University Bulletin.

SYLLABUS OF PROF. COWGILL'S SECOND LECTURE.

WORDSWORTH.

INTRODUCTION.

A. His Life.

I. BIRTH AND EDUCATION.

a. Born at Cockermouth, Cumberland, April 7, 1770.

b. Attended school at Hawkshead, and in 1787 went to St. John's College, Cambridge.

c. After taking his degree at Cambridge in 1791, he went to France.

II. Returned to England in 1792, just before "The Terror," and lived in London, in Dorsetshire, in Somersetshire, and finally in Westmoreland, at Rydal Mount, where he died April 23d, 1850.

III. Published Lyrical Ballads, Vol. 1, 1798; Vol. II. 1800; The Prelude, 1805; The Excursion, 1814; other collections at intervals till his death.

B. His Poetry.

I. The historic estimate.

a. Style—great simplicity.

b. Subject—Nature, man.

II. The real estimate.

a. Diction and movement—very unequal.

b. Seriousness—intense. "He was," he says, "a dedicated spirit, whose duty it was to add sunlight to daylight by making the happy happier."

c. Truth developed from his own thought and experience. His message of truth is that man must find his happiness in nature and in the simple primary affections and duties.

Conclusion.

C. Read.

1. Life of Wordsworth.
2. Matthew Arnold's or Lowell's essay.
3. Study: Reverie of Poor Susan; Expostulation and Reply; The Tables Turned; Lines Composed above Tintern Abbey; Lucy; The Two April Mornings; The Fountain; At the Grave of Burns; Thoughts (of Burns) near the Poet's Residence; To a Highland Girl; Yarrow Unvisited; Yarrow Revisited; Ode on Immortality; The Prelude, Bk. VIII; Sonnets, Milton, etc.

THE STUDENT RECORD.

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EDITORIAL.

IT is generally understood that the bell on Morrill Hall has one, and only one, mission to perform at night. Its ringing means a fire alarm or that danger otherwise menaces University property, The ringing of the bell on Sunday night was no doubt the work of some thoughtless students, but should it ever be repeated, thoughtlessness will not shield the perpetrator of the act from just punishment. Outside of the fact that this was merely breaking one of the college rules, it is a felony and punishable by law to forcibly enter a building:

* * *

WHY are not more co-eds seen at the practice football games? Turn out in force, girls, and let the boys know that you are interested in the success of the eleven. As Mr. Taylor said in his talk before general assembly, "there is nothing that inspires the players more than to have an enthusiastic throng of young ladies cheering them while they work to uphold the name and honor of the University." This applies equally as well to the young men, but their presence would be assured were the co-eds present as interested spectators.

* * *

THE true college man is he who without any hope of getting on the eleven, faithfully works that he may be of some assistance in helping the football team. It is he who reports daily at the practice game and plays for the sake of giving the boys proper training.

* * *

THERE is no manifestation or effort on the part of the students toward the revival of the literary society. What is a college without such a society? It may be likened to an engine without steam in having no motive power with which to drive it.

* * *

TWO of the series of lectures by Professor Lewers on "The History of Nevada" have been been delivered before Assembly and were great-

ly enjoyed by those who had the privilege of hearing them. Nevada's history has never before been so ably and interestingly presented. Indeed Mr. Lewers can tell the people more important matters about Nevada's past than can be gotten from any other source.

* * *

TWO graduates of the U. of N. are in the political field, and both aspiring for the Assembly. We refer to F. H. Norcross, '91, and H. E. Stewart, '93. They are both excellent men for the positions and would do credit to Reno and Washoe county. Mr. Norcross besides being a graduate of the U. of N. is a graduate of Columbia Law College, Washington, D. C. He has held the office of district attorney for the past two years, and in that position has shown himself an able man. Mr. Stewart, after finishing the Mining course, taught school for a while, and afterwards took charge of Prof. Jackson's cyanide. Though not as publicly known as Mr. Norcross, yet Harry would make a worthy legislator. Both Norcross and Stewart have the earnest wishes of the RECORD for their success, and though they are on separate tickets we intend to vote for both.

THE TRAVELER.

NEVADA'S AUTUMN.

HOW do we know it is Autumn,
In the land where the sagebrush grows?
How do we know it is Autumn,
In the land where the dead river flows?
How do we know it is Autumn,
In the land where the salt lake glows.

How do we know it is Autumn?
Ah! We look for the Indian summer;
For the days of soft blue haze;
When over the grand, old mountains,
The glorious color plays.

How do we know it is Autumn?
We hear the cricket's low song;
And we know as the days grow shorter,
That the mournful notes grow long.

How do we know it is Autumn?
Why, the cattle come down from the hills,
For up in the highest canyons,
Hushed are the summer rills.

There's many a sign of the season.
That the deer and the Indian know,
And warily, swiftly, they hasten
Out of the reach of the snow.

SONGS OF MY NATIVITY.

TO A PAPOOSE.

THIS is the herald the sagebrush sends
Into the land of sunshine and gold,
Bearing the tale of a sky that bends
Over vast deserts and mountains bold.

Child of a silence as deep as the night!
Child of a realm of lifeless things!
Out of the depths of shadowless light
Sweetly primitive nature sings.

The sage-hen hovers her little gray chick.
The antelope feeds near her yellow fawn;
While the Indian mother with ears as quick,
Tenderly soothes her sleeping one.

The shy sagethrush, a liquid note
Pours from her quivering throat.
As up from the ebon gates of night.
Softly, silently, shadows float.

This is the herald the sagebrush sends
Into the land of sunshine and gold,
Bearing the tale of a sky that bends
Over vast deserts and mountains bold.

EXCHANGE.

The University of Michigan is to build a woman's gymnasium that will cost $50,000.—*Ex.*

The University of Paris has over 7,000 students, and no classes, no athletics, no commencement day, no college periodicals, no glee clubs, and no fraternities.—*Ex.*

Among the exchanges received we notice two new ones, *The Hesperian*, published by the University of Nebraska, and the *Baylor Literary* of the Baylor University at Waco, Texas.

"I adore thee, my love," he exclaimed,
"As an ancient—his love of yore,"
But the father appeared and explained
The modern way to a door.

—*Ex.*

Fifty-four thousand dollars were spent at Yale last year for athletics. Of this $10,000 was subscribed by the under-graduates and the remainder was raised chiefly by the proceeds of baseball and football games.

"A word to the wise is sufficient,"
Is a maxim, we've frequently heard;
And now what we want is a maxim
To tell us what is that word.

—*Ex.*

We are glad to notice that the *Buff and Blue*, of the Gallandet College, Washington, D. C., which has been issued heretofore as a semi-quarterly now comes out as a monthly. The change is due to the increased attendance at the University.

At Yale the question of class supremacy is left to a chosen few champions from the lower classes. The contests, which are regular wrestling contests, no rope, are largely attended, and the classes parade with torches and a band. The Seniors act as time-keepers and referees.—*Occident.*

Those who contradict everything, and those who assent to everything, opposite as they seem to each other, are alike in their disloyalty to truth and simplicity. One opposes from the love of opposing, the other agrees for the love of agreeing; neither is actuated by the pure and unsullied love of truth. Yet this is the one element which is essential to all good conversation. No element can compensate for its absence, no gifts, graces or sympathies can make it superflous.—*Ex.*

THE MODERN CRAZE.

The football man is now the craze
With his long and shaggy hair,
With his padded suit in the dirt to root,
With blood to spill and spare.

He has guards on his legs and muffs on his ears,
And a covering for his nose,
As he deals in the game for glory and fame,
And slaughters his college foes.

Then here's to the lad who's the latest fad,
Who's out for blood and gore,
May he vanquish his foes by kicks and blows
For that's what he is living for.

—*Exchange.*

Through the efforts of Harry B. Furher, Jr., of Chicago, the colleges, universities, institutions and schools of France are now freely opened to Americans.—*Ex.*

MISCELLANY.

WOMAN IN ROMAN LIFE.

THE days of the Roman republic show the brightest picture of the home life of the Romans. At that time the corruption which existed in public life had not crept into the home to destroy its harmony and sanctity. For the father the home existed as a place for retirement and rest, and of association with his loved ones; for the children it existed as a place of education and learning, as well as a nursery or playground.

Then, as now, the wife and mother made the home; around the matron the whole life of home clustered. In regard to home life the difference between the Greek and Roman woman is shown. Unrestricted except by custom which she herself had made, the Roman woman was free to go and come as she wished. By the Greeks woman was held as a slave or menial, entirely at the mercy of her husband's whims, and had little or no voice in the management of the household, according to Becker's "Gallus."

Woman was considered naturally subordinate to man, but the Romans—let it be said to their honor—gave to her, as the matron, equal honor with the paterfamilias—that is, the master of the household. By the supervision of the s'aves in all parts of the house, and by the superintendence even of the marketing and keeping of accounts, the Roman matron performed all the duties of the mistress of the household. The duties of the Roman matron extended even into a realm that modern mothers do not often enter; they were the teachers of their children, boys and girls alike. In the middle classes, oftener than not, they were the children's only instructors. In the later days of the republic, and in the empire, schools were established. These were frequented more by the children of the middle classes than by those of the noble classes,

Up to the age of seven years the boys were entirely under the instructions of the mother. In the wealthy and noble families the mother directed the education of the youths till the fifteenth or sixteenth year, when they put on the citizen's toga. Even after this time the mother considerably influenced a son's education.

The Romans educated their daughters well. Since the mother was tutor, we must know the character of a youth's education in order to understand what was the education of a Roman woman. A youth was educated in three directions, according to his three-fold nature—physical, mental and moral. The physical training, however, was given into the hands of a slave, and consisted of learning to swim, ride and hurl the javelin. The lad learned to be frugal, temperate, modest in behavior, reverent to parents and elders, obedient to home and state government, and, above all, pious to the gods.

The branches of intellectual education were fundamentally reading, writing and ciphering, besides studies in his native tongue. Children learned to read and write in Greek. In families of the middle class there were often slaves to teach the children to speak in Greek also. Very often Greek or Latin tutors were kept in the wealthy and noble families for the instruction of elders, as well as of the children.

Together with the paterfamilias, it was a matron's duty to cherish sacredly the honor and reputation of the house. The Romans regarded their family name and honor as most sacred. It was the pride of every well-born man to point to a long line of illustrious and honored ancestors, and in the better days of Rome it was the desire of every man to hand his family name down to his children still nobler than when he received it. This very ambition, which Roman matrons did not a little to incite and encourage, gave to Rome many of her noblest and most patriotic citizens.

Not alone by indirect influence might a Roman woman affect public life, but she might even take an active part in it. Veturia restrained her son Coriolanus from besieging Rome, and

Tullia incited her husband to take possession of a throne.

In courts a woman's evidence was received, and was considered as weighty as a man's. Women were also permitted to witness and intercede for relatives, and carry cases into court, as women may do now.

The public life was no freer than the social. A Roman matron attended theaters and games as she felt disposed, accompanied by her husband, sons or brothers, The Roman matron had her place at table in private with her husband and children, or at banquets with her husband's friends. Even Vestal virgins, who vowed to live single lives of purity before the goddess of the fireside, took their places with men at feasts and banquets. The forums and market places were places of concourse for citizens and strangers, but from these places women were restricted neither by law nor by the jealous will of husbands. Indeed, excepting the license in the time of the emperors, much freedom was always allowed the Roman woman.

But with all her freedom there were some restrictions imposed upon woman by custom, and later by law. In the late republic and in the empire the law restricted their appearance in court to the giving of evidence. Custom as a rule kept them from public life. It is said that they entered court to testify or complain as reluctantly as they do now. Socially custom, including morality, was the only thing that regulated the habits of women. In accordance with custom, women did not frequent the crowded forums and market places, and in all their intercourse with men they were restrained by modesty and custom.

In the days of the republic infidelity was the exception, especially among wives; but, as men came to abuse their free social intercourse with women, there was more and more infidelity among both men and women.

The strong bond of love and sympathy which existed in the family is shown in the beautiful little story of "Cornelia's Jewels." In a richly furnished room several Roman ladies were conversing. The conversation turned to the subject of jewels. Each lady described or displayed her jewels, till all but Cornelia, the mother of the Gracchi, had spoken. They turned to her and asked:

"Where are thy jewels?"

She left the room, to return in a few minutes, leading her two little boys by the hand.

"These," she said, "are my jewels."

J. G. B.

WITH MY CATHODE RAY.

A RESEARCH INTO THE PAST.

The world cannot hate you; but me it hateth because I testify of it that the works thereof are evil.—John vii:7.

BUT a short time ago some one asked me the question: "What has become of the old college spirit and life? The University seems to be dead." I have turned my wonderful ray in search of the lost college spirit, but I have as yet been unable to penetrate the darkness. My ray is evidently on the right path, for here and there along the path I find skeletons of departed spirits, the life of the U. of N. The first skeleton which was brought to view was that of a codfish, evidently representing that arbitrary club called the codfish aristocracy. This aristocracy, though opposed by the majority of the students, created life and spirit by this opposition, till its untimely death, which caused much grief and the use of considerable black ribbon by the T. H. P. O. A little further on the path taken by college spirits lay the skeleton of the Adelphi. Adelphi,

from the appearances, had died a hard death. May be some of you are not acquainted with Adelphi. Friends allow me to present Adelphi Literary Society. The grinning, gaping skull of Adelphi seemed to tell of a hard struggle for life, and if I can read aright, this is what the expression says: "Internal warfare killed me. My best supporter took up the cause of the codfish, and fell by the wayside. Incompetent and unsuited Presidents killed all interest in me, and at last I have found my grave."

Further on lay a skeleton holding in its outstretched hand a skull and crossbones. My heart sinks within me, for here lies all that is left of that grand old order in which I had centered my greatest hopes. There, lying peacefully on the ground, was all that was left of T. H. P. O. He had evidently died an easy death, undoubtedly satisfied that he had done his duty in life, and, if not supported by his followers, 'twas no fault of his. I, Cacem Cacem, the foster-parent of T. H. P. O., and a scourge to all evil-doers, dropped a tear as I looked on this last sad sight. I thought of the pleasant times spent in the old pasture with T. H. P. O., of the plans and schemes formed and carried out, of the amount of spirit created, and last, but not least, how all the followers of T. H. P. O. held together and aided one another as one man, for in unity is strength.

I would like to linger for hours over T. H. P. O., and think of that great and good life spent for a noble end, but time is flying, and College Spirit is not yet in sight. Something strange in contrast is discovered by my ray—the writhing, struggling form of Class Party. The groans and cries are frightful, and the sight is heart-rending. There lies the emaciated form of Class Party, using his last strength in the battle for life. I wonder who has done this. I plucked up my courage, and asked Class Party who was the guilty one; and this is the answer:

"I am about to die from the effects of an operation performed on me. Dance has been amputated, and they have left me wounded near to death. Many thought that Dance was an unusual growth, but 'twas my life. Dance has been severed from me, and soon I'll pass away to an unwarranted end."

Thus my ray has disclosed the havoc which has been done. Can College Spirit still live with all his vitals destroyed? But let us proceed. Here at last is he, a spirit indeed, a living skeleton, tottering around as though death were knocking at the door. Suddenly there is a transformation. In rushes the captain of the football team, who, on his bended knee, gives allegiance to College Spirit. Immediately College Spirit straightens up, and walks with a firmer tread. But all is not done. There comes before us the captain of the basketball team in all her radiant loveliness, and, with her native queenliness, gives her allegiance to College Spirit. A smile lightens the face of College Spirit as he gazes on this fair supporter of her college, and once more, with the fire of youth, College Spirit is again ready to battle with the world.

We note among old students of the U. of N. who are seeking political honors, the name of of Marion Wilson, who has been nominated for the office of District Attorney. Mr. Wilson would undoubtedly fill the office very creditably to himself and to the county. He is a graduate of two colleges, a member of the bar of Tennessee, where he practiced two years, and a member of the bar of Nevada. Altogether Mr. Wilson has been very successful.

J. C. Doughty, formerly a student of the U. of N. has returned from a political visit to the eastern part of the State. Mr. Doughty is seeking a seat in the House of Reprentatives. He is a workingman and representing a working people and would do honor to his State.

Superintendent of Buildings Brown has had two or three men at work putting in shower baths under the Gymnasium. They will be ready for use in a few days and will be of great convenience to the football team, who are at present training under difficulties.

ATHLETIC AND SOCIETY NOTES.

BASKETBALL.

SINCE its introduction last season much interest has been manifested in the game of basketball. The basketball admirers have anticipated with pleasure the time when well-trained teams of co-eds should meet on the gridiron of basketball and contest for Varsity honors. The interest of the people reached the acme of excitement when on Saturday, October 24th, the two leading teams of the University of Nevada met and played one of the most interesting and exciting contests ever witnessed on the Campus. The teams lined up as follows:

Class of '99.	Cottage.
Lawrence, l. f.	Donahue, l. f.
Stubbs, (captain) r. f.	Rinckel, r. f.
Blakeslee, l, b.	Thompson, A., l. b.
Williams, r. b.	Thompson, M., r. b.
Ward, c. c.	Fanning, (captain) c. c.
Grayson, l. c.	Holmes, l. c.
Boyd, r. c.	McIntyre, r. c.
Parker, g.	Dietz, g.
Hickey, h.	Lewers, h.

Umpires—F. Taylor '97, U. C., R. Frazer, '99, U. N.
Referee—H. Thurtell, Professor of Mathematics, U. N.
Timer—G. Bliss '97, U. N.

Both teams were exceedingly energetic in their practice before the contest. For several weeks preceding the game one could see the large round ball flying to and fro past the door of the Gym (no visitors were allowed at practice games), and an early riser might have seen the co-eds some mornings as early as 4:30 diligently striving for improvement. The people were not slow in noticing this energetic training, which served as a drawing card, and, as a result, the hour set for the game found crowds of people eager to see this new form of feminine athletics, and manifesting much interest in the result.

The game commenced at 10:30, and lasted for fifty minutes, with ten minutes intermission between the halves.

All things considered, the game ended in entire satisfaction to all and a complete victory to the team of the Class of '99. The Cottage team, however, is still undaunted, and the general feeling is to have another game some time in the future.

The present champions are preparing for games with other teams of this State, and will endeavor to uphold the honor of the University of Nevada in all their contests.

UNIVERSITY VERSUS WADSWORTH.

The University and Wadsworth football teams lined up on October 24th for a match game. The game started with a kick-off by Wadsworth and the playing was hotly contested for a few minutes, when the 'Varsity boys made a touchdown.

Three touchdowns were made in quick succession by the University team during the first half of the game, and three goals kicked, thus scoring 18 points. By this time it was evident to all that the Wadsworth team was outclassed by the 'Varsity boys,

The second half of the game was a repetition of the first, the 'Varsity eleven making 12 more points, making a total of 30 to 0.

The University team has improved very perceptibly under the efficient coaching of Mr. Taylor of Berkeley, and in a few weeks hope to compare favorably with some of the California teams. The management have arranged several games for the future, and it is hoped by all that the University of Nevada will not be any longer in obscurity in the football line. The Athletic Association cleared about $40 on the game with Wadsworth, which amount will be expended toward the purchase of football uniform.

We print a letter below which was received from Mr. Harry Owen, the captain of the Wadsworth eleven. We are very glad that we were able to make it pleasant for the visitors, and consider that we received as much pleasure from their visit as they did:

WADSWORTH, Nev., Oct. 27, 1896.

M. A. Feeney, Esq., Manager 'Varsity 11, Reno, Nev.—MY DEAR SIR: On behalf of the Wadsworth Football Club I desire to thank yourself and fellow members for your treatment of our team while at Reno. To say that your kind and genial treatment was highly appreciated would be expressing it very mildly. It is very seldom that a visiting team is met with such a thoroughly kind reception as was the case

with us. There is nothing but expressions of the kindest appreciation from all hands.

While you can safely say that you captured us in the game, you also captured us in regard to your genial, generous treatment.

Convey our hearty thanks to all concerned, and have them understand that they occupy a large space in the hearts of the members of this club. Good luck to you all.

Sincerely,

HARRY OWEN.

THE ALUMNI ASSOCIATION.

There are probably a number of students who do not know that there is such an organization as the Alumni Association. We do not wish them to remain longer in ignorance, so, through the kindness of the Secretary of the Alumni Association we are enabled to print the minutes of the last meeting. It will be seen that the Alumni, though graduated and in the whirl of the business world, have still a deep desire for the welfare of their alma mater.

MINUTES OF THE ALUMNI ASSOCIATION.

RENO, NEVADA, June 11, 1896.

The meeting was called to order at 3 P. M. in Room 4, Morrill Hall by Vice-President C. R. Lewers, President Stadtmuller being absent. In the absence of Miss Schadler, the secretary, Mr. Lewers appointed Miss Mabel Stanaway as temporary secretary.

The following were present at the meeting: F. H. Norcross, '91; H. C. Cutting, '91; A. M. Lewers, '92; C. P. Brown, '93; A. Bell, '93; C. R. Lewers, '93; E. E. Caine, '93; Lulu Blum, '95; Theodora Stubbs, '95, Stella Linscott, '95; Grace Ward, '95; Peter Frandsen, '95; Mabel Stanaway, '95; H. Seagraves, '96; A. W. Ward, '96; Gertrude Hironymous, '96; Louise Frey, '96; Addie Boyd, '96; Otto Williams, '96; Mae Palmer, '96; Maude Wheeler, '96; A. P. Mack, '96; A. A. Hanson, '96; E. A. Powers, '96; Wm. Brandon, '96; J. Clemons, '96; J. M. L. Henry, '96; A. W. Cahlan, '96.

C. R. Lewers, acting president, spoke a few words of welcome to the class of '96, and praise for the U. of N. He also made touching remarks praising our departed friend and brother member, H. S. Swan, '93.

The first business was relative to a subscription for the Gymnasium. Moved and seconded that each and every member of the Alumni Association pledge themself for two dollars apiece for five years, for the benefit of the gymnasium. Carried.

Moved, seconded and carried that a committee consisting of one from each class be appointed to adopt resolutions of respect for our departed friend H. S. Swan '93. Committee: E. E. Caine '93, F. H. Norcross '91, Agnes Bell '93.

Moved and seconded that payments of assessments be due September 1, 1896. Amended and carried to make payments due on January 1st of each year, and that commencement be the maximum limit of time.

Moved, seconded and carried that a scribe be appointed from each class to correspond with members of their respective classes, and report the doings of the members to the Alumni.

The committee appointed was as follows: H. C. Cutting '91, F. Stadtmuller '92, Agnes Bell '93, Annie Martin '94, Grace Ward '95, E. A. Powers '96.

It was suggested that the secretary give a list of the scribes to the editor of the STUDENT RECORD, that the report might be published each year in the last issue of the RECORD.

Moved, seconded and carried that visiting committee consisting of one member from each class of the Alumni be appointed, whose duty it shall be to visit the University while in session and report upon anything it may see fit in regard to the welfare of the University.

The following committee was appointed: F. H. Norcross, '91, F. Stadtmuller, '92, E. E. Caine, '93, Anna Schadler, '94, Stella Linnscott, '95, J. M. L. Henry, '96.

Moved, seconded and carried, that a scholarship of one dollar from each member of the Alumni, making a total of fifty dollars, be given to some member of the Freshman Class, of the U.

of N. That the awarding of the scholarship be left to the Executive Committee of the Alumni and the Faculty of the University.

Ordered that the names of the officers and members of the Alumni be printed in the first issue of the STUDENT RECORD of the next school year.

Moved, seconded and carried that an outline of the proceedings of the Alumni be handed to the Secretary of the Faculty with the request that they be printed in the University Register or as the Faculty may desire.

Recess of five mimutes.

Moved, seconded and carried, that the alumni give a picnic and that a committee of five be appointed to make necessary arrangements.

Moved, seconded and carried that the resolutions of respect for H. S, Swan '93, drawn up by the appointed commtttee be accepted.

Committee: A. M. Lewers '92, Theodora Stubbs '95, Annie Martin '94, Grace Ward '95, and J. M. L. Henry '96. The committee was instructed to invite the Normal Alumni.

The following officers were elected: C. R. Lewers '93, President, afterward resigned and E. E. Caine '93 was elected, Vice President Anna Schadler, Secretary, Theodora Stubbs '65. Members of the Executive Committee, Addie Boyd, C. P. Brown '93.

There being no further busiuess the meeting adjourned to meet at the call of the president in '97.

ALICE MABEL STANAWAY.
Temporary Secretary.

LITERARY.

MARK TWAIN.

FOR all mothers inclined to despair over wayward sons, a glance at the career of Samuel L. Clemens (or Mark Twain, as he is commonly called) ought to be very comforting. He was a lazy, mischievous boy who did not like school, and excelled in nothing but spelling. He was born in the sleepy, loafing, down-at-the-heel, out-at-elbow river town of Hannibal, Mo. Many of his funniest stories are taken from real occurrences of his boyhood. His adventure with a dead man in his father's office was literally true. He had played hookey from school all day, and, rather than go home and be greeted with a flogging, he climbed in the office window, with the intention of resting all night upon the lounge. His description of the horror creeping over him as he saw a ghostly hand lying in the moonlight—how he shut his eyes and tried to count, and opened them to see a dead man lying on the floor with a ghastly wound in his side, and, at last, how he beat a terrified retreat through the window, carrying the sash with him for convenience—will never be forgotten by the reader. His mother said that the whole affair occurred just as he recorded it; the man was killed in a street fight, taken into the office for a post-mortem examination, and left there until the next morning,

Mark Twain began smoking when he was eight years old, and he began on cigars. He says he smoked one hundred a month before he was fifteen, and before he was thirty he had increased the number to three hundred a month.

His father died when he was twelve, and he shouldered part of the family burden, working for three years at fifty cents a month. At the end of that time he ran away from his mother and she never saw him again till he was a grown man. He drifted about, ragged, dirty and often hungry, a sure enough tramp, always longing for life on the water. He finally managed to get a place worth two hundred and fifty

a month, as pilot. It was from this work that he took the name "Mark Twain," for when a steamer came near shallow water, a lineman cast the lead. When it showed the water two feet, the lineman would call out "By the mark twain;" or more frequently "Mark twain."

Samuel Clemens enlisted in the war and did special duty as volunteer on the Mississippi River. He was captured, paroled, and escaped, immediately starting for the "Golden West." He came to Carson, drifted about Nevada, some times nearing the dangerous borderland of starvation. He then took to lecturing. In Carson City, he ascended the steps of the Episcopal pulpit, unfolded a great roll of grocer's brown paper, and after his bow, turned his back to the audience, craned his neck up to the lamp and read from his big sheets. They say the lecture was rich and ought to have been published, but never was.

He joined an excursion to Europe, representing himself as a Baptist minister from San Francisco, in poor health. The story of this trip he has told in "Innocents Abroad," which book laid the foundation of his fame and fortune. Miss Lizzie Langdon, daughter of Judge Langdon, of Elmira was a member of that European party, and Mark Twain, who had always been shy of the ladies, lost his heart to her. Asking the young lady was nothing to asking the stern and wealthy father, and this is the way Mark did it. "Judge, have you seen anything going on between Miss Lizzie and me?" "No, no indeed! No sir, I have not." "Well look sharp and you will." They were afterwards married. Though his wife was wealthy Mark had plenty of cash himself. His earlier books brought him thirty thousand a year in royalties, while "The Gilded Age" when dramatized paid him seventy thousand in one year, and "Huckleberry Finn" netted him one hundred thousand.

The defects of his early education Mark has studied hard to overcome, and today he is a prominent American figure, his name and fame extended to all lands. He has been welcomed in high places at home and abroad. He tells a good story on himself. He was one of a party of celebrities at the Lord Mayor's table. Some one began to read a list of those present. When he read the name of some literary or political celebrity it would be greeted with applause. The reading became tiresome and Mark engaged in conversation with a neighbor. Suddenly a storm of applause interrupted him. He straightened up and began clapping his hands. The clapping grew louder and louder, when he asked "Whose is it. Whose name was read?" "Samuel L. Clemens." He says, "I stopped applauding, it sort of took the life out of me, and I sat there like a mummy and didn't even get up and bow."

He has made quite a study of French and German, and gets off some good things concerning the peculiarities of these languages. Everything has gender in German, he says, and there is no sense in the distribution. A young lady has no sex, a turnip has. Thus you say "Wilhelm, where is the turnip?" "She is in the kitchen," and "Wilhelm, where is the accomplished young lady?" "It is gone to the opera." At Montreal, where there were a number of Frenchmen present, he introduced the following into his lecture: "When so many of the guests are French the propriety will be recognized of my making a portion of my speech in the beautiful language. I speak French with timidity and not flowingly, except when excited. I had hoped that mere construction with English words would answer. I tried it at a gentleman's house in Quebec, and it would not work. The maid asked, "What would Monsieur?" I said "Monsieur So-and-so is he with himself?" She did not understand. I said, "Is it that he is still not returned from his house of merchandise?" Still she did not understand. I said, "He will desolate himself when he learns that his friend American was arrived and he not with himself to shake him at the hand." She did not even understand that. Some one in the rear called out *Qui est done la?* She said *l'est un fore* and shut the door on me.

Those who know Mark Twain personally re-

mark his fondness for animals. Particularly does he love cats. They say he is a good hater as well as a good friend, and not apt to be gentle with his enemy.

In a beautiful home just outside Hartford dwells this heir of American good luck, whose life has been such a curious medley of poverty and pathos, fame and fortune, a reckless boy, a poor printer, not even a good journalist, an adventurer, a wanderer—then a wit, a scholar, a public speaker, a man of family, a millionaire, an author, whose books are read from Paris to Hong Kong, from Rome to California; Mark Twain is fitly called a "Human Kaleidoscope."

THE NORMAL SCHOOL.

OCTOBER.

OCTOBER skies are misty, cool and gray,
The stubbles emptied of their latest sheaf,
The meadow of its mounds; a noble grief
Has beautified the woods in their decay,
How many colors on the falling leaf,
Encurtaining the solemn hills to-day?
Whose afternoon is hushed and wintry brief.
Only a robin sings from any spray,
And night sends up her pale, cold moon, and spills
White mists around the hollows of the hills,
Phantoms of firth or lake; the peasant sees
His cot and stockyard, with the homestead trees,
In-islanded; but no vain terror thrills
His perfect harvesting; he sleeps at ease.

—ALLINGHAM.

ATHLETICS FOR GIRLS.

The Vassar girls are going in rigorously for basket ball. They train hard—dieting, improving the wind, going to bed early and so forth.

The Vassar girls have found that fencing is the best exercise to put a basket ball player in shape, as it cultivates quickness and requires quick decision. The fencing is carried on in a very safe manner. The swords have blunt points and the girls practice in soles with big projecting pieces of felt that keep them from slipping down. A tin heart placed on the breast is the target, but in the case of a "hit" no harm is done, for there is only a ring of steel to tell the story.

The basket ball teams are especially strong this year. Many practice games are being held, but when a game once begins no strength is wasted. The players take their places at once and await the word of command. They play silently and with much energy. The best plays are made when the ball is sent from one player to another straight along the field to a goal-keeper, evading all the efforts of the opposite guards to stop it. This requires coolness, quickness and dash. When the goa-lkeeper gets the ball into her hands she poises it an instant, utterly unmindful of her opponents, and then cooly throws it into the basket. Much depends upon the coolness and clear-headedness of the goal-keeper. The playing of the others may be excellent but the score will often be lost if the goal-keeper is not to be depended upon.

ODD FACTORS.

THE BIG BOY.

There are odd factors in every school. The "big boy" is one of them. The inexperienced teacher says. "What shall I do with him? He is not a mere child. He is out so frequently and is so dull and uninterested."

People who preach say, "Interest him." Yes but how? It is wonderfully easy to preach, but it requires both ability and tact to practice.

Well, first, you must understand the big boy.

To understand him you must study him, and your study must be along the lines of his good and bad qualities. Bad qualities will assert themselves. You need not seek to find them. They will appear oftener than necessary. To study good qualities you must bring them out. A cheerful schoolroom, a hearty "good morning" and a sincere friendly interest will surround the boy with a home atmosphere. A few timely appeals to his better nature and the necessity of good example on his part, together with a sort of I-can't-do-without-you air, will arouse pride and ambition on his part.

The big boy is usually sensitive. "Reduce to suit his capacity," but never wound his self-respect. Do not insist upon his reviewing last year's work, Do not put him in a class with younger children. Rather let him be a class by himself. Say "Class A." The very fact of the teachers calling him thus gives the boy a feeling of importance, and raises him in the eyes of the younger pupils. As often as possible give him precedence and choice.

Look for his excellences. This boy may be dull on some points but he is bright on others. He knows some things which his betters might do well to learn. He possesses some traits which should outweigh many deficiencies in book knowledge. He is a close observer. He has self-reliance. He is aware of this in a dumb, ineffectual way and to add to his true self esteem will encourage him and helps him, instead of doing him harm.

ORIGINALITIES.

A child had read in his geography something of the phenomena of earthquakes. Along with the general discussion the book had stated that the intensity of the shock was estimated by means of scientific machinery and that after a severe shock the ground was often sensible to slight shocks for some months afterward.

In class the teacher asked, "What is an earthquake?"

With confusion thrice confounded the boy replied bravely, "An earthquake is a shake that destroys scientific machinery and the ground is not sensible for many months afterward."

Stranger to schoolboy—Say, youngster, do you know where Mr. Jones lives?

Boy—Yes I know where he lives—and then he sauntered on.

Instructor, showing specimen—This, my child, is lava.

Child—No, that's rock.

Ins.—It is lava I said.

Child—Well, maybe it is lava in your country buts its rock in mine.

In reply to the question, "How many and what kinds of joints are there in the human body?" a young Nevadan replied: "There are three, movable, stopable and those that just wiggle.

THE CONGREGATION SMILED.

A clergyman was very anxious to introduce some new hymn-books into the church and arranged with his clerk that the latter was to give out the notice, immediately after the sermon. The clerk, however, had a notice of his own with reference to the baptism of infants to give out. Accordingly at the end of the sermon he arose and announced: "All those who have children they want baptized are to send their names to the clerk." The clergyman who was stone deaf, assuming that the clerk was giving out the hymn-book notice, immediately rose and said: "And I should like to say for the benefit or those who haven't any, that they may be obtained in the vestry any day from three to four o'clock; the ordinary little ones at one shilling each, and special ones with red backs at one shilling and four pence."

Prof. C.—What is a patriot?

Student—A fellow who loves his country and wants to make as much out of it as possible.

Prof.—Boys, don't stand there loafing. You should be at home studying.

Student—We are not loafing. There are only three of us and it takes leaven to make a loaf.

Prof.—How many weeks belong to the year?

Student—Forty-six.

How do you make that out?

The other six are Lent.

He—Why does a girl have so many locks upon her head now-a-days?

The—Because there is something very valuable inside it.

Prof.—Expluin and define the word Virgin.

Student—V-i-r—a man; g-i-n—a trap; virgin—a man-trap.

"Papa, how can guns kick when they haven't any legs?"

"They kick with their breeches my child."

Prof.—Which can travel the faster, heat or cold?

Student—Heat.

Why?

Because anybody can catch cold.

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