



NOVEMBER

01

The Normal Review

Published by the
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California, Penn'a.

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The Normal Review.

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NOTES AND COMMENTS.

We are doing all we can to make the REVIEW both profitable and interesting to its readers. Can you help us Yes: in a dozen ways. Write to the Editor and tell him in what particulars the REVIEW can be improved. It may be that a new editor would be a good thing to begin with. If so, say so. Tell us what you have found helpful in your work as a teacher. Tell us where you are, how you are getting along, what other former students with whom you come in contact are doing, etc. Send us marked copies of papers in which there are favorable accounts of your work. We want fresh, crisp readable news items about all our former students. We are interested in them; we trust they will be interested in us.

Our students will enjoy a rare series of entertainments during the present season. The Ariel Sextette will be here on November 19. Marco the magician is booked for November 30, The Rogers-Grilly combination is booked December 9, Col. Bain, the Kentucky orator, for January 8, and the Brockway Grand Concert Company for January 25. Other attractions will likely be announced later.

The new Chapel Hymnal, compiled by Dr. Noss, is meeting with most gratifying success. Among recent orders we mention but a few. The State Normal School at Emporia, Kans., has sent in an order for five hundred copies and will send for more. The Louisiana

State University at Baton Rouge orders large numbers of the Hymnal. So too the High School of Patterson, N. J., and that of Whatcom, Washington. All of which is proof that the people will buy a good thing when they see it.

Miss Aeken of our elocutionary department gave an entertainment at Mount Pleasant, Pa., on the evening of November 8th. A large audience greeted her on the occasion, and she returned well pleased with her reception. Miss Aeken's readings always please the people in that they are given in a manner singularly free from affectation and other stage nonsense.

SILAS MARNER.

Theme.

Peculiar Villiage Superstitions made use of by the Author.

By ADELE SHEPLAR.

Senior Class.

The small village of Raveloe, in which the scene of Silas Marner is laid, is full of superstitions. These superstitions add little interest to the story, enable us to better understand the dislike toward Silas Marner, and gives us some insight into the period in which the book was written.

Silas was a weaver in the village of Raveloe. Some fifteen years before the opening of the story he had come to this place from an unknown region called "North'ard." Because none of the villagers knew anybody who knew Silas's father or mother he was called looked upon with distrust. The weaver was accustomed to carry his wares

about in a bag on his back. This was another cause to raise suspicion, for the Shepherd himself, even though he had good reason to believe that the bundle contained nothing besides flaxen thread was not quite sure that weaving could be carried on without the help of the Evil One.

In the early days of the last century, to possess knowledge above the average was in itself suspicious. Silas had obtained some knowledge of herbs from his mother. So one day when he took a pair of shoes to a cobbler to be mended he saw that the cobbler's wife was suffering from dropsy. A feeling of sorrow for her stole up in his heart and to alleviate her sufferings he prepared some medicine made out of herbs and gave it to her. She soon found relief in taking the medicine; and the power that Silas Marner had to relieve the sufferings of the woman spread over the village. But this instead of making the people more friendly only increased their antipathy to Marner.

Silas Marner on account of his occupation was very pale, and this palid countenance together with his prominent brown eyes made him look something like a dead man come to life again. This view of him was strengthened by the tale told by Jem Rodney. Jem Rodney was coming home one night and as he came along he saw Marner leaning against a stile with his bag on his shoulder. Jem went up to him and sbook him, but he was just like a dead man and when Jem had about made up his mind he was dead Marner came all right again.

At the close of the book all hurtful superstitions concerning Marner are removed. George Eliot has thus shown that by living a good life it is possible to over come any reproach against one's character.

We rise by the things that are 'neath our feet;
By what we have mastered of good and gain;
By the pride deposed and the passion slain,
And the vanquished ills that we hourly meet.

Holland.

NORMAL CHRONICLES.

Miscellaneous.

Oct. 19—Foot ball game on the athletic grounds between Normal and Pittsburg High School. Score 12 to 6 in favor of Normal.

Oct. 20—At Sunday evening exercises Miss Buckbee spoke on the life influence of Dorothy Dix.

Oct. 25--New front entrance fully completed and thrown open to the public. Dr. Noss occupies his new office.

Oct. 26--Football game on athletic grounds between Normal and W. & J. The latter won by a score of 11 to 0.

Oct. 27—At the Sunday evening services Mr. Meese spoke on Joshua as a leader.

Nov. 2--Normal football team went to Pittsburg to play the W. U. P. team. Score 15 to 0 in favor of W. U. P.

Nov. 3--At the Sunday evening exercises, Miss Thomas Spoke on the life of Clara Barton.

Nov. 6 -Dr. Noss was absent from school attending the Normal School Principals' meeting at Harrisburg.

Nov. 9—Game on Athletic grounds between Pittsburg College and Normal. Score 5 to 0 in favor of visitors.

Nov. 9--This evening there was a masquerade in the Chapel. The affair was well planned and well executed.

Nov. 10—At Sunday evening meeting Mr. Banker used "Moses" as a topic for an earnest address to the students.

TWICE-A-WEEK CLUB.

Oct. 17--Lecture on art, illustrated by lantern slides--Mrs. Noss.

Oct. 21--The club was entertained by Mr. McCollin, a visitor at the Normal, who recited and sang some favorite selections.

Oct. 24--Illustrated lecture on "Dutch Art" by Mrs. Noss.

Oct. 28 Musical Recital by Miss

Morgan's pupils. See program elsewhere.

Oct. 31—Illustrated lecture on Spanish Art, by Mrs. Noss.

Nov. 4—Ways and means in mathematics, by Mr. Meese.

Nov. 7—Spanish Art, Murillo, by Miss Thomas.

Nov. 11—English Cathedrals, illustrated by lantern slides, Dr. Noss.

SENIOR CHAPEL RECITATIONS.

Oct. 15—Miss Nannie Freewalt, "The Coming of LaFayette," by Brown.

Oct. 16—Miss Mary H. Furlong, "The Traveler" by Sprague.

Oct. 17—Miss Effie J. Furnier, "The Face against the Pane," by Aldrich.

Oct. 18—Miss Evelyn Garwood, "An Evening Reverie," by Bryant.

Oct. 21—Miss Ida Geho, "The Watchmaker," by Whittier.

Oct. 22—Miss Leela Ghrist, Selection from Longfellow's Evangeline.

Oct. 23—Miss Carrie F. Gilmore, "Farmer Whipple," by Whittier.

Oct. 24—Miss Agnes L. Gregg, "New England Weather," by Mark Twain.

Oct. 25—Miss Bertie Gregg, "A Second Trial," by Kellogg.

Oct. 28—Mr. George D. Grimes, "The Two Spies," by Depew.

Oct. 29—Miss Lillian Hammit, "St. Catherine Borne of Angels," by Mrs. Stowe.

Oct. 30—Lula Hampson, "St. Servitius" by Judge Crawford.

Oct. 31—Hallie Hancock "The Curtain," by Hunter.

Nov. 1—Wayne Hancock, "Heroism of the Early Colonists," by Choate.

Nov. 4—Carrie Hantz, "Marguerite" by Whittier.

Nov. 5—Bertha Harrison, "The School Master's Guests," by Carleton.

Nov. 6—Annie Hastings, "Osceola's Last Dream" by Butterworth.

Nov. 7—H. P. Hay, "Formation of Character," by Hawes.

Nov. 8—Ida Hayden, "The Leper," by N. P. Willis.

Nov. 11—Nellie Hays, Selection from the "Vision of Sir Launfal," by Lowell.

Athletic Notes.

BY BENTON WELTY.

The foot-ball season is now well under way and the team is making an excellent showing. Although the team is light, average weight being 150lbs, the lack of weight is made up by speed and aggressiveness. The squad undergoing daily practice is composed of 25 or 30 men. Of the eleven chosen to represent the team, 9 are new and inexperienced. Notwithstanding this fact, four of the six games played, were won. This good record is partly due to the willingness of the men to learn and the superb coaching of Prof. Harmon. The success of the team depends entirely upon scientific principles and the quickness of execution while playing. The brutish strength and force factors being eliminated from the game.

There still seems to be much prejudice held against the game of foot-ball. The plea is, of course, that the game is too rough and that more evil results from the game than good. It yet remains for a foot-ball player to affirm this assertion. And who knows but him? Nobody. Does a good bodily condition count for naught? Is in-door discipline of greater value than that obtained in the open air? Nowadays, very few accidents occur in the game, and what might be a serious accident to an untrained man would be considered as a harmless scratch to a player. Besides, the uniforms are so made that all parts of the body are protected. At the present day the successful business man must put forth strenuous exertions, and he must be prepared for such work. All small educational institutions are beginning to see this and are encouraging the game for its value as an exercise.

The following games have been play-

ed with the annexed results:

California	5	Fayette City	0
California	33	Deaf Mutes	0
California	5	Fayette City	0
California	03	Pittsburg H. S.	6
California	0	W. & J. (2nd)	12
California	0	W. C. P.	15
California	0	Pittsburg Col.	5

The line up is as follows:

Witherspoon	.....	Right Guard
Boyer	.....	Left Guard
Fausold	.....	Right Tackle
Uphouse	.....	Left Tackle
Faust	.....	Center
Aydelotte	.....	Left End
McClure	.....	Right End
Hins	.....	Right Half-back
Harmon	.....	Left Half-back
Pollock	.....	Quarter-back
Welty	.....	Full-back
Subs.	Drum, Cook, Wheeler, Hay, Horn.	

ART TOPICS

For October and November in the Twice-a-Week Club.

THE DUTCH SCHOOL.

Frantz Hals, 1584-1666.
Rembrandt, 1607-1669.
Paul Potter, 1625-1654.

THE FLEMISH SCHOOL.

Rubens, 1557-1640.
Van Dyck, 1557-1640.

THE SPANISH SCHOOL.

Velasquez, 1600-1660.
Murillo, 1617-1682.

The Religious Beliefs of the Ancient Egyptians.

ESSAY BY
MISS ANNA L. REEVES.
FIRST MIDDLE CLASS.

Although the religious beliefs of Ancient Egypt have been studied by many men, they have not yet been fully determined. Old monuments reveal the worship of many gods, but De-Range, a great Egyptian scholar, after studying the systems long, has decided that the one God is the original principle in them.

The first and greatest god was Ptah. His chief temple was at Memphis. He was the god of light, heat and fire, and was called and worshiped by the Greeks as Hephaestus. The Egyptians believ-

ed that whatever gave life was worthy of adoration. Hence their worship of Ptah. He was the king of both worlds. The second great god was Ra. He was worshiped at Heliopolis. He was the god of the sun. He is represented as a child, a youth, a bearded man, and an old man. He is shown as a red god, with the head of a hawk. The cat, hawk, black bull, and the Phoenix were sacred to Ra.

The greatest of all Egyptian myths was that relating to Osiris and Isis. They were the spirits of Blessing and Life, and great feasts were held on the anniversary of Osiris's death. The son of Osiris and Isis, Horus, the God of Light, was also greatly honored.

The Egyptians were great worshipers of animals. If a city was burning the sacred animals had to be saved first. To kill one of these creatures was a deed worthy of death.

After death the human soul was believed to descend with the setting sun under the world. Here on the Day of Justification the soul was examined and its actions weighed by Osiris, while forty-two spirits sat beside him to watch the weighing. If a soul was impure, it was driven into an animal, thence into another and so on, until after three thousand years of wandering, it was admitted into a human body again. This was called the transmigration of souls, and was the Egyptians' greatest belief.

Nothing useless is, or low;
Each thing in its place is best;
And what seems but idle show
Strengthens and supports the rest.

For the structure that we raise,
Time is with material filled;
Our to-days and yesterdays
Are the blocks with which we build.
-- Longfellow.

"I is," began Tommy, when his teacher interrupted him.

"That is wrong. You should say, 'I am.'"

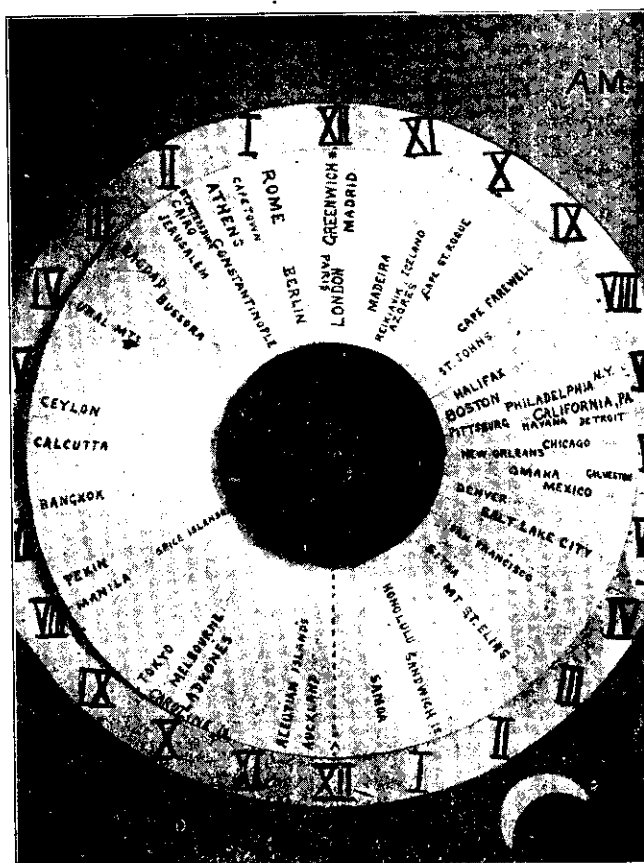
"All right," said Tommy. "I am the ninth letter of the alphabet."

The Relation of Longitude to Time.

BY DR. H. T. LUKENS.

The illustration represents a piece of apparatus arranged to illustrate the relation of longitude and time. The central part, consisting of the northern hemisphere with a circular disk of cardboard attached to it, is movable and can be turned from right to left to represent the earth's rotation from west to east. The immovable ring beyond the outer margin of the disk is divided into twenty-four equal parts corresponding to the twenty-four hours of the day. The arrow at the top of the chart shows the direction of the sun's rays and points to the noon hour. The afternoon hours follow to the left and the evening hours extend below where the darker

night sky is seen with the Great Dipper on the left and the crescent moon on the right. Midnight is represented at the bottom of the chart and is followed by the early morning and forenoon hours upward to XII again. The purpose of the circular disk of cardboard attached to the wooden hemisphere in the center is simply to afford space on which to write the geographical names large enough to be seen across the room. The names are written on the radiating lines extending from the meridians of the places on the hemisphere. The black lines extending vertically across the hemisphere represent the prime meridian of Greenwich. The somewhat irregular dotted line shows the position



of the international date line.

The photograph shows the apparatus set for noon at Greenwich. The local time of every other place can be read off by simply following its meridian down to the equator on the wooden hemisphere and outward on the cardboard disk to the ring of the hours. It is, however, more than a calculating machine, for it shows the reason for its answer. The world really turns through the hours, as the model turns through its hour circle. If our clock faces were arranged with twenty-four hours instead of twelve, we should have a good model of the daily motion of the earth constantly before us. The changing position of the hour hand would then correspond to the changing direction of the standing position of a man during every portion of the twenty-four hours.

What time is it at Bagdad, when it is half-past nine o'clock in the morning at Philadelphia? Turn the hemisphere from right to left until the meridian of Philadelphia is brought opposite to half-past nine o'clock a. m. By looking now at the meridian of Bagdad we see it is opposite half-past five o'clock p. m. Of course we have not only the local time at Bagdad before us, but we can equally well read off the time it is at any other place at that moment. For instance, it is ten minutes after midnight in the morning of the following day at Melbourne.

The international date line is marked on the wooden hemisphere. As the hemisphere turns from west to east all meridians are in succession brought opposite the hour of midnight at the bottom of the chart. The day begins first at the international date line and begins later and later for all other meridians in proportion to their distance west from the 180th. The less their longitude east or the greater their longitude west, the later does the day begin. The new century began first, therefore, in that place which is nearest to the international date line

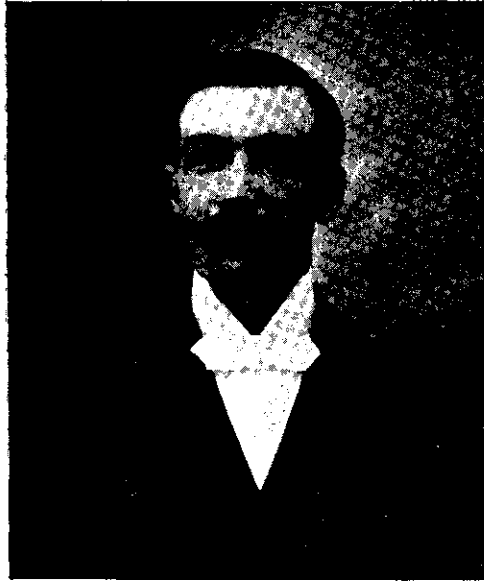
but west of it. In the northern hemisphere this place is the eastern extremity of Siberia, but the Russians use the Julian calendar and are therefore behind. In the southern hemisphere the century began first on the Friendly Islands which are included in the Australian day. As some of them are as much as 174 degrees west longitude, January 1st will begin twenty-four minutes sooner there than at the meridian of 180 degrees, or, seventeen hours and twenty-four minutes before the century began at Philadelphia, Pa. The position of the international date line is marked on the movable disk by a star (*) and the letter "A" (antipodes). As this point turns past the hour of midnight, we have represented before us between this point (*A) and the hour of XII. (at the bottom of the chart) all those places on the earth that already have the new day; whereas all the remaining meridians have the previous day.

The daily motion of the earth on its axis is represented by the complete rotation of the hemisphere from west to east.

The use of this piece of apparatus in class has still further impressed me with the importance of actual models in teaching the fundamental conceptions of geography. The use of flat maps is very objectionable; and the use of Mercator's Projection is calculated to instil wrong conceptions that will never be overcome. The chief difficulties come from our awkward and distorted diagrams or, worse still, from teaching from mere words. Sense-impression is the beginning of all knowledge.

[We are enabled to present this article to our readers by kind permission of the editor of the Bulletin of the American Bureau of Geography. ED. REVIEW.]

Rider Haggard, who used to drive people into spasms with his facile pen and fervid imagination, has reduced himself to the calm level of a British justice of the peace.



PROF. A. A. STRIENG,
Class of '95, Principal of the Latrobe Public Schools.

Suggestions for Composing.

BY THE EDITOR.

1. Keep a good dictionary close at hand. Make use of it frequently. Spell correctly. punctuate carefully, write neatly.
2. Keep these five ideas in mind: accuracy, clearness, conciseness, unity, individuality.
3. Guard *the*, *it*, and the treacherous word *only*. Use *and* and *but* sparingly.
4. Do not use adjectives and adverbs merely to fill space.
5. Read about your subject and think well about it before you write.
6. Have a definite subject to write about. For example, don't write on "Pennsylvania" but on "*The Anthracite Coal Fields of Pennsylvania*," or "*The First Settlers of Pennsylvania*."
7. Avoid crazy-pach work, *i. e.*, composition made up of quotations or selections having but little coherence among themselves.
8. Do not imagine that the time used

in revising a composition is lost. If your essay must come within a thousand words, the first attempt may reach any where from twelve hundred to two thousand words.

9. Always read your production aloud to yourself so that you may have the full benefit of your own criticism.

10. Do not make writing a task. Write because you have something that is worth putting on paper

11. The *School Review* says: "To write well means to spell correctly, to discriminate in the use of words, to arrange words in proper grammatical relation, to group sentences in a paragraph organized around a central thought or opinion, to co-ordinate half a dozen or more paragraphs so as to indicate, approximately at least, some evolution of the the thinking faculty."

12. For clear and simple style examine the Sermon on the Mount or Pilgrim's Progress; for pure diction read Tennyson's poems; for ease and elegance

of expression see Macaulay's Essay on Milton or the Spectator. Read again and yet again such productions as The Princess, Vision of Mirza, the Sketch Book, Robinson Crusoe, Deserted Village, and Evangeline. These will give you something to think about and will teach you how to place your thoughts in the form of words.

Subjects for Oration or Addresses.

1. Young Old Men. 3. People Below the Average. 3. Political Posses.
3. Do Americans Like to Be Deceived?
5. The Battle of Shiloh. 6. What Epic Did for Silas Marner. 7. The Blessings of Adversity. 8. The Tin Trade.
9. Expensive Whistles. 10. Russian Activity in Asia. 11. The Chinese in America. 12. The Career of Li Hung Chang. 13. Iago. 14. What the School Teacher is Doing for Civilization. 15. The Tomb of Cyrus the Great. 16. Our Opportunities in the Philippines. 17. The Silver Mines of the West. 18. The Immigration Problem. 19. What Shall We Do With Our Millionaires? 20. Things that Make for Power. 21. Indian Schools. 22. The Triumphs of Modern Pedagogy. 23. The Mysteries of a Sunbeam.

Recital

given by students of the Music Department of the Southwestern State Normal School, Monday evening, Oct. 28, 1901.

PROGRAM.

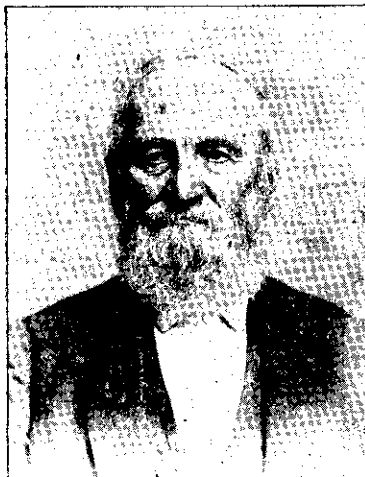
- Piano: Adieu to the Piano.....*Beethoven*
MISS PATTERSON.
- Piano: A German Legend.....*Eberhardt*
MISS ASHBROOK.
- Vocal: Golden Harvest.....*F. S. Moir*
MISS PATTERSON.
- Piano: Snow Drop.....*Tschaikowsky*
MISS SHOEMAKER.
- Piano: Lullaby.....*Kienzl*
MISS HERTZOG.
- Piano duet: Country Dance.....*Nevin*
MISS NOSS and MISS MORGAN.
- Piano: Tears of Solitude.....*Gastur Lange*
MISS GOODWIN.
- Vocal: Gray Rocks and Grayer Sea.....
Kate Vaughn
MR. DRUM.
- Piano: Arabesque.....*Schumann*
MISS NOSS.

Senior Pleasantries.

BY ALFRED FORGOTTEN.

When a *Bair* or a *Wolff* comes around, blow the *Horn* and ring the *Bell* to warn others and then lie *Low*. Keep the *Cars* on the track. Make *Hay* while sun shines, and put it on the *Hay den*. Beyond the *Marsh* you may see a *Street* or *Lane* leading to the *Bins* of the farmer. It was Goethe, not *Luther*, that wrote *Faust*. If you can *Scaright* you can *Reed Richardson's* Pamela. Can a *Shoemaker* make a pair of shoes out of a *Letherman*? *Pollock's* Course of Time, *Montgomery's* England, *Meyers's* General History, *Smith's* Bible Dictionary, and *Robinson's* Astronomy are recognized as text-books of much merit. The *Wiley Bowman* will *Crouch* beside the *Hawthorn* tree to shoot the *Meager Wolff* as he goes howling by where the two *Rhoads* meet. If *Fogel* is the German for bird, what is the English for *Duppstadt*? The Administration of *Harrison* was more successful than that of *Huys* and *Wheeler*. State Superintendent *Shaffer* listened with delight to *Gilmore's* band. Some birds *Carroll* sweetly. The *Campbell* can walk a *Furlong* in two minutes. The *Carey* sisters were delightful poets. What is the difference between a *Beazell* and a *Gazelle*? between an *Uphouse* and a *downhouse*? When *Hastings* was governor he used to examine with care the chair in which *John Hancock* sat. *Paul* the apostle and *Witherspoon* the signer of the Declaration of Independence never saw *Patterson's* Grammar. Now let us all close this diversion by taking a drink of *Lemmon* ade and crossing the river at the *Ferree*; on the way we shall catch a *Meese* of *Conger*. We can *en Hantz* the pleasure of our trip by going from *McKee's* Rocks to *Connells* ville. If a *Rager* is one who rages is a *Roley* one who rolls?

Like an army with crimson banners,
The forest in silence waits
For the beautiful, bounteous autumn
To pass the old year's gates;
Fair is her story,
Told in the glory
Of gorgeous coloring, woven in bands
And streamers, hung by invisible hands.



JOHN N. DIXON, ESQ.,
President of the Board of Trustees.

ITEMS AND COMMENTS.

In the October number we referred to some good things to be found in *Pearson's* magazine. From a circular issued by the publishers we quote:

The Story of the States, a series which began in February, 1901, and will be continued through 1905, will form when completed a history of this country quite unlike anything that has previously been published. It is the purpose of the series to set before the reader the true romance of every individual commonwealth, and, while omitting nothing of its history, to dwell particularly on whatever is picturesque or strikingly characteristic in its natural scenery, in the careers of its founders and great men, or in its growth, political, commercial and social. In the story of the individual commonwealths will be found a clear-cut record of those occurrences which have led to the merging of the different states into a single nation.

The *N. Y. School Journal* in a recent issue has an excellent article from the pen of Mr. Egbert Hollander. In it he discovers the general tendency on the

part of the young to escape manual labor. After discussing the subject thoroughly, he closes with the remarks:

My suggestion is that the teacher shall cease to glorify occupations that do not soil the hands, and that he interests his pupils in all kinds of manual labor. A school principal who has been in the habit of taking a company of boys into the country in the summer tells me that they do the manual labor on the farm where they camp with extreme pleasure, and he is certain half of them would become farmers if their parents would permit them.

Froebel says, "Work is not only a necessity, but it gives joy to man." The tramp as he goes shambling along the highway jeers at the man who is laboring in the field, but which is the happy man? I believe that the manual labor is a direct means of happiness. The carpenters, masons, and street-sweepers are not unhappy men. Let us endeavor to create just ideas in the minds of youth in this matter.

Mrs. Dr. Maxwell and Miss Mary E. Alexander of Monongahela were present at the California Century Club, at the home of Mrs. R. B. Drum.

Mrs. Maxwell addressed the club on "From Malaga to Madrid." The interested listeners were carried rapidly from the balmy air of quaint Algiers across the Mediterranean to Malaga then up the slopes of the Spanish Sierras to the old Moorish city of Granada thro the wonders of the Alhambra, and the many pillared mosque of Cordova, to the plateau city of Madrid, with its art galleries and palaces. All were sorry when the journey ended.

The presence of the two visiting ladies added greatly to the pleasures of the social hour, and the members of the club went home voting it the best meeting of the season.

For a good, solid, sensible young peoples' Journal commend us to the *Youth's Companion*.

Clionian Review.

Bertie Gregg, Editor.

Clio's programs, though generally good, have been especially interesting and instructive for the last few evenings.

Mr. Garland's biography of Andrew Jackson was one of the strong features of the program on Nov. 1.

The essay read by Miss Nellie Covey, on Joan of Arc, showed excellent preparation.

On the same evening, Miss Shoemaker gave us a parody, which was appreciated by all. It is reproduced here for the benefit of those not present.

PARODY ON THE RAVEN.

Once upon a night dreary, while I ponder'd, weak and weary,
Over many a physics problem and Latin verb galore,
While I nodded, nearly napping, suddenly there came a tapping,
As of someone gently rapping, rapping at my chamber door.
"Tis one of the girls", I muttered, "tapping at my chamber door—
Only this, and nothing more."

Distinctly I remember, it was't yet the month November,
And each gleam of my candle cast its rays through the transom door,
Not eagerly did I wish for morrow, for examination to my sorrow,
Sent a thrill of disgusting horror, horror to the very core.
For these many examinations, I can't say I adore.

Examinations, forevermore.

And in Caesar translations, about the Ubi and such nations,
It fills me, thrills me with me such awful terror, never felt before;
So that now to still the beating of my heart, I stood repeating,
"Purposes of the first step, Purposes of the first step are

Purposes of the first step are to recall the new—no

The Known, nothing more."

Presently my sense grew stronger; and hesitating them no longer
Over those fearful pedagogical notes galore.

For the fact was, I was nearly napping, when again there came rapping,
And a little louder it came a tapping, tapping at my chamber door;
And here I opened wide the door,
there stood the teacher of our floor,
One of the "Faculty"

Nothing more.

In the gloom I stood there peering, I can tell you I was fearing,
Trembling, and each moment fearing more,

When the silence, it was broken by cross words so sharply spoken as I'd,
As I'd never heard before.

"Go to bed, and then to-morrow, rap upon the office door,
This you'll do, and nothing more.

Much that night I lay a pondering through my mind was somewhat wandering;

Till at last it all became a bore;
For we cannot help agreeing, that a living human being,
At this place, must sleep if nothing more;

On the morrow I should worry, not before:

So I slept, and nothing more.

In the morn my fears returning set the soul within me burning,
Thinking of the awful duty yet in store,
Then so faintly I went rapping, but I changed to joyous clapping,
For I saw a sign upon the office door,
Office closed forevermore."

Mr. Will Aydelotte and Reed Morris, members of the middle class, debated quite well the question: Resolved: that the game of football should not be abolished in educational institutions.

Clio's musical talent helps to make the evenings enjoyable. The chorus has been doing exceptionally good work the members of it deserve much credit.

Mr. Raymond Drum has joined our society. No doubt he is our youngest member.

The following officers were elected on Friday evening, November 8: President, Mr. George Grimes; Vice President, Miss Maudress Montgomery; Secretary, Miss Agnes Conger; Attorney, Mr. W. Aydelotte; Treasurer, Mr. Hay; Critic, Miss Iva Bezell; Marshal, Miss Mamie Shoemaker.

Miss Bessie Hetherington has been elected valedictorian. The salutatorian for next term is Miss Margaret Craven.

All seemed to enjoy the meeting of Nov. 8. Miss Bessie Hetherington's recitation, "The Spanish Champion" showed talent and hard work. The society is always pleased with Miss Hetherington's work.

The prophecy by Miss Emma McWilliams and the dream by Miss Maudress Montgomery were enjoyable features.

Miss Evelyn Garwood's reproduction of Enoch Arden was one of the delightful performances of the evening.

The Impromptu class conducted by Mr. Samuel Boyer, showed that the members of Clio are able to speak intelligently and well when called upon without warning.

The debate by Mr. Arthur Witherpoon and Mr. George Grimes was one of the best we have had. The question Resolved: That those who cannot read and write the English language should not be permitted to vote, was ably discussed by each speaker. Professor Meese has been giving the Senior class some lessons on the debate and perhaps this account for the great improvement made in our debates.

R. C. Crowthers of Cincinnati, an old Clio and graduate of the class of '85, was in town a short time ago.

Messes, Fred Gleason and El. Drum are frequent visitors with us.

Misses Lilley, Morgan, and Cleveland visited the society during the month. Mrs. Banker was the faculty visitor last week; she seemed well pleased with the meeting.

Exercise in Punctuation.

Can you explain the use of each punctuation mark in the following sentences.

1. *Ham.* I am very glad to see you. [to Bernado] Good-even sir.
2. He was lazy, idle, worthless, -anything but usefull.
3. Oh that I could go!
4. Oh! there he falls!
5. Prov. xx. 8, 9, 10.
6. Paul the Apostle went to Rome.
7. Wilson, governor of Iowa, is not a foreigner.
8. June, July, August, are among the warmest months.
9. Grant, who happened to be absent, did not go the theatre.
10. This stone marks the place where Reynolds fell.
11. He has promised, however, to do better.
12. Rev. A. C. Jones, D. D.
13. Tenth St., New York.
14. Loomis's Chemistry, Part III., Chap. IV., Sec. 8., p. 246.
15. There is, sir, no longer any hope.
16. Hope and joy, pleasure and pain, are among the experiences of life.
17. An intelligent black cat.
18. In the room I found a chair, and took a book without a cover.
19. Lincoln's conduct was at all times remarkably upright, honest and above suspicion.
20. In sentence 19 what effect would a comma after "honest" produce?
21. Cross your t's and dot your i's.
22. *Poetia.* Let all of his complexion choose me so. [Exeunt. .

22. "Higher and higher every day,
Till over the mast at noon—"
The Wedding Guest here beat his breast,
For he heard the loud bassoon.

Coleridge

Ah! let us hope that to our praise
Good God not only reckons
The moments when we tread his ways,
But when the spirit beckons,—
That some slight good is also wrought
Beyond self-satisfaction,
When we are stably good in thought,
Howe'er we fail in action.

Lowell.

Philomathean Review.

Agness Gregg, Editor.

Philo's members are proud of the work of the past month. It is hard to select the performance most deserving of mention as they were all of such a high grade. This illustrates the saying, "In union there is strength," for there is no doubt that the strength of Philo lies in the enthusiastic co-operation of her members.

Mr. John Cummings makes an excellent grumbler as was shown by his complaints on October 18.

A number of W & J. students visited Philo on Oct. 25, and the society was favored with an address by Mr. Marner.

The periodical written by Miss Anna Hastings is worthy of special mention, being instructive as well as humorous.

The miscellaneous debate on Nov. 1, was very lively. Subject: Resolved that football should be abolished from our educational institutions. The society is steadily advancing along this line and when the time comes for Philomatheans to take their places in the outside world they will be greatly helped by their training in miscellaneous debate.

Mr. Silveus McClure's essay on "The Dark Continent," attracted attention. It showed careful research and thorough knowledge of the subject. A performance like this, benefits both the performer and the audience.

Dr. Murray was present on Nov. 1, and gave a short talk.

The composite recitation by Miss Cook, Miss Reed, Mr. Anderson, and Mr. Hertzog, Nov. 8, was very amusing. A notable feature of it was that the performers were able to keep from laughing.

Dr. Lukens, the faculty visitor Nov.

1, suggested that we need not be so formal about seconding a motion. He thought it sufficient for some one to merely second the motion without rising to be recognized by the President.

Miss Mabel Borland of Pittsburg, and Miss Lida Gregg of Monongahela, were Philo visitors on Nov. 8, Miss Griel was also a visitor on the same evening. She complied with a request to make a short address, which was well received.

The regular election was held Nov. 8, and the following officers elected: President, Mr. Balsley; Vice President, Miss Agnes Gregg; Secretary, Miss Ida Swaney; Attorney, Mr. Faust; Critic, Miss Mary Bailey; Treasurer, Miss Helen Hopwood; Marshall, Mr. Ben. Binns.

The following program was rendered on Oct. 25:

Music.....	Chorus
Recitation: The Courtship of Adolphus McDuff.....	Miss Faye Davis
Essay: Character.....	Miss Gertrude Shaffer
Prophecy.....	Miss Florence Connell
Original Story.....	Miss Blanche Lewellen
Impromptu Class.....	Mr. T. B. McLean
Music.....	Chorus
Biography.....	Miss Bernice Rabe

DEBATE

Resolved: That the young man of to day has greater opportunities for success than his forefathers

Affirmative..... Mr. Lucian Fausold

Negative..... Mr. Wayne Hanesek

Music..... Miss Della Martin

Periodical..... Miss Anna Hastings

Assistant..... Mr. Francis Hastings.

Our failure to learn is generally due to the assumption that we know.

All one's life is music, if one touches the notes rightly and in time. - Ruskin.

The Beginning of the West.

Copyright 1899.

Nowadays we are all coming to know a good deal about the beginning of our history. We know the story of Captain John Smith and Pocahontas in Virginia, and of the Dutch fur traders and Patroons in New York. We have often heard of the Pilgrims and the Mayflower, and Miles Standish and Roger Williams. We can tell too of Lord Baltimore and the founding of Maryland, as well as of the failure of the "Grand Model" in the Carolinas. We have traced the first settlements of the Swedes and the Dutch, the Yankees and the Quakers in New Jersey, until we have wished that state had not been so rich in first settlements. Finally the coming of the great and noble Penn, and his famous treaty with the Indians, every boy and girl knows by heart. But these were not the only beginnings. There was another, so interesting and important, and so different from the others, that everybody who lives west of the Alleghany mountains, should know its story. It is "The Beginning of the West".

For nearly one hundred fifty years after the founding of Jamestown, the English settlers seemed content to live east of the mountains along the Atlantic coast; while the French built their missions and trading posts in the great valley of the Mississippi. If the English had been willing to remain on the Atlantic slope, there never would have been any French and Indian war, nor any of the "moving west" which has gone on until now a large proportion of our 75,000,000 people live west of the original thirteen colonies.

The English fur traders had come and gone across the dividing ridges nearly a hundred years before the settlers followed in their footsteps. It is a curious fact that when the pioneers did at length break into the Mississippi basin, they did not go to the north of the great barrier, through New York, as might have been expected; nor did

they go round the southern end of the mountains as the Carolina traders had been doing for three quarters of a century. Instead of going by either of these routes they climbed the divide by the latest of the traders' paths, and entered the new west by the gateway of the Ohio.

It is true that many of the early settlers of Kentucky and Tennessee followed up the long Virginia rivers to where their head waters interlace with the head waters of the Kanawha or the Cumberland; but by far the greater number who settled in the Ohio Basin before 1825, came over Braddock's or Forbes' road to Pittsburg and then went down the Ohio.

So it follows that the history of the early settlements on the Monongahela, the Allegheny and the upper Ohio is "The Beginning of the West", and should be thought of as such by all who wish to understand and study the westward growth of our nation. The tide of emigration which flowed through "the old gateway of the west" spread out first over western Pennsylvania, West Virginia, and eastern Ohio, so its story is part of the history of these three states, and cannot be well learned by studying one state alone.

The attempt to settle west of the mountains brought on the French and Indian war. So it follows that teachers of American history in this section of state, have a good opportunity at beginning the study at a most important epoch by way of our local history.

It is proposed to give from time to time through these columns, a series of outlines and summaries at the leading events in our early history.

ANNIE BUCKHEE.

State Normal School,
California, Penn'a.

Mr. Will W. Henry, '00 and Mr. Charles A. Compton, '97, both teaching at Belle Vernon, were among the visitors who came to see the ball game on the 9th inst.



REV. WILLIAM E. MCEWAN,
Class of '97.
Pastor of the M. E. Church at Greensboro, Ohio.

ALUMNI NOTES.

Mr. Jacob B. Schrock, class of '95, has been elected to the position of Teller in the First National Bank, Berlin, Pa.

We clip the following item from an exchange: At the parsonage in Youngstown, Pa., Mr. Percy O. Peterson, of near Pleasant Unity, and Mary Evelyn Johnson, of Lycippus, were married by Rev. W. A. McClellan, pastor of the Reformed church, at eight o'clock in the evening of Oct. 10th, 1901.

Rev. W. W. McEwan, class of '97, writes under date of Oct. 29th that he is located at Greensburg, O., as pastor of the M. E. church.

Mr. Bert J. Thomas, '99, principal of the South Connellsville schools, has just ordered a number of copies of "Spelling in a Nutshell."

Prof. A. A. Streng, '95, principal of the Latrobe, Pa., schools, says that he has twenty teachers in his corps. The directors of that town are about completing a new eight room building.

Miss Millie Snider, who completed commercial course last June, now holds

a good position as book-keeper in the plumbing establishment of Chas. Titus, Uniontown, Pa.

Miss Jean Aten, class of '00, is teaching at McMinn, Pa.

Miss Elizabeth Z. Peterson, '01, has faith enough in the NORMAL REVIEW to risk a two years' subscription to it. She writes, "I am teaching in Unity township, Westmorland county, in the school near where I live. A literary society is a part of the regular work. We call it Clio, as it is one of the branches springing from our Normal Clio."

Principal W. H. Martin, '91, of the News Boys' Home, Pittsburg, Pa., entertained a large audience in the Christian church, California, on the evening of October 26th.

Mr. Chas. P. McCormick, '01, is enrolled as a student in Oberlin college, Ohio.

Miss Mary E. Wright, class of '95, now writes her name Mrs. N. P. Dodd. She resides at Beaver Falls, Pa.

Miss Lena Tillman, '01, in sending her subscription to the REVIEW, says she is teaching the primary department in the Burrell school, Westmoreland county.

The Normal school was favored recently by a visit from Miss Mary E. Barnum, class of '83, who is now teaching at Monessen, Pa. She was accompanied by Mrs. Luna B. Ketchum, formerly Miss Beard, who also resides at Monessen.

Miss Ella M. Clarke, '01, is teaching at Braddock, Pa.

Mr. Wm. B. Fox, '98, who is in the employment of Booth & Flinn, Pittsburg, Pa., sends a two years' subscription to the REVIEW, saying he cannot afford to miss a single copy. We are pleased to know that so many of our alumni are seconding our efforts to please our readers.

Miss Clara Spiegel, '01, is teaching a school of thirty pupils near her home at Lash, Pa. She is very successful in her work.

Final Examination Questions.

JUNIOR LATIN

I. Translate into latin:

- (1). According to their customs they gave a pledge to one another.
- (2). They hoped to be able to establish peace and friendship with the nearest state
- (3). Led on by a desire of supreme power they contend in almost daily battles.
- (4). Those who make war often contend with great valor.

II.—Translate into english:

- (1). Hic lacus in longitudinem octoginta milia passum petebat.
- (2). Quis deligitur ad eas res conficiendas?
- (3). Quod conurationem fecerat quam maximam familiam habuit ut regnum occuparet.
- (4). Post eius mortem nihil minus Helvetii id quod constituerant facere conantur, ut e finibus suis exeant.

III.—(1). How long was a Roman foot (pes)? passus? How measured?

- (2). Construe *conficiendas*.
- (3). Account for mood and tense of *occuparet*.
- (4). Distinguish *eius* and *suis*.

IV.—(1). Decline *lacus*.

- (2). Synopsis, indicative and subjunctive of *facio*.
- (3). Decline and give derivation of *maximum*.
- (4). Decline *quis*.

GRAMMAR.

Not many generations ago, *where* you now sit, *circled* with all that exults and embellishes civilixed *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, 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 conjunction, 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 his advocate in that important trial.

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

3. What does a verb in the indicative mode express? In the subjunctive? In the potential? Give examples.

NATURAL PHILOSOPHY.

1. Distinguish between a physical and a chemical change and give two examples of each.

2. Give at least one law for each—light, heat, sound, motion, falling bodies, pressure of liquids.

3. Explain the difference in principle of thermometer and barometer; the difference in construction of a lifting-pump and a force-pump. Use drawing if you wish.

4. Compare the microscope and the refracting telescope in principle and in construction.

5. Explain the construction and action of a Voltaic cell.

6. What is meant by wireless telegraphy? How is it made possible?

ALGEBRA.

1. $\left[1 - \frac{b^2}{a^2} \right] \div \left[1 + \frac{a}{b} \right] = ?$
2. Factor $a^2 - 110 - a: \frac{4a^2}{9} + \frac{9}{15} - a;$
3. $\frac{1}{x} + \frac{1}{y} = 7$ $\frac{1}{y} + \frac{1}{z} = 6$
 $\frac{1}{z} + \frac{1}{x} = 9.$ Find x, y and $z.$
4. Find x in $4x^2 - 12x = -9.$
5. Solve $\left[\frac{2x+4}{4} \right] + \left[\frac{2x+35}{5} \right] = 7.$
6. A certain sum of money was div-

ided equally among a certain number of persons. Had there been 3 more, each would have received \$1 less; had there been 5 less, each would have received \$5. How many persons were there and how much did each receive?

7. Divide $\sqrt{-12}$ by $\sqrt{-3}$.

8. $\sqrt[3]{8x^3 - 3x^2y + 54x^2y^2 - 27y^3}$.

9. Expand $(2x - 3a)^4$. Write the law of signs; law of exponents; law of coefficients.

10. Find the 9th term of this series 1, 3, 9, 27, etc. Write formula.

The Largest School in Existence.

Mrs. S. T. Rohrer's name has become a household word in American homes through her famous Cooking School in Philadelphia, and her equally famous contributions to the domestic literature of the times. The Ladies' Home Journal, which for some years has been the medium through which Mrs. Rohrer has talked to American women, has conceived a clever idea, incidentally something new. It is to put Mrs. Rohrer's Cooking School on paper, as it were, giving from month to month exactly the same lessons to its readers as Mrs. Rohrer gives to her pupils. In this day, when so much is said about pure foods and the value of correct methods of preparing them, the value of such a feature should be great.

There is an ethical side to the memory. Forgetting is as important as remembering. The chief butler sinned in forgetting Joseph's kindness in prison. In ways without number we sin by forgetting the benefits we receive from friends, parents and a kind heavenly Father. Ingratitude is largely a sin of memory. On the other hand we may commit sin by remembering what should be forgotten. The wicked jest, the obscene phrase, the vulgar story, may remain in the memory when we would gladly bury them in oblivion. We know it is sinful to harbor them in the soul. Perhaps their very ugliness has helped to fix them in the mind.—*McCaskay*.

Do You Eat?

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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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