of the season's work have been the base stealing of Stocker' the heavy batting of free,the good catching of Welty and the agressive team work of all the players.

The prospects are good for a strong foot-ball team in the Fall and a good start has already been made on the schedule of games. Those so far arranged for are:--Pittsburg High School Oct. 19,W & J 2nd team Oct.26.W.U.P. Nov. 2., Waynesburg college Nov. 23., with Shadyside Academy, Morgantown University etc. soon to be closed.

The whole Island of New York was originally bought of the Indians for an equivalent of about $25 To-day New York has a population of about3,500.000 which is exceeded by one city—London. Its wealth is enormous; its annual expenditures are more than twice those of the Mexico Republic, and almost ⅓ of the German Empire with its population of 52,000.000. And it has become the financial centre of the world.—July Ladies' Home Journal.

The Last Days of Pompeii.

A book report by

ALMIRA PATTERSON

"The Last Days of Pompeii" gives an account of a historical romance in such a way as to enlighten the reader in regard to the customs of Italy in the early days.

Ione, a Neapoliton, and the most beautiful woman of Pompeii had, of course, innumerable admirers of which the most notable ones were Glaucus, an Athenean, and Arbaces, anEgyptian.

Arbaces was noted for his learning but had a most deceitful and treacherous character. His fiery nature was roused when he found Ione, loved Glaucus, and he determined to prevent their marriage if possible.

There was a poor, blind slave named Nydia whom Glaucus obtained as a maid for Ione. In his pity and desire to help her he did not perceive that her heart burned with love for him.

Julia, the daughter of a rich merchant, Diomed, was also passionately in love with Glaucus and gave her aid to Arbaces in his scheme.

A potion was obtained from an old witch and Julia was to administer it to Glaucus in order to make him love her.

Arbaces considered it for his best interest to get rid of the brother of Ione, Abaecides, and quickly did so,throwing the suspicion on Glaucus who had been crazed for a time by the potion given him.

As was the custom, Glaucus for his supposed crime,was to be torn to pieces by a wild beast,in the amphitheatre before the assembled multitudes that were in the habit of attending such affairs.

Ione, Nydia, and Calenus, a priest who had witnessed the murder of Abaecides, were all imprisoned in the house of Arbaces so so that they could in no way help Glaucus.

Deliverance to all was secured in a most unexpected way. Mt. Vesuvius emptied itself and every person thought only of saving himself.

Glaucus succeeded in getting Ione and Nydia on a vessel, but it was not long before they found that Nydia had ended her own sufferings in the sea. Glaucus and Ione escaped and lived many years afterwards as husband and wife. Arbaces perished as did also the rich Diomed and his family.

Nearly seventeen centuries had rolled away when the City of Pompeii was disinterred from its silent tomb. The revelations afforded by its discovery suggested to Lord Lytton the material for this highly interesting and instructive book.

* *

There are now over 1,000 women in attendance at the German Universities. Of these only 12 have been allowed to matriculate, the rest being simply lecture students. Most of them are teachers who are preparing for advance positions in the girl's gymnasiums or high schools. A liberal sprinkling of them are Americans. The increased attention of women to higher education in Germany has developed into a regular movement, though a mountain of prejudice will have to be removed before many of them be admitted as full university students. The attendance of men students at the universities is also increasing with remarkable rapidity, the total number now being almost 35,000. Berlin university holds the record, with over 6,000.—"The Pathfinder."

* *

"And when he proposed did you tell him to see me?" inquired her mother. "I did, and he said he had seen you several times, but that he loved me nevertheless."—Philadelphia Times.

Personal Mention.

Mr. Bert F. Ober, '97, has just finteaching a term of Summer Normal at Stahlston, Pa.

Miss I. Inez Auchors, who was passed by the Board into the Senior Class, has been elected to teach Room 5 in the North Washington schools.

Mr. C.H. Garwood has been re-elected for a term of three years as principal of the Homewood schools, East End, Pittsburgh. The Board advanced his salary to an even two thousand.

Mr. W. E. Bair has also received the honor of an election for a term of three years in the Oakmont, Pa. schools. Mr. Bair took charge of the Oakmont school about the middle of the last school year.

Mr. Hileman of Somerset, Pa. was a welcome visitor to our commencement exercises.

Miss Emma Mills, of the class of '00, will teach in the Uniontown schools next year.

Mr. W. D. Brightwell was recently re-elected for a term of 3 years at Washington, Pa.

Miss Sara Margaret Boyd is at present a teacher in the Kindergarten college, Pittsburg, Pa.

Miss Mary Clyde McCabe and Clifton H Black were married recently at the bride's home at Coraopolis. The attendants were Miss Eva McCabe, Harry Black Dr. Wylie Stewart and Otto her brother, William P. McCabe, and the wedding music was rendered by Miss Jenkins.—Chronicle Telegraph.

Miss Pearl Rabe, daughter of Dr. J. W. Rabe, California, Pa., was married on June 19 to William Behanna of Connellsville, Pa.

Miss Lucy McCaslin of Homestead was married on June 20 to Mr. Robert S. Young. The couple will reside at 936 Superior Street, Toledo, Ohio.

Miss Esther M. MacPherson, formely of the Normal faculty and now holding a position at Anniston, Alabama, is spending a part of her summer vacation in Chicago.

Mr. Frank Aydelotte, who spent part of the past school year with us as teacher of English, expects to enter Harvard University in September.

The death of Mr. Isaac C. Ailes removes from us a warm friend of the Normal. Mr. Ailes was for a number of years a trustee during which time, as well as in his last years, he showed a deep interest in the welfare of of the faculty and the student body of the school. He died on Saturday June 15 th 1901.

Prof. W. H Martin has just finished a course in elocution at King's College of Oratory, Pittsburg, Pa.

Mr. W. H. Kretchman was master of Ceremonies on Class Day at Franklin and Marshall College.

Mr. R. N. Hay of last year's Class has been one of the successful applicants to win a place in the Mount Pleasant, Pa. schools.

Dr. and Mrs. Noss made a trip to Anthens,O.the week after Commencement Dr. Noss was scheduled for two lectures in the Summer school at the Ohio University.

Mr. R. G. Miller,class of '94, has been elected Principal of schools atElizabeth, Pa.

Prof. H. W. Harmon smiles because H. W. Jr.arrived on Sunday,June 23rd. This young man will likely play baseball in the team to be organized in the Spring of 1917.

A large number of the Alumni and other friends of the Normal were present at the Commencement exercises. We cannot even begin to enumerate them.

Mr. George M. Mitchell of California Pa, has been elected by the Stockholders to fill the vacancy in the Board of Trustees made by the death of Col.C.W. Hazzard.

What to Read.

BY THE EDITOR.

WHAT shall I read? This is a question asked in good faith by many a boy and girl, but it is a question not easy to answer. I attempt in this paper to give such an answer as long experience has taught me; and if my advice shall prove detrimental instead of helpful, it shall have at least the quality of being well meant.

In the first place, don't read trash. It never pays. It may amuse and exhilarate for a time, but it soon begins to destroy the appetite for what is good. Don't spend very much time on the daily newspaper; it doesn't pay; better read a good weekly. Three suicides, a defaulting bank cashier, four cases of shop-lifting, a cyclone in Texas, two murders in Kentucky, and a hanging in East Pennsylvania take up the space of the daily news p per. It is the same thing each day. The variation isn't worth considering. Even the weather report grows monotonous. Yes: read dailies, but don't spend much time in doing so. I am sure this advice is perfectly sound. Don't try to read all the new books that come out. It won't pay you. Just remembr that the publishers pay thousands of dollars to advertise those books and to get literary hacks, or hacks of literature, to say smart things about them. Wait. You can well afford to wait. You are perfectly safe in not getting hold of a book until it is two or three years old. If it should prove to be a good book it will be sure to be in the market at the end of two years. So don't spend your hard earned dollars for new novels better buy rock candy or maple sugar with your pennies than to waste them on trash.

Now this is the negative side. What then shall you read? Read the Bible. There is not another book in

all literature so masterful in the use of the King's English as the authorized version of the Bible. For simple presentation, for skillful argument, for strength of expression there is nothing to be compared to the Bible. Read Pilgrim's Progress; it is probably the richest storehouse of Anglo-Saxon in our literature. Read Shakespeare. If you cannot read all of that great master, then read at least these six plays: Hamlet, Merchant of Venice, As you Like It, The Tempest, Macbeth, and Midsummer Night's Dream. As you read, follow the plot. Notice how the material presented in the first act logically brings the results as depicted in the fifth act. Learn the lesson of the play. Catch something of that lofty spirit which dominated the literature of the greatest of all the periods in the life of the English speaking races. Read Lycidas. Then read it again· Stay by that matchless poem until it merges itself with your thought. Read the Vision of Mirza. Then close your eyes and dream the sweetest dream your fancy can work out in the corridors of your mind. Did you ever see anything half so pretty? It is a piece of Corinthian architecture transformed into elegant prose. Read Gray's Elegy and then commit every word of it to memory. It is a pearl of great price. Read the Deserted Village and the Cotter's Saturday Night. Read We Are Seven and Peter Bell. Read The Princess, Locksley Hall, The Talking Oak, and The Brook. When you have read these you will begin to recognize as you never did befor, how clear, how resonant, how true to its ideas Tennyson's diction is. Now read the peom Ulysses. Read it again. Think about that poem, quote from it, live by it. Read Longfellow's Evangeline and Hiawatha. Read Snow Bound and The Vision of Sir Launfal. Read Kipling's Jungle Book. Read Treasure Island and the Bee Man of Orn. Read Clark's Self Culture. Read Hawthorne's Wonder Book and the Great Stone Face. Do you wish to read novels? Then read Ivanhoe, The Tailsman, The Last of the Mohicans, The House of Seven Gables, Silas Marner, Marble Faun, Uncle Tom's Cabin, Our Mutual Friend. David Copperfield, Olver Twist, To Have and To Hold, Scottish Chiefs, and Pere Goriot. Of course you will not omit from your readings Robinson Crusoe, Timothy's Quest, Autocrat of the Breakfast Table, and Pepacton. Take Parkham's Conspiracy of Pontiac to finish with or Roosevelt's delightful production Winning of the West. And now when you have read all these, I feel sure that you will make none but the very best selections from the great storehouse which yet remains.

The Y. W. C. A. Room.

It has been the desire of the members of the Y. W. C. A. for sometime to own an Association room, in which to keep their literature and to hold their Friday evening prayer meetings. At the opening of the Spring Term, Dr. Noss gave to the Association a small room on second floor, opposite the music room. Then Dr. Noss and Mr. Craven had it beautifully papered and helped the association to buy a carpet for the room. Various members of the faculty donated pictures and now at the close of the school year it is comfortably arranged and has been in use for several weeks.

The decorations are all in blue, the state Y. W. C. A. colors. The association is endeavoring to enable the girls to read along the line of association work. It now has in its room three Y. W. C. A. papers. This is not only beneficial while in school, but is something which the young ladies will carry away from school into their own school when they become teachers. The Association is anxious that all who come in contact with it shall grow spiritually. In order to do this they must read and study along the line of Christian work.

There are many girls who have gone from our school who were earnest work-

ers in the Y. W. C. A. They would no doubt like to have some part in our Y. W. C. A. room. If there be such we will be only too glad to receive anything which would be appropriate for the room or library, a book, picture, or a year's subscription to any good magazine. DILLIE C. CHAMBERS.

The Schools of Pennsylvania

The Report of the Superintendent of Public Instruction for the year ending June 4, 1900 has been sent out recently. From this large two volume report we select some facts and statistics which may be of interest to many readers of the Review. There are now in this mammoth commonwealth 28,330 schools in which there are laboring 29,390 teachers. More than $11,000,000 were spent during the year for teachers' wages All the other expenditures reached 10 millions more. Strange to say that although wages in every department of human labor increased, yet teachers' salaries were decreased. It is the sad irony of fate that schools and teachers are among the first to suffer when business reverses occur, and among the last to profit by general prosperity.

The whole number of pupils in the state is 1,151,880, the average daily attendance being 854,640. These are managed by 140 city and county superintendents. The whole number of students in all all the 13 state normal schools reaches 6,496. Our own normal shows the largest attendance in the model school and Millersville in the normal department.

The Report shows 13 state normal schools, 203 secondary and collegiate schools, 33 business schools, 12 orphans schools, 18 miscellaneous private schools, 16 theological seminaries, 9 medical schools, and 29 colleges and universities.

The average monthly salaries paid to teachers varies greatly in the different counties. In Delaware county the average salaries paid to male teachers is $79.20.

Allegheny county has the honor of ranking 2nd with $69.80. These two counties also rank 1st in average salaries paid female teachers, the average being $46.32 and $43.93 respectively. Fulton county pays male teachers only $25.19—the lowest in the state. Yet Fulton county, strange to relate, is the only county in the state which pays its female teachers more than it does the male teachers. It pays each female teachers an average salary of $25.85.

Pike county pays female teachers only $24.63 per month—the lowest average paid in the state. The lowest salary paid anywhere is probably in Susquehanna county where one district pays but $17.43. This is closely followed by a district in Pike which pays $18. With boarding at $4 per week these teachers can at least save enough to pay postage on their letters, provided they use postal cards. We suppose the county furnishes clothing and pays pew rent.

Taken all in all Dr. Schaeffer's report is very useful and interesting. We have never seen an annual report which sets forth so clearly the facts concerning the various schools in the state as this report does. The report covers more than 1500 large 8vo pages. The annual report of our Principal will be found in another column. It will prove of interest to all the students and other friends of the school.

Writer And Reader.

A good and perhaps an old story comes from the Persian. A man went to a professional scribe, and asked him to write a letter.

"I cannot," said the scribe. "I have a pain in my foot."

"A pain in your foot? What has that to do with it? I don't want to send you anywhere."

"No, sir," said the man, "but whenever I write a letter for any one, I am always sent for to read it, because no one else can make it out."—Youth's Companion.

Send the Principal names of young people who are likely to attend school.

Examination Questions

Used by the Faculty in the June Tests.

ARITHMETIC.

1. How many factors of a product can be concrete? What determines the unit in the product?

2. A can cut a cord of wood in $\frac{3}{4}$ of a day, B in $\frac{2}{3}$ of a day, and C can cut as much as A and B. How long will it take all to cut $2\frac{1}{2}$ cord?

3. The area of a circle is 78.54 sq. ft. Find the side of the inscribed square and the area of the circumscribed square.

4. Two men exchanged 60 day notes, grace allowed and immediately discounted them in the bank, the first at 6% receiving $2572.70; the second at 5%. What did he receive?

5. A man sold 144 shares of Mass. 5's at par, and at once invested the proceeds in Mich. 7's at 120. What was the change in his annual income?

6. Boston is 5° 59′ 18″ east from Washington. What time is it at Washington when it is noon at Boston?

7. How much cheaper will it be to pave a street $\frac{1}{4}$ of a mi. long and 60 ft. wide with asphalt at $.22 per sq. ft., than to pave it with granite blocks at $3.10 per sq. yd.?

8. How much will it cost to build two solid abutments for a bridge each 18 ft. long, 12 ft. wide at the bottom, 8 ft. wide at the top, and 11 ft. high, at $2.50 a perch for stone and labor?

9. How large a draft payable 30 days after sight can be bought for $2000 exchange peing at 1% premium and money worth 6%?

10. To find the height of a tree, I erected a stick 3 ft. high, which casts a shadow 1 ft. 9.5 in. The shadow of the tree at the same time was 48 ft. 10. What was its height?

11. Divide 135.05 by .037 and explain.

Solve 10.

BOOK-KEEPIEG.

1. Sold J. A. Watkins 56 yds. Ingrain at 65c; 100 yds. Axminster at $2.25; 35 yds. Linoleum at $1.25. Received 30 day note for half the amount. Balance on account. Make Journal Entry. (D. E.)

2. Write the note referred to above.

3. Explain the following terms: Merchandise, Protest, Acceptance, Invoice, Endorsement, Bank Bills, Inventory, Certified Check.

4. What are the principal points of difference between Double and Single Entry? Bills Payable and Bills Receivable?

5. I owe Thomas Baldwin $500, which I pay by a draft at 30 days sight on Jas. Green of Pittsburg. Baldwin sells the draft to Chas. Stone. Write draft with acceptance and endorsement.

6. Bought of T. C. Jenkins, Pittsburg, 40 bbls. Flour at $6; 25 bbls. Salt at $1.50; 10 bbls. A Sugar 2500 lbs. at $6\frac{1}{2}$ cts. Sent check for amount. Make entry in correct book and write check.

7. Give principles for debiting and crediting proprietor.

8. Write a draft used for collection and give full explanation.

(Choose 6 questions from above list.)

ALGEBRA.

1. Divide the product of $a^2 + a - 6$ and $a^2 - 9$ by their difference.

2. Solve $3x - 5 + \frac{x}{2} = x - 1 + \frac{3x}{10}$.

3. Solve $\left\{\begin{array}{l} 3x - 1\frac{1}{7} = 5y \\ \frac{x}{2} - 1 = \frac{3y}{7} \end{array}\right\}$

4. $(x - y)^5 = ?$

5. Divide the product of $\frac{a}{b}$ and $\frac{c}{d}$ by their sum.

6. Solve $4x + x^2 = 36 - 4x$.

7. Factor $m^2 - 9n^2$, $9m^2 + 6mn + n^2$, $9m^2 + 18mn + 8n^2$, $3mn + 2m^2 + 8n$.

8. B sold five melons more than A, at 5 cents each less than A; they together received $1.80. If each had sold 5 melons more at 5 cents each less, they would together have received $2.50. How many did each sell, and at what price?

9. Solve $\sqrt{x + 6} + \sqrt{x + 1} = \sqrt{6x + 7}$.

10. Solve $ax = b$, $\frac{a}{x} = b$, $a + x = b$.

$x^a = b$.

PHYSIOLOGY.

1. Describe the arrangement of the little bones of the ear and state their function.

2. Mention three fluids secreted by the membrane lining the alimentary canal, and state the office of each.

3. (a) In what class of blood vessels has the blood an intermittent motion?
(b) Where is this intermittent motion interrupted?
(c) What is the use of the valves in veins?

4. How may artificial respiration be produced in a person almost drowned?

5. Name the organs of the greater circulation, and state the office of each.

6. Name in order the parts of the eye through which a ray of light passes before reaching the retina.

7. Show that the skin is (a) an organ of sensation; (b) a regulator of animal temperature; (c) an organ of excretion.

8. Mention three classes of foods and an example of each class.

9. The spinal nerves join the spinal chord by two roots. (a) Name these roots; (b) state the function oi each.

10. Mention the two classes of movable joints represented at the extremity of the femur.

BOTANY.

1. Name and define parts of a seed.

2. What is the relation between number of cotyledons, veining of leaves, and stem structure.

3. Name the parts of a leaf and give use of each.

4. Name the particular outlines of leaves·

5. What is a flower? What are the organs of reproduction and give the parts of these organs.

6. Define the terms: a seed, a root, a stem, a leaf, a raceme.

7. Explain the following: Incomplete, imperfect. irregular, unsymmetrical, adhesion (flower).

8. Explain the process of fertilization of a flower.

9. Name and define the kinds of fruits.

10. What causes the rise of sap in plants.

PHYSICS.

1. State concisely the laws of (a) the pendulum, (b) reflected motion, (c) Pascal, (d) gravitation, (e) inclined plane.

2. Define accurately (a) kinetic energy, (b) specific gravity, (c) adhesion, (d) capillarity, (e) center of gravity.

3. Minutely describe an experiment to illustrate the method of obtaining the specific gravity of a liquid. Sketch the apparatus.

4. If a tower were 200 ft. high, what velocity would a stone dropped from the top strike the ground.

5. Express in the centigrade scale the following: 140°F.,—80°F., 16°R.

6. A man weighing 75 Kilograms is lowered into a well by means of a windlass, the arms of which are 80 cm. and 20 cm. respectively. Find the force which must be applied to support him at any point.

7. A cannon flash was seen on a hill side. Three and one half seconds afterwards the report of the cannon was heard. The temperature of the air was 110°F. How far away was the cannon?

8. Define the following:
1. Pitch, Quality, Intensity (Sound).
2. Refraction, Dispersion (Light).
3. Volt' Ohm, Ampere (Electricity).

9, Give the following laws:
1. Electrical Resistance.
2. Vibration of strings.
3. Reflection of light.

10. Draw a diagram of the Bunsen Photometer. Explain its principle and mode of operation.

ENGLISH.

1. Write a sentence containing (a) a dative, or indirect, object; (b) an irregular verb in the passive voice; (c) a noun clause used as object complement; (d) an adverbial clause expres-ing manner; (e) a participle used as a noun and modified adverbially.

2. Place in diagram: (a) The Puritans were men whose minds had derived peculiar advantage from the daily contemplation of superior beings.
(b) I sometimes fancy that I enjoy plowing and mowing more when other people are also engaged in them.

(c) Oh, it is excellent to have a giant's strength; but it is tyrannous to use it like a giant.

3. Parse *whose* in (a), *are engaged* in (b), and *excellent* and *to use* in (c).

HISTORY OF EDUCATION.

1. What was the strong point in the consciousness of the Jews? of the Romans? of the Athenians?

2. Date and describe each of the three great Revivals of Learning.

3. Who was the "Father of Inductive Reasoning"? "The Perfecter of Rousseau"? "The Censor of Civilization"? "The Wise Old Bachelor"? Who wrote Gargantua? How Gertrude teaches her Children? Education of Man? Orbis Pictus? Emile? Great Didactic? Who first urged as a reform "Beginning with Sense-Impression"? "Self-Activity"? "Mother-Tongue first"? "Child Study"? "Universal Education"? "Negative Education"?

4. What is meant by the "New Education"? Who have led in it? What are its chief principles?

5. What has led to the recognition of the importance of Child-Study by the teacher? Mention prominent advocates since the time of Rousseau.

VOCAL MUSIC.

[NOTE—Choose your own clef for illustrating answers.]

1. Discriminate between a major diatonic scale and a harmonic minor scale.

2. (a) Write the scale of E major. (b) Write its relative minor.

3. Construct scale ladders of C major, B flat major, and A major.

4. (a) Write a few measures in triple time, key of F major. (b) Transpose the same to C major.

5. Explain use of dots, slur, tie, syncopation, and double bar.

6. What would you teach your pupils in their first vocal music lesson?

UNITED STATES HISTORY.

(Answer ten questions.)

1. What was the basis of the English claims to America? What was the basis of the French claims?

2. Compare the history of Massachusetts, before the Revolution, with Virginia in five respects.

3. Arrange the English colonies in America in three classes: Charter, Proprietary, and Royal, and explain the differences of government.

4. What military movements were planned by the British in the campaign of 1777? What success attended these movements?

5. Account for the rapid growth of the middle west between 1815 and 1835.

6. Who was president when the "Missouri Compromise" was passed? "Omnibus Bill"? "Kansas Nebraska Bill"? "Civil Rights Bill"? State briefly the nature of each.

7, Name at least five illustrious statesmen who became famous during the fifty years prior to 1860. Give a brief sketch of the public services of the one you admire most.

8. Give briefly date and circumstances of origin of the present Republican and Democratic parties.

9. On what authority did Lincoln base his right to issue the Emancipation Proclamation?

10. Name with dates the presidents of the United States from 1850 to 1900. State in each case the political party to which each one belonged.

11. Mention three international expositions held in the United States in the last twenty-five years. State in each case what event was being celebrated.

12. Name five works on United States History not textbooks.

METHODS.

(Answer eight.)

1. Discuss the teacher's daily preparation; (a) importance of this preparation; (b) preparation in knowledge of subjects taught; (c) preparation in methods; (d) preparation in spirit.

2. What constitutes a good recitation, taking into consideration the work of the teacher and the answers of the pupil?

3. Name some of the qualities that a teacher must possess in order to be a good disciplinarian.

4. Give an illustration of a natural punishment, *i. e.*, one that naturally grows out of the offence.

5. Briefly describe the number work which you consider desirable for primary grades.

6. Make a list of the apparatus you would like to use in teaching geography. Tell how you would use pictures.

7. What are the reasons why history should have a place in our schools?

8. Give three things to be avoided in teaching reading.

9. What standard or aims should a teacher have in giving language lessons?

10. How could you teach literature without having a regular period for it?

GEOGRAPHY.

1. Account for (a) position of the Tropics. (b) our shortest day. When? (c) Siberia's midnight sun.

2. What is the cause of ocean currents? Describe the Gulf Stream and Kuro-Shiwo.

3. Account for (a) Equatorial rain belt. (b) Monsoons of India.

4. Locate and tell to whom the following islands belong: Tutuila, Reunion, Java, Fiji, Canary, Iceland, Guam, Jamaica, Pines, and Hawaiian.

5. France—Draw, size, boundaries, 4 rivers, government adn present ruler, 5 important cities.

6. Locate 3 grain districts, 2 copper districts, 4 cotton countries, 3 sheep and cattle plains, and 3 diamond fields.

7. Name countries, cites, lakes, and islands that are on or near the parallel passing through Cario, Egypt.

8. Name the possessions in Africa of France, Germany, England, Portugal, and Italy.

9. Andes Mountains: comparative age, extent, 3 peaks, 3 cities, 1 railroad, chief minerals, source of what rivers, animals, plateaus, and political divisions through which they extend.

10. Sketch North America, locate primary and secondary highlands, also chief river basins.

S. W. State Normal School.

Report as published in State Superintendent's annual report, by Theo. B. Noss, Principal.

The past year has been a prosperous one for the South-Western State Normal School. The attendance has been large and the work of the school more efficent along all lines, I think, than ever before. The large attendance is the more gratifying because it has been coincident with both an advance in our charges and a falling off of State aid to students. The loss of State aid, however, has kept out of school many that would otherwise have been with us.

Our Library has become each year a more potent factor in the work of the school. To provide adequately for its growing needs a large annex to our main building is now in the course of erection. This will more than double the present size of the Library, affording a spacious room about 100x40ft. with a ceiling 16feet high. The new part of the Library will be octagonal in shape with a diameter of 40feet. It will have a skylight and be equipped in the most approved manner for library and reading room purposes.

Within recent years various modifications in the work of the school have been made. The purpose of some of these has been to increase the efficiency of the formal instruction and training given; but the object in most of these has been to enrich to the fullest possible extent the home life of students and to promote their general use of culture.

We believe the unconscious influence in any school out weighs the formal instruction; and that the incidental features of a boarding student's life may contribute more of his aims, ideals, culture, and his view of the world than the lessons of the class room. We are as much concerned, therefore, about the use a student makes of his leisure as we are about his hours of study and recitation; and the Saturdays and Sundays are no less to be reckoned with than the regular school days. The results obtained in such schools as Dr. Reddie's at Abbotsholme, England. Dr. Dietl's, in the Hartz Mountains, or M. Demolin's near Paris, where traditional and conventional school usages give place to methods and employments more in accord with the spirit of our times and

with the nature of the pupil, are well calculated to shake our confidence in the value of much that passes for education.

To me it seems important that the Normal School students of to-day, who are to be the teachers of to-morrow, should not have contracted views of the scope of education, but on the contrary set a high value on things vital to true success in life even though they lie out side of the school curriculum.

We gladly avail ourselves of any aids within our reach that will help students to an appreciation of the finer and higher things of life. During the past year we profited by the visits and lectures of such men as Prof. Patrick Geddes, of Edinburgh, Scotland, Supt. S. T. Dutton, of Brookline, Mass., Rev. Russel H. Conwell, of Philadelphia, and others.

We attach a high culture value to music, both vocal and instrumental. Music is used in our school, not so much as an art and accomplishment by itself but as an educational means. Our own interesting work in this line was supplemented last year by a two weeks course of instruction and drill in vocal music by Dr. H. R. Palmer, of New York.

The study of art receives much attention. All the available wall space in our buildings is covered with art pictures. Informal lectures on art, illustrated by photograp hic pictures and lantern s'ides, are frequent'y given. This study has been promoted by the formation of an Art League, composed of students and teachers.

One hundred and seventeen persons were graduated in the class of 1900. With few exceptions these young people are engaged in teaching, many of them in very desirable positions. It becomes increasingly easy from year to year for our graduates to secure employment.

The time has fully come, I think, to extend somewhat the Elementary Course of study. It is important also that in extending the course, due consideration shall be given to the fact that many Normal graduates sooner or later go to college. The Elementary Course should be somewhat modified so as to make the transition from the Normal School to college much easier than it now is. Our Normal Schools have always encouraged their graduates to take a college course, but their encouragement has never yet found expression in our course of study. This course, containing only the elements of Latin and no Greek or any modern language leaves the Normal student far short for the college doors. This should not be so.

Another serious difficulty in our course in my judgment is the scant recognition given to the work done in high schools. It should be practicable and I think it is, so to connect the work of the Normal School with that previously done in the High Schools, that needless repetition may be avoided. Strong and well recommended graduates of High Schools having a four years course should be admitted without examination into the Senior Class of our Normal Schools. Adequate safe-guards could be provided to prevent the admission of those not prepared to enter upon the Senior work, and should an incompetent or unworthy person be admitted, the faculty of the school and the State Board Examiners have each an opportunity to prevent that student's graduating. The possibility of thus completing the Normal course in one year would put a premium on thorough work in High School and would encourage many poor, but capable young people to prepare at a Normal School for the work of teaching. The Normal School should review somewhat the work done in the High School, but as far as this academic work has been thoroughly done in the High School, the repetition of it should not be required in the Normal School. What capable High School graduates most need when they enter the Normal School is the professional work and spirit of that school.