

# The Normal Review



*Meet is it changes should control  
Our being, lest we rust in ease  
We are all changed by still degrees—  
All but the basis of the soul.*  
—Tennyson.

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# THE NORMAL REVIEW

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Vol. XVI.

April, 1906.

No. 7

## NORMAL NOTES.



### Spring.

Spring's comin',  
saps runnin',  
Robin's sparkin',  
chipmunk's larkin'.

Man, I'm glad!

It's Spring.

Fields greenin',  
sun shinin',

Buds shootin', bees  
lootin'.

Man, I'm glad!

It's Spring.

Woodchuck airin',  
red squirrel  
starin',

Buckets fillin', sap spillin'.

Man, I'm glad!

It's Spring.

—Arthur L. Phelps, in *Recreation* for March.

The certificate system practiced in our Normal may have a few disadvantages, but on the whole it makes for higher scholarship and better results.

The system just referred to has this additional advantage: it is to the student an affirmation of the fact that each member of the faculty means to be loyal to the policy outlined and advocated by the Principal. That policy if carried out successfully will keep the S. W. S. N. S. in the leading rank of normal schools, not only in Pennsylvania, but in the United States.

There is absolutely nothing to hinder California from taking its place at the head of the normal procession. This is not written in a hazy spell of self gratula-

tion. Like the Irishman's Niagara, What's to hinder? We have a plant situated in the heart of the richest valley in the world, where men earn the most, spend the most, and require the best of everything. We have only to rise to the level of our opportunities to become masters of the situation.

The policy of our Principal looks forward to a school where every student is an Athenian. In that near future there will be no Persians who must be whipped into battle with the lash. It has already come to pass that the student body is in harmony with the new standard of efficiency. Teachers and students alike are opposed to the admittance of a student whose record elsewhere has been shady and unsatisfactory. Years ago we sometimes tried to reform a refractory boy or girl. Those years have passed. We still believe in reformation; but the state has provided institutions in which such work can be more readily done than here.

If we needed to make any apology for writing such paragraphs as the foregoing, that apology would plead the value of the ideal. The policy our school is carrying out seems to work ill for the few; but shall a great work cease because a few fall by the wayside? We can no longer do without railroads, even though some of our friends will be injured by accidents. So with the school, it must no longer be the victim of low standards. Some one objected to the first locomotive because it might kill a cow on the track. Cows in-

numerable have been killed, but locomotives, like Tennyson's brook, go on forever.

What is this policy about which we are writing so much? It is a long story, but its leading principles are involved in these few statements: The children in our public schools need and deserve the best things; the best can be attained only by placing in our schools efficient teachers; Normal schools ought to provide efficient teachers; efficiency implies knowledge, aptness, alertness, and character; normal schools must by their very nature pursue a policy of elimination as well as of construction and selection.

The Southwestern State Normal school has always been giving to its students many of the essentials of a business education, and for a few years past special effort has been made to give a complete business education. We have had excellent success along this line. Our efforts will be increased in this particular in the future. The present good equipment will be increased and modern office appliances will illustrate to the students how business is done in up-to-date offices.

In the *New York School Journal* for March 24, Dr. Frank McMurry presents some suggestion for the improvement of the study period. His article is replete with carefully elaborated thought. We quote the closing paragraph:

In mastering a lesson or reading a book, should one study primarily for the sake of understanding what is presented? Or primarily to meet the teacher's probable requirements? Or primarily for personal profit? These are all questions of vital importance in study for all ages of students. And until they have been properly answered, and young people have been properly instructed in regard to them, home study will continue to be a bugbear, and complaints of teachers about

pupils, not knowing how to study will continue to be common. We have been on the right track in the past when we have emphasized the need of careful directions in the assignment of lessons, so that children would know how to go to work. But we were ignorant of the magnitude of the problem. How to study is very different from how to teach, and a broader question. I think, and we might as well expect to train persons to teach merely by giving them occasional suggestions about teaching, as to train them to study by giving occasional suggestions about methods of study. Therefore, my main suggestion for improvement in study periods is that we begin to take the problem seriously and go to work upon it. It involves more knowledge about how adults should study than is now easily attainable; the question of the extent to which children can be expected to study; a conception of the class period as a meeting time for the exchange and correction of ideas rather than for reciting to a teacher; and the cultivation of initiative on the part of children to an extent that is now far from common.

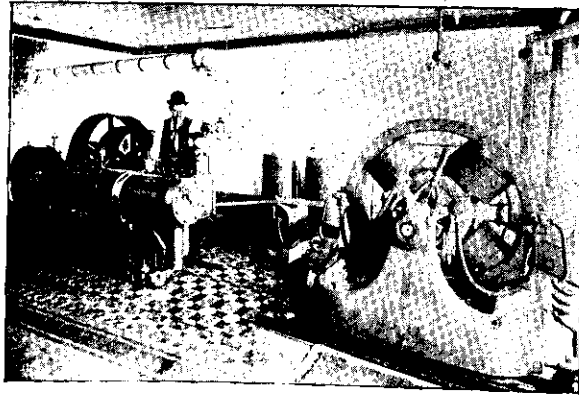
#### A Square Deal.

Between April 1 and May 10 we will accept yearly subscriptions to the publications named below at the special rates set opposite each.

The NORMAL REVIEW and the *Normal Instructor* together for 85 cents. The REVIEW with the popular *World's Events*, 85 cents. Better yet we will send all three for \$1.10, REVIEW and *Cosmopolitan*, \$1.10.

A combination we strongly urge is the REVIEW, *World's Events*, and *Cosmopolitan*,—all three for \$1.50, *World's Events* is now edited by Dr. Fess, a man whose institute work is well known to our readers. Send in your orders now. Address,

NORMAL REVIEW.



THE DYNAMO ROOM.

### The Spring Term.

The Spring Term has opened auspiciously. Many new students have been enrolled and there are many others to follow. Among those who enrolled during the early days of the term are the following:

Olive B. Hough, Ambridge; S. B. Shrontz, Washington; Gayman S. Shrontz, Amity; Andrew Enos, Normalville; Nannie R. Cooper, Monongahela; R. L. Hawley, West Finley; E. J. Ramsier, Dawson, Jean Dillon, Braddock; Maude E. Griffith, Belle Vernon; Thomas McMinn, Jefferson; Herbert Dewar, California; Royal Moyers, California, Edna R. Weaver, Beallsville; W. R. Griffin, Smithfield, Pansy Laub, Somerfield, Frank W. Jones, Connellsville, Edward C. Miner, Normalville; R. C. Leydig, Glencoe, Leroy Snyder, Glencoe; F. G. Momyer, Smithton; C. J. Weaver, Beallsville; Florence Hunt, Washington; Frank A. Townsend, Monongahela; Estelle I. Baudoux, Monongahela, Blaine C. Bigler, Scenery Hill; Nevada Emerick, Shanksville; Elsie Miller, Frankville; Elizabeth Neall; Canonsburg; May Shouffler, Perryopolis, Estelle Bigler, Amity; D. G. Younkin, Draketown; Julia E. Peters, Smithfield; Elsie R. Smallwood, Coal Center; Angeline Beacon, Harrison City; Eva M. Yeager, Murrys ville; Bessie J. Staymates, Newlonsburg; Effie E. Glover,

Humberston; H. C. Dills, Smithfield, Guy E. Morris, Mt. Morris; Annie Boax, McKeesport; Eliz. T. Binlyn, Webster; Elizabeth Hoge, Waynesburg; G. M. Hawkins, Clarksville; J. C. Swihart, Scenery Hill; Cecil W. Morris, Whitely, Lydia Johnson, Waynesburg; Condyle Polites, Washington. Alice M. Sweeney, Washington, Thomas Hathaway, Scenery Hill; Jessie M. Donaldson; Bridgeville; Anna E. Rhodes, McKeesport; Edna Roney, Beaver Falls; Hazel Murray, Washington; Pearl Patterson, Washington; Sarah Wyckoff, Elizabeth; Emma F. Watkins, W. Brownsville; Wm. E. Beadling, Cadwallader; W. H. Walters, Waltersburg; Grover Gleason, Elliottsville; Katherine Rowan, Juniataville; O. W. Show, Ohio Pyle; Olive B. Stephens, Smock; Stella M. Brown, Waltersburg; Mary M. Campbell, Upper Middletown; Lillie A. Brown, Waltersburg; Lizzie A. Smith, Monongahela; Anna F. Crumrine, California; Grace E. Lynn, Smock; Anna Huff, Smock; Hallie Brown, Mt. Morris; Laura Ghrist, Allenport; Bessie Watt, Allenport; Annie Stine, Braznell; Mary D. Stone, Braznell; Delmer Ferrell; West Alexander; Allie Iams, Ruff Creek; Furman Nichols, Waynesburg; Ethel Carson, Coal Center; Lillian Buckingham, Beallsville; Sophia L. Rush, East Waynesburg; Hazel Hendricks, East Millsboro.

**THE EDUCATIONAL VALUE OF  
THE COMMERCIAL PURSUITS,  
AND OF THE STUDIES THAT PRE-  
PARE THEREFOR.**

JOHN A. WHITE.

A well known college president in defining an educated person asserts that he should possess the following characteristics:

1. Accuracy and precision in the use of the mother tongue.
2. The refined and gentle manners that are the result of fixed habits of thought and action.
3. Power of reflection.
4. Efficiency and power to do.
5. Power of intellectual growth.

To the above another educator has wisely added one more.

6. The power of moral judgment.

There is no quality above mentioned that does not command high recognition today in the world of business. Men conspicuously lacking in any of them are rated second class, while deficiency in more than one of these qualities would place him in a very low grade as far as business ability is concerned. But to the above we must add at least two more characteristics before we can have a well equipped business man; namely,

7. Full and accurate knowledge of some particular line of business.
8. Power of business judgment.

Of course there are thousands of business men who do not reach high rank in every one of the qualities here mentioned. It is also true that hundreds of college graduates come far short of attaining high standing in all the characteristics appertaining to an educated person. Business men do not go into business to acquire these qualities, yet they do acquire them, and in some cases in a high degree. College graduates spend four or more years trying to acquire them; often they succeed, sometimes they fail.

I do not wish to be understood as raising any question about the value of four years or more of college training, nor of the value of any study in the college curriculum. Personally I am a believer in, and an advocate of it all. The only thing I wish to hint at, is that it is barely possible that some other employment for four, or more, years and other subjects of study than those in the traditional and conventional curricula of the colleges may, when pursued as dilligently, result in giving to their devotees somewhat of the same characteristics which the college president says distinguishes an educated man. Perhaps the so-called bread-and-butter studies have in them, when rightly taught and learned, the qualities that give accurancy and precision in the use of the mother tongue; refined and gentle manners; power of reflection; efficiency and power to do; power of intellectual growth; and power of moral judgment. Of course they have always been accorded the quality of giving those who pursued them some knowledge of business, and some degree of business judgment.

By way of stating the question in another light, I wish to offer a few opinions, born of experience and observation. The person who has pursued the subject of accounting and its necessary adjuncts, to a degree that would enable him to secure a Certified Public Accountant's license, would have done as much work; encountered and solved as many difficult problems; secured as deep an insight, and as broad an outlook as does the student who goes through the subjects of algebra, geometry, and trigonometry, as these subjects are taught and learned in the average college. The time and labor expended would be about the same in each case.

The student who has put forth his best efforts on the subjects of shorthand and typewriting for one school year, has gained more mental discipline than has the student who has spent the same length of

time on a foreign language, and the student of shorthand has strengthened his own English fully as much as has the student of the foreign language. One who carries shorthand to the perfection of verbatim reporting has done more hard work; has been over subjects that will yield him at least as much culture; and has gained more mental discipline than has the student of a foreign language during the usual four years course. And with it the shorthand student has kept pace with the language student in perfecting his own English during all this time.

The student who has taken a course in business law and business methods has acquired as many tangible, workable ideas on the subject of ethics, as has the average college student at the close of his course in that subject, as it is usually taught in the average college.

I make no comparison here of the money value of the knowledge obtained from the commercial studies, with that of the knowledge given by the other studies. It is the disciplinary, the educational value, I wish to contrast. The commercial value of the discipline and culture is the same, no matter how or from what it is obtained. The commercial value of the knowledge in either case will vary with the use that different people will or can make of it.

Boy—"Where were you born, ma?"

Ma—"In New York."

Boy—"Where were you born, pa?"

Pa—"In London."

Boy—"Where was I born?"

Ma—"In Toledo."

Boy—"Ain't it funny we three should meet?"

In Russia teachers are none too well paid. At a scholastic meeting some one proposed the toast: "Long live our school teachers." "What on?" asked a cadaverous-looking specimen, rising in his seat. —*North American Journal*,

### Greek History.

After a careful study of Greek history by the Middlers, each member of the class was asked to write out eight items that seemed to be of special interest. Following is the list submitted by Elsie Lynn:

Eight interesting and important items I have learned about ancient Greece are:

1. That by the terms of peace which ended the Peloponnesian war, in 404 B. C., Sparta gained absolute control in Greece.

2. That the rise of Spartan naval power under Lysander sounded the death knell of Athens and after a war Athens fell under the control of Sparta.

3. That the authority of the Thebans passed away when Epaminondas and Pelopidas died.

4. That in 415 B. C. Alcibiades induced the Athenians to engage in the Sicilian Expedition which failed when he deserted it and caused a great loss of ships, men, and treasures.

5. That the Peloponnesian war was the result of a bitter hatred between the Dorian and the Ionian Greeks. At the end Athens ruled the sea and Sparta the land.

6. That the fifth century B. C. was the age of glory in art and literature, Pericles being a central figure.

7. That when Darius sent Datis and Artaphernes to punish the Athenians they were defeated by Miltiades at Marathon, the Persians being checked for the first time by the Greeks.

8. That the disaster at Salamis caused Xerxes to withdraw his troops and close the invasion of Greece.

"Ruined, and by a woman!" exclaimed the man at the desk, as he gazed at something in his hand.

"I fail to see the point," rejoined the other occupant of the office.

"Same here," said the party of the first part. "I was speaking of this lead pencil, which my stenographer has evidently been trying to sharpen."—*Chicago Daily News*.

### The Annual Commencement.

Following are the names of the seniors chosen by the faculty for the forenoon performances of commencement day: Mary Byers, Coraopolis; Laura Cupps, Turtle Creek; Emma H. Carrick, Shire Oaks; Lulu Ferguson, Latrobe; Edna M. Hornfech, Goff; Alvin D. Lowdermilk, Hayes, Md.; Ray McPhail, Southwest; Helen Meese, California; Susan C. Moore, Fairchance; John Neil, California; Alberta Reed, Houston; Carrie L. Shaw, Duquesne; and Anna M. Wientge, Scenery Hill.

The contestants this year will be the following: Readers, Blanche Brightwell, Clio, and Millie Snyder, Philo; essayists, Sara Smith, Clio, and Lila Stillman, Philo; orators, Edward McCleary, Clio, and Harry G. Palmer, Philo; debaters, Frank Lewellen, Clio, and Homer B. Hedge, Philo.

#### SENIOR CLASS DAY PERFORMERS.

|                         |                  |
|-------------------------|------------------|
| Presidents Address..... | Robert Mountsier |
| Orator.....             | David Smith      |
| Reader.....             | Garnet Colvin    |
| Historian.....          | Edith Young      |
| Donor.....              | Clarence Hopkins |
| Prophet.....            | Olan Yarnall     |
| Cartoonists.....        | Earle Springer   |
|                         | Nelle Steele     |
| Class Song.....         | Jean Moon        |

The Middle Class day will be an unusually interesting feature of commencement week. The program has not yet been definitely outlined. It will consist of a short play, a pantomime, reading and music. Full details will be published later.

An innovation this year in the contest between the literary societies will be a new rating of the performances. The old scale was manifestly unfair to the essayist and the reader who sometimes gave the star performances of the evening. The new rating is three points for the debate and two points for each of the other performances, making a total of nine points. The new rating will have the additional ad-

vantage of a likelihood to prevent tie decisions—always unsatisfactory features of a contest.

### Faust.

BY SUSAN MOORE, SENIOR CLASS.

According to tradition Dr. Graham Faustus was a celebrated necromancer, born about 1480 near Weimar. Having mastered all the secret sciences he became dissatisfied at the shallowness of human knowledge and made an agreement with the Evil One. The devil was to serve Faust for twenty-four years, after which Faust's soul should be delivered to the devil. Faust signed the contract and the devil, Mephistopheles, was sent to him. Guided by Mephistopheles, Faust led a brilliant worldly career. As the term drew near its close he began to realize his condition and sought relief and salvation from priests, but all in vain. He was regarded as a doomed man. At midnight amid the howling of a storm, his soul was snatched into the infernal regions. A conflict of faith and knowledge is sufficient to have caused his death.

Goethe, in his grand drama, used this legend but the moral of his Faust is, that man's longing after knowledge may lead him into extraordinary errors and failings, but cannot destroy his better nature. About 1589 "The History of the Damnable Life and Deserved Death of Dr. John Faustus" was written. This is probably the basis of Christopher Marlowe's drama "Life and Death of Dr. Faustus." Marlowe's play of Dr. Faustus was given in 1588 and was very highly praised. Compared with Goethe's work, Marlowe's Faust seems uneven and faulty in expression. But there are certain passages of positive poetic splendor.

May—You have never taken part in a game of chance, have you?

Ethel—No, but I am going to be married next week.





A REMINDER OF FORMER DAYS.—THE BASEBALL TEAM OF 1891.

### Stage Settings in Shakespeare's Time.

BY ADA SNYDER, '06.

The scenery used in giving plays in Shakespeare's time was of the most simple kind. The floor of the stage was covered with rushes, and when a tragedy was to be enacted black draperies were used. A placard was hung out announcing the scene of action and the imagination of the audience had to supply all the rest of the scenery with occasional helps such as two swords, or even two laths, crossed indicating a battle, a bush representing a whole forest or a person wearing a shirt over his coat representing a knight.

A rich theater making an inventory in 1598 possessed the limbs of Türks, a dragon, a big horse with his legs, a cage a rock, four moors heads, a wheel for the siege of London, and a hell's mouth. An-

other had a sun, a target, the three plumes of the Prince of Wales, six devils, and the pope on his mule.

The dressing room of these theaters was a corner of the stage shut in by cloth of some kind stretched on a cord. The dressing room of Blackfriars was enclosed by an ancient piece of tapestry which had belonged to one of the gilds and had an ironmongers shop represented on it. Through the holes in these curtains the audience could see the actors painting their cheeks with brickdust and making up mustaches with burnt cork.

Shakespeare realized the inadequate representation of the stage for he says in Henry V. Piece out our imperfections with your thoughts.

See "A Square Deal," page 2.

**The Origin of Slang.**

"Here's where I butt in," said the goat, making for the children.

"I'm getting it in the neck," grumbled the bull, as Ursus gave him another twist.

"Come off your perch," growled tabby, making another spring at the cage.

"I'm in the soup," gasped the oyster, as he dropped to the bottom of the plate.

"You're a bird," said the fox, as he gobbled up another hen.

"Don't try to string me," said the rattler to the blacksnake, coiling himself into a plumbing.

"It's a lead pipe cinch," said the rat, gnawing his way through another piece of pipe.

"I've got the drop on you," shrieked the hawk, as he landed on another chicken.

"Things are coming my way," said the bear, dodging another bullet.

"My goose is cooked," said the wild gander, dropping to the ground with a broken wing.

"Quit your kidding," exclaimed the fish, as the bait dropped into the water.

"Those fellows are nutty," said the rabbit, pointing to the squirrel family eating lunch.

"Stuck again," cried the fly, alighting on the sticky paper.

"I can see my finish," murmured the lamb, as he entered the slaughter pen.—*New York Sun.*

**Overwork in School.**

If you think that too much work is assigned to a child, and if you suspect that it is undermining the child's health, do not complain of school or teacher, and do not suffer the child to do slovenly work. It would be far better in many cases to remove a child from school for six months or a year, and let that time be spent in healthful play, light tasks at home or some manual labor; for instance, a girl between twelve and fifteen might easily drop a year from her school life, and spend

that time in learning some of the household arts of which no woman should be ignorant. She might learn to make beds, sweep, dust, cook and sew, and for a while be her mother's companion, and in the end she would lose nothing, even tho her graduation from the high school were deferred for a twelve-month. Equally, a boy would lose little by a short interruption in his studies, provided he were a boyish boy. There is always more danger in interrupting the studies of a boy than in making a break in those of a girl; for a boy, if once permitted to work for himself, is seldom willing afterward to forego the pleasure of earning money. Parents must decide for themselves what is best for their children, remembering that no two children are precisely alike. In the same family there are very great differences.—MRS. SANGSTER in *Woman's Home Companion.*

Mrs. New-wed called in the old Dr.,  
For the baby had tantrums that Shr.,  
Said the stern old M. D. :  
"It is quite plain to see,  
The infant is spoiled, 'cause you've Rr."

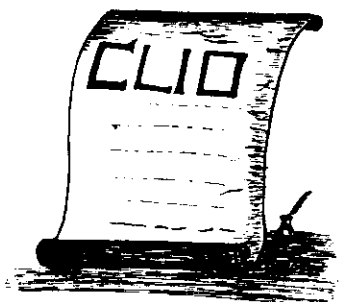
Professor Wilson of Edinburgh, wrote on the blackboard in his laboratory:

"Professor Wilson informs his students that he has this day been appointed honorary physician to the queen." And a student added, "God save the queen."—*Chicago Herald*

Mrs. Henpeck—This paper says that married women live longer than single ones.

Mr. Henpeck—Heavens, woman! Can't you think of something pleasant to talk about?

"The old, old story," exclaimed the husband with a long drawn sigh, as he laid down his paper. "Another man committed suicide because his home was unhappy." And did that make his home any happier," asked his wife, "or doesn't the paper say?"—*Woman's Home Companion.*



The meeting on March 16th marked the close of a successful winter term.

The program was of remarkable excellence throughout and the music was of a very high order.

The debate was very interesting, this was shown by the interest taken in the miscellaneous debate.

Program for March 16, 1906.

Duet, Sunflower Dance.....Ruth Eller, M. M. Byers  
 Reading, "A Fashionable School-Girl".....  
 .....Harriet Steen  
 Essay, "Toronto".....Pearl Wilson  
 Optimist.....Laura Cupps  
 Pessimist.....Martha McKnight  
 Music, "Spin, Spin," by Hugo Jungst...Mary Byers  
 Select Oration, "Who are Really Honored".....  
 .....Mollie Dickey

DEBATE.

Resolved: that co-education in the higher institutions of learning is desirable.

|                    |                |
|--------------------|----------------|
| Affirmative        | Negative       |
| Ray Drum           | Frank King     |
| Mary Chalfant      | Gertrude Wise  |
| Periodical.....    | Mabel Woodring |
| Valedictorian..... | Sara Dodds     |

The valedictory address by Sara Dodds was admirably rendered.

Our new president, Thomas Rees, is making a good start and he has the help of all the members for a grand beginning at the opening of the spring term.

EARLE SPRINGER,

Reporter.

Insurance Agent—Come, Pat; let me insure your life for one thousand dollars.

Pat—Wait a bit, thin. Oi think Oi'll take out a hundred-dollar policy first, an' if Oi die an' get thot wan then Oi'll take out a bigger wan.

April Birthdays.

These notables celebrate their birthdays in April:

Nicholas Murray Butler, President of Columbia, born at Elizabeth, N. J., April 2, 1862.

John Burroughs, author, born at Roxbury, N. Y., April 3, 1837.

Edward Everett Hale, Chaplain of the U. S. Senate, author of *Man Without a Country*, born in Boston, April 3, 1822.

William Booth, born in Nottingham, England, April 10, 1829. Commander-in-chief of the Salvation Army.

Judge William R. Day, of the U. S. Supreme Court, was born at Ravenna, O., April 17, 1849.

William Travers Jerome, the eminent New York attorney, was born April 18, 1859.

Charles M. Schwab, who is well known throughout our valley as a capitalist, was born April 18, 1862. He now resides in New York City.

The following notice was posted up recently in an art exhibition in Tokio, Japan: "No visitor who is mad or intoxicated is allowed to enter in; if any person found in shall be claimed to retire. No visitor is allowed to carry in with himself any parcel, umbrella, stick, and the like kind, except his purse, and is strictly forbidden to take within himself dog, or the same kind of beasts. Visitor is requested to take care of himself from thievelly."—*New York Tribune*.

Hat-check Man: "Here, here! What on earth are you doing—smashing in those hats?"

Club Member: I'm trying to find my own. It's an opera hat and shuts up. None of these seems to be mine."—*Chicago News*.

Teacher (after drilling on the pronunciation only of the word picture)—"Grace, use picture in a sentence."

Grace—"I picked your apples."—*Ex.*



The Philo pins which were ordered sometime ago have arrived and by their neatness and beauty have won the approval of all.

The last election of officers resulted as follows: President, Mr. Fausold; vice president, Mr. Abraham; secretary, Miss Ferguson; treasurer, Miss Reibling; attorney, Mr. Haberlin; critic, Miss Wientge; marshal, Mr. Coldren.

The closing meeting of the term was made very interesting by the following program.

- Music..... Chorus
- Essay, The Last Week at Normal.....
- .....Irene Hawkins
- Jokes.....Mildred McCleary
- Reading, His Own Obituary.....Garnet Colvin
- Quintette.....
  - Alvin Lowdermilk,
  - Adrian Neeson,
  - B. S. Boyer,
  - Ira Delaney,
  - Ray McPhail.
- Pessimist.....Olan Yarnall
- Essay, The Making of Maple Sugar....Clara Moore
- Impromptu Class.....Olive McShane
- Periodical.....Pauline Reese
- Valedictory.....Ray McPhail

Miss Jessie Tarr was appointed salutatorian for the spring term.

ANNA M. WIENTGE,  
Reporter.

**Examination Questions.**

MIDDLE CLASS GERMAN.

1. Give Gen. sing and Nom. Plu. of Tochter, Blume, Lehrer, Schloss, Graf.
2. Decline Stadt, Stoot, and Pferd.
3. Decline my poor child, the long day, and dear sister.
4. Write a synopsis of sprechen, in all tenses, indic. and subj., 3d per. sing.
5. Prin. parts of liegen, legen, schlafen, finden, gehen, bekommen, essen, flieBen, aufangen and werfen.
6. Write something you have committed to memory—two or three stanzas.
7. Translate:
  1. He is afraid of the dog.
  2. The pupil was praised by the teacher.
  3. The girl has gone into the house.
  4. When the hunter came into forest, he saw a beautiful lady on a white horse.
  5. He will give it (the book) to them.

Claude— If I kiss you, will you call your father?

Maude—It won't be at all necessary for you to kiss the whole family.

She—You told me before we were married that you were well off."

He—I was, but I didn't know it.



THE PUBLIC PARLOR.

## NORMAL BRIEFS.

Dr. Noss was a speaker at the Superintendent's convention at Altoona on March 4.

Dr. Stewart of the Theological Seminary at Auburn, N. Y., delivered a lecture in the normal chapel on the afternoon of March 6. His subject was The Cultural Value of Bible Study.

Mr. Meese addressed the students at the Sunday evening service of March 4. His subject was The difference between the man who sees and the one who does not.

Miss Lottie McCleery of the class of '05, visited the Normal March 3. She is in the Munhall schools.

Miss Dora McCorkle is teaching this year at Swissvale, Pa.

Miss Elsie Harshie, class '05, is teaching at Penn's Station, Westmoreland county.

Miss Gertrude Davison, class of '00, resides at Cranbury, N. J. In a letter written recently she expresses her satisfaction with the NORMAL REVIEW.

Miss Maud Hugus, class of '05, is teaching at Latrobe, Pa.

Miss Mary Wakefield, '05, Mr. Chas. Bennet, '05, and Miss Bessie Stroup, '04, visited friends at the school early in March.

Rev. T. W. Tushingam of Wilkesburg, delivered an effective sermon to our students and faculty on the evening of March 11.

Miss Iola Smith of the Senior class went to see the play of "As you like it" given at Uniontown on March 13.

Sunday evening, March 18, was given over to the interests of the Y. M. C. A. and Y. W. C. A., short addresses were made by Dr. Noss, Miss Thomas and Mr. Hammond.

The students were delighted recently to greet the only living alumnus of the first class graduated by the Normal, Mr.

George E. Hemphill of Douglas, Arizona. He is visiting friends in Pennsylvania.

The many friends of Dr. Wm. T. Noss will regret to learn of the death of his wife, which occurred on March 22. Mrs. Noss was an estimable woman whose companionship was delightful to every one who knew her.

The combination offers made in another column are such as no reader of the REVIEW can afford to neglect.

Dr. McMurry addressed the Schoolmaster's Club on the occasion of their banquet given at the Colonial, Pittsburg, on March 24.

Miss Mary E. King, '04, is acting principal of the Donora schools during the temporary absence of principal Boydston, who is ill.

This stale joke is going around the halls: Old Maid (purchasing music)—Have you "Kissed Me in the Moonlight?"

Clerk—Why—er—no. I guess it was the other clerk.

A missionary recently sent in this poetic effusion:

A certain young man of great gumption,  
'Mongst cannibals had the presumption  
To go; but, alack!  
He never came back—

They say 'twas a case of consumption.

Miss Anna M. Boydston, '94, is one of the leading successful teachers in the city of Toledo.

We think this story handed us lately lacks confirmation:

A woman entered a photographer's gallery.

"Do you take pictures of children," she asked.

"Yes," was the reply.

"How much are they, please?"

"Three dollars a dozen," said the proprietor.

"Well," she replied with a sigh, 'I'll have to wait and come again. I have only eleven.'

The annual Gymnastic Exhibition, on the evening of March 17, was very largely attended. Standing room was at a premium, the performances throughout were highly creditable.

Dr. Ehrenfeld read an able discourse on the Sub Concious Mind before the Century Club on the evening of March 6.

Dr. Noss and son, Mrs. Hockenberry and daughter, Dr. Lukens and Mr. Meese were among the Normalites that enjoyed grand opera in vacation week.

Supt. Himelick of Monessen, Supt. Brightwell of New Brighton, Principal Snodgrass of Pittsburg, Professor Hugh I. Keys of Jefferson, Pa., and Miss Vaun McMinn of Jefferson, were among the numerous visitors at the Normal during the opening days of the Spring term.

Miss Alberta Reed and Miss Elizabeth Stine were the two seniors who had the privilege of first addressing the students at the opening of the new term. Miss Reed's subject was "Passadena" and Miss Stine's "Comus."

Mrs. Noss visited Wellesley College during her vacation. Her daughter is a student in that institution.

Mrs. R. Kirk Richardson has been teaching in training room No. 3 while Miss Lillie has been making terms with LaGrippe.

This joke could not have been perpetrated at any normal school:—

Freshman—I smell burning cabbage.

Sophomore—You've got your head too near the fire.

At the Century Club meeting held on the evening of March 20, Mr. G. G. Hertzog read a highly interesting paper on the claims of evolution.

The sympathy of the school goes out to Miss Mary Thompson of the middle class and Miss Nelle Lale of the Senior class, each of whom was bereaved lately by the death of a parent.

Dr. Jeffers visited his *Alma Mater* Michigan University, in vacation week and there he read a paper on some theme in Roman Archæology before the classical society.

One of our exchanges continues to publish this stale joke which we quit printing many years ago:

Willie saw some dynamite,  
 Couldn't understand it quite;  
 Curiosity never pays;  
 It rained Willie seven days.

Many of our little people in the model school had to submit recently to the inevitable and be vaccinated. The incident reminds us of the dialogue.

"Why was Moses hidden by his mother in the bullrushes?"

Because she didn't want him to be vaccinated."

Miss Emma M. Reppert, '01, is teaching in Belle Vernon, Pa.

We were glad to have as visitors recently Mrs. Jones of our town and her sister, Mrs. James P. Blackburn of McKeesport, Pa. the latter was accompanied by her little daughter Bernice.

Miss Mary E. Sherrick, '02, is teaching at Scottdale, Pa.

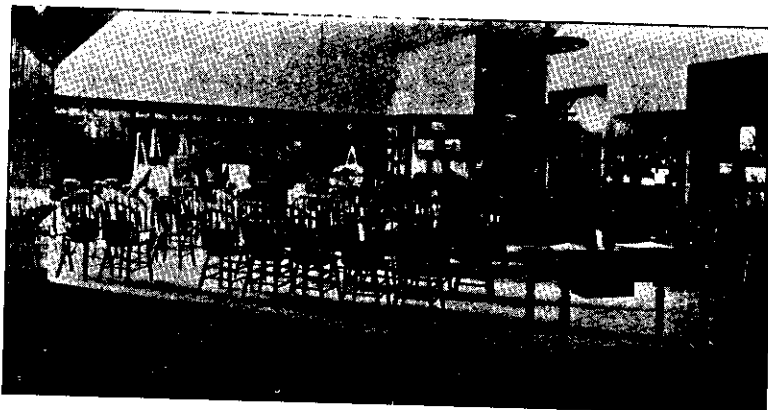
The faculty and students not long ago had the pleasure of meeting principal Flemming of the Fairmont, West Va. State Normal School. Mr. Flemming addressed the students in chapel and visited their class rooms afterwards.

Our old friend Mr. David Philips, whom many of our former students will remember, is now farming in Texas.

On the morning of March 20 our students were highly entertained by a traveling bird imitator who in addition to his ventriloquistic amusing features likewise exhibited an educated dog.

Mr. Hockenberry, head of the department of Psychology, is preparing manuscript for his forth coming book on Rural Schools.

The winter term closed at noon on March 23. Our excellent train service permitted



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nearly all of our students to reach home in time to take supper with their friends.

The late Robert Louis Stevenson was the author of the oft quoted lines.

There's so much bad in the best of us,  
And so much good in the worst of us,  
That it scarcejy behooves any of us,  
To talk about the rest of us.

Miss Jean Aten, '00, of Imperial, Pa., knows the value of the combination of the *Cosmopolitan* with the REVIEW. And there are others.

The month of March gave us all the winter that January and February didn't.

When a girl begins to make fudges for a young man, it is time for him to either

back away or begin negotiations for a wedding ring.

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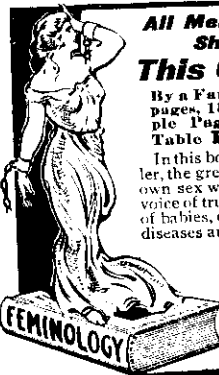
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