

NORMAL TIMES

At Central State Normal School

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SPEAKS ON NORMAL SCHOOL EDUCATION

Dr. Ambrose L. Suhrie, Dean of the School of Education, New York University, visited C. S. N. S. and addressed the students in Chapel, Thursday, March 10, on several phases of teacher training. His visit, planned and arranged for by Dr. Armstrong, was a surprise to both the faculty and students.

Dr. Suhrie's talk centered generally about the teachers and teacher's colleges. His observations of the different types of college spirit or "Feeling" made both during his teaching and his traveling enable him to be a well-prepared judge. Dr. Suhrie said that he found, in general, a higher sense of duty and responsibility among students of the teacher colleges than among students of other colleges.

He also notices a changed pupil-teacher reaction. The old rule was that of competition between pupils and teachers; the new is that of co-operation. His favorite definition of a good school is given here so that all may remember it as he wished: "A good school is a place where young people of any age come together to educate themselves and each other, with the help of good teachers."

Dr. Suhrie believes that the basis of good school work lies in the development of responsibility. Have a person believing that the success of a project depends on him and he will do his best work to have it succeed. "The amount of responsibility given now determines that spirit of all future work."

Dr. Suhrie echoed the late Dr. Elliot's belief, that a really good teacher must

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BUCKNELL PROFESSOR SPEAKS IN VESPERS

A Bucknell man, Prof. Bond, head of the Department for Instruction in Religious Education at Bucknell, delivered a most interesting and timely address to the students who attended Vespers on Sunday evening, March 6.

The main theme of Prof. Bond's informal talk to the students was the evident confusion existing in the minds of college students today in respect to some of the big problems confronting them. He explained that college suicide, which is on the increase, is due largely to this confusion. In seeking a solution to the problem, Prof. Bond referred to the Great Teacher, and His method of settling this confusion which existed among the Disciples in the early Mediterranean world.

As a fitting conclusion he said that students in general could help each other by presenting themselves as Christ did—a living example of the faith he preached.



A STIRRING MOMENT FROM "ADAM AND EVA"

James King, to his family's consternation: "From now on you're going to have a new father—and here he is!"

Left to right: Adam Smith, Horace Pilgrim, James King, Clinton DeWitt, Eva King, Julie DeWitt, Lord Andrew, Miss Abby Rocker.

Brilliant Acting Marks

"Adam and Eva"

Senior Play Splendidly Acted and Staged—Smartest Performance in Years

"Adam and Eva," a comedy in three acts, was splendidly presented by the Senior Class, Friday evening, March 11. The big audience were unanimous in calling it the best staged play here in many years.

The comic characters were especially appreciated by the students. Clinton DeWitt, played by Cy Williams; Horace Pilgrim, played by Sterl Artley, and Lord Andrew, played by Lloyd Bauman, drew many laughs from the audience. "Clinty's" "pious idea" and Lord Andrew's English bywords are still echoing through the dormitories. Sterl Artley made an excellent life insurance salesman when he, as Uncle Horace, went to work with the rest of the King family.

James King, the "pater," was played by Edward Sherkel. Sherkel has done good work in several school plays, but his part in "Adam and Eva" he played better than any other he has taken here. David Ulmer, as Adam Smith, Mr. King's business manager, drew the sympathy of the audience when the King family didn't live up to his ideals of a home, and their admiration when he planned to make Mr. King's family prove what good they possessed.

Kathleen Hendricks, as Eva King, the younger daughter, was the star of the play. Her lovely voice, as well as her dramatic ability, contributed to her success. Her solo was a delightful surprise and lent much to the atmosphere of the play.

Julie DeWitt, the elder daughter, the young matron who is interested only in social affairs, was played by Marie McNellis. Her sweet personality helped put her part across. Edith Hopkins convincingly played the part of Miss Abby Rocker, Mr. King's sister-in-law. This character was another modern type, the intellectual club woman.

Dr. Jack Delamater (Gordon McCloskey), was one of Eva's suitors and a friend of the family. Helen Seor was a very sweet parlor maid whose sympathy for Adam Smith complicated the plot by causing the family to think she was in love with him.

The gowns of Eva King and Julie DeWitt were beautiful. The eccentric costumes of Lord Andrew and Clinton DeWitt were extremely funny, bringing howls of appreciative laughter.

Working with Miss Alber and the cast were several committees. The

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ART CLUB BANQUETS AT NEW FALLON HOTEL

Better than any of the good times yet in the Art Club was its third annual banquet on Friday, March 4. Forty-five of the members assembled at the New Fallon Hotel at seven o'clock.

Mr. Valentine C. Kirby, of the State Department, was the speaker of the evening. Mr. Kirby's talk was on the humorous side of teaching Art and the true funny incidents put every one in a good humor.

Miss DuBois gave a short talk on the work of the Art teachers in the Training School. This talk was of vital interest to those who have taught and those who expect to teach.

The President, Ruth Jones, expressed her ideas as to "An Ideal Art Club," and also read a letter from Miss Yale, in which she expressed her sorrow at not being able to be present at the banquet and wishing the Club all the best luck in the future.

Jo Paul played a violin solo.

Miss J. C. McCullough, whom the Seniors know better as Miss Raffle, sang for the party and added to the enjoyment. There are only a few boys in the Club thus far, but they did their part. The quartette—Albert Hobba, Ellis Boyer, Paul Vonada and Sterl Artley—sang two songs. Harriet Kelt made a charming toastmistress.

Miss Atherton and Miss Whitwell were unable to be present, much to the regret of the Club.

Dainty place cards and beautiful pink and white carnations added an artistic touch to the occasion.

PERSONAL ANALYSIS FOR GUIDANCE TRIED IN J. H. S.

Suggested by a section of the work in Junior High School Guidance, a personal analysis questionnaire was administered to pupils of the Junior High School by Lenore Sharp, in the attempt to discover just how much dependable information can be secured from students by direct questioning. Her results were embodied in a term thesis, which is of such character that Normal Times is using it in full.

Perhaps the best feature of her report, according to Prof. Sullivan, is the cautiousness with which she has drawn her conclusions, her evident care not to be drawn into too-sweeping statements. All of her deductions have apparently been arrived at with the exercise of insight controlled by judgment.

That nearly half of the enrollment in our Junior High School hope and plan at this time to go on to education beyond the Senior High School; that ninety per cent. of them are mentally

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Mental Development of Mere Infants Tested

All candidates for admission to any of the more important colleges and universities are obliged to submit to intelligence tests. Just so up-to-date elementary and secondary schools are everywhere making use of similar tests in order that their students may be properly classified. Now, going a step further, it has been shown that it is possible to test an infant's intelligence even before he walks.

A most interesting demonstration of such a test was given on the afternoon of March 11 by Miss Minnie Jane Merrells of the Psychology Department. The subjects for the test were Miss Caroline Diack, aged fifteen months, daughter of Mr. and Mrs. George H. Diack, and John Marten Long, aged eleven months, son of Mr. and Mrs. J. Franklin Long. In spite of the fact that the demonstration took place before a large number of students, both children responded readily to the various tests.

One of the most interesting features of the demonstration was in the way in which the tests brought out the variations in the development which a few months difference in age can make in a child. No textbook could emphasize so clearly the variations in the responses of two children. For instance, in the test for motor co-ordination, Johnny responded instantly by carrying the object given him to his mouth, while Miss Caroline showed her greater powers of discrimination by refusing to put into her mouth an object not intended for that purpose. Both children reacted in almost the same way to the snapping of a toy cricket, and to the lights used to test binocular co-ordination. Both were able to balance themselves whether in a chair or lying flat on the floor or standing, and to grasp objects presented to them, thus showing the opposition of the thumb. Miss Caroline, however, showed greater power of speech and a larger vocabulary. She also responded more readily to some of the later tests, which Johnny performed only after the mother's vocalizations.

Both were quick to spit out bits of bread soaked in vinegar, and rather loath to accept the lump of sugar offered in compensation. In handling a pencil and in recognizing pictures, Caroline again showed herself superior, while Johnny steadfastly refused to perform this test several months beyond the examination for his age. Both children tested beyond their chronological ages by several months, and were the happiest little tots during the entire demonstration, which lasted over an hour and which was witnessed by nearly two hundred students.

Miss Rearick Ill

Miss Elizabeth Rearick, of the Health Ed. Department of the faculty, was forced to be absent Wednesday, Thursday and Friday, March 9, 10, and 11. Miss Rearick has been suffering with sinus trouble, but is quite recovered now and is back in school in charge of her classes.

SPRING FLOWERS

About the surest sign that King Winter has loosened his hold upon the earth is to see spring flowers blooming. There is something about seeing one of these flowers at this time of year that reminds one of courage and perseverance. For if a flower were human it certainly would take lots of bravery to leave one's warm bed where you had been sleeping all winter and climb above the covers, perhaps in some cases through snow, to face the chilly March and April winds and deliver the message of the coming spring. Keble has very aptly stated:

"The loveliest flowers, the closest cling to the earth,

And they first feel the sun: so violets blue,

So the soft star-like primrose drenched in dew.

The happiest of springs happy, fragrant birth."

The first flower, if we may be able to call it such, that appears in the spring is the "Skunk Cabbage." Just why it is so called I do not know, unless it is favorite dainty of the skunk. Surely, it seems to me, a plant that has the courage to put forth its blossoms as early as January or February, should deserve a prettier name than Skunk Cabbage.

Nevertheless, it is in nearly all cases the first to appear. Even the Hepaticas and other early varieties must take second place in the race. We generally find the plant blooming along the water or in wet swamp places. Any low, wet place where the snow leaves early may be its home.

The flower resembles, to a large extent, the white cup of the Calla Lily, which is in fact, the Skunk Cabbage's near relative. The plant grows about to the height of one or two feet, and is rather twisted, one-sided and hood-like. If one puts his finger into the side opening he will find that pollen grains stick to his finger, which is a proof of the flower's maturity. Later the pistil enlarges and develops small berries, which turn, in the fall, to a bright red.

Probably the next earliest of our spring flowers is the Hepatica. It can hardly await the thaw and the first warm rain to start it in the race of heralds. This plant has rather an advantage over other plants, as the last year's leaves do not wither and dry up like those of other wild flowers. Instead they survive the winter, and form a sort of mat about the buds, sheltering them from frosts, and assisting them in getting an early start when the snow leaves the ground. Even the flower stems of the Hepatica are protected from the cold by fine, fuzzy hairs, which are like a fur overcoat. Consequently this sturdy plant is well protected, that it may get up early.

The blossom of the Hepatica has no petals, but has instead six or eight delicately colored sepals which may be mistaken for petals. The flowers are born on slender stems about four inches in height. Their fragrance is delicate and sweet. One may generally find the plant blooming along a stone or fence rail in a sheltered spot some time in early April or May.

Coming on close to the Hepatica is the Bloodroot, one of the earliest spring flowers. A long time before the trees and shrubs take on their foliage the plant sends up the flower stems through the earth. The flower stems are enclosed by a paper like leaf which serves as a protection against the cold. When the bud has fully developed, it opens, disclosing a small waxy flower having six or eight white petals and a golden center. On bright, sunny days, the flower opens to full extent, being nearly flat. On cloudy days it remains closed. Another characteristic of the Bloodroot is the fragility of the flowers, as they endure only a few days. Unless one sees them before a wind or rain they, more likely, will have turned to seed.

Bloodroot gets its name from the red sap present in the roots and stems. When a part is broken it gives off this blood very freely. It is stated that the Indians made use of the Bloodroot by using its sap for staining their faces and arms when preparing for peace or war. The squaws used the sap for staining and decorating hides, blankets, and baskets.

We may find this hardy plant growing in the open woodlands or in a grassy, sheltered spot where the soil is loose and well drained.

What always was to me one of the most beautiful of our spring beauties was the Dutchman's Breeches or Boys and Girls. The name, Dutchman's Breeches, fits the flower almost to perfection, for they look like a tiny pair of pantaloons, so characteristic of our early Pennsylvania Dutch ancestors.

There is a little fairy story connected with this flower that always interested me. It seemed that in the olden days when the elves were running about the woods, they were dressed in tiny, white, baggy trousers. One night in spring they were caught in an April shower and soiled these trousers. Their mothers then washed them and hung them out on a stem to dry, and they grew fast to the stem and there they have grown ever since.

The flowers, growing on a thin stem about eight or ten inches in length, are white, tipped with yellow. At the tip of each flower there is a split, and two spurs like a pair of horns grow out. At the base, these meet and form the buggy, heart-like pouch.

The plant comes up every year in the same spot. We may look for the Breeches early in April or May along rocky hillsides and in rich open fields, where they often cover quite an area.

Of all the flowers that grow, whether in early spring or not, I believe the Trailing Arbutus takes the prize. The charm of this flower is intensified in the New England states, where it is said that this was the first wild flower to greet the Pilgrims after they had landed at Plymouth Rock. Arbutus is very rapidly becoming a thing of the past, as it is ruthlessly being gathered in large quantities, shipped to the cities, and sold for so much a bunch. This practice should quickly be discouraged, be-

cause if such is not soon done there will be no Trailing Arbutus.

The plant thrives best in shady woods where the soil is sandy or rocky. It clings very closely to the ground under dried grass and pine needles. The delicate waxy flowers are closely clustered on the ends of the branches, are extremely fragrant, and, in their cool damp surroundings so very early in the spring, are exceedingly enticing.

SPEAKS ON NORMAL SCHOOL EDUCATION

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be young. She must remain young so that she remembers what a child feels, enjoys, likes and dislikes. Knowing that, she keeps in close touch with her pupils because she knows their probable responses.

He enumerated the opportunities of the teaching profession, and urged that men, especially, take up teaching. The school, like the home, needs the influence of both men and women. Dr. Suhrie intimated that man's probable position in education is that of administrator, but that phase of the profession should be preceded by actual teaching, both in the elementary and secondary schools. He asked the boys to spread the desire to teach among their friends.

Every one who heard Dr. Suhrie liked him immediately. His bright personality, immense humor and delightful mimicry had every one "falling for him."

Dr. Suhrie is a graduate of one of Central State's sister schools, California State Normal School. His education has been gathered widely, from Florida to Illinois. His experiences as a teacher, too, have been wide. At one time he was head of the Department of Education at West Chester Normal School. Before accepting his present position he was dean of the Cleveland School of Education. He is the author of several books on education and one set of spelling texts, "The Spell-to-Write Spelling Series."

Dr. Suhrie is well known about this region of the state, evidenced by the fact that Mrs. Suhrie was a one-time resident of Emporium. His last visit to C. S. N. S. brought him as a speaker to the conference of the Normal School Faculties of Pennsylvania, during Thanksgiving, 1925.

BRILLIANT ACTING MARKS "ADAM AND EVA"

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scenery used in the last act was painted by the Art Club and students of the Art Department, under the direction of Miss Atherton. The School Orchestra, under Miss Whitwell's direction, furnished the music.

The stage manager was Charles Dale, and his assistant, Walter Miller. The property committee was Edith Morrison, Elverda Richardson, Mary Angus, Josephine Viering, Fred Barr, and Thomas Hosterman. The advertising committee was Thomas Larkin, Max Fitzsimmons, Rose Bower, Harriet Kelt, Ruth Oechler, Ruth Jones and Clyde Swoyer.

The unhesitating rapidity of the dialogue and the naturalness of the action at all times is striking evidence of the hard work of the cast, and especially of the untiring efforts of Miss Louise Alber.

NORMAL TIMES

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MARCH 24, 1927

Study Mental Tests for Classroom Use

Five conferences between members of the pre-school psychology class and the practice teachers of the kindergarten-primary department of C. S. N. S. have been held in the psychology clinic to give the pre-school psychology class an opportunity to present to the practice teachers of the second semester, the findings of the mental, physical and personality tests which had been administered during the first semester.

This was done by the clinical method, which is to present a complete picture of the child by studying his mental, physical, medical, educational and personality records. The students had done a great deal of follow-up work, so that in addition to having diagnosed their cases thoroughly, the remedial measures suggested had already been productive of good results in many instances.

The first, second and third conferences, February 27, February 28, and March 3, brought together the members of the psychology class and the practice teachers of the kindergarten. At the first conference Ursula Ryan, of the pre-school clinic, presented three very complete case studies. The teaching staff made fine practical educational applications of the psychological information presented. At the second conference, Vivian Eberhardt presented five case studies. At the third conference Helen Marr presented the reports.

The members of the pre-school psychology clinic are: Ursula Ryan, Vivian Eberhardt, Helen Marr, Helen Swartz and Mrs. J. Franklin Long. The practice teachers of the kindergarten department to whom the reports were made are: Guinevere Knapp, Miriam Moore, Margaret Wambaugh, Aniceta Boylan, Mildred Plummer.

On March 10 the fourth weekly conference of the Psychology clinic was held. The six case studies were presented by Mrs. J. Franklin Long. Two groups of teachers were present, the kindergarten teachers mentioned above and part of the first grade group—Leona Hayes, Helen Shearer, Geraldine Culver and Jessie Gregory were present.

On Tuesday, March 15, and Thursday, March 17, the practice teachers of the third grade with their supervisor, Miss Helen Leshner, met and discussed five cases in this grade. Helena Meisel, Eleanor Schnars, Eunice Manley, Laura Weymouth, Mildred Ellis, Tona Hosterman, Agnes Matson, Gladys Heath, Ethelyn Kniss, Priscilla Heath were those present at the discussion.

ON OTHER CAMPUSES

Best Normal School Paper Is Cleveland's

"Best Normal School Newspaper" is the title awarded to the Junior College Journal, of the Cleveland School of Education, at the last meeting of the School Press Association at Columbia University, recently concluded. While Central State's paper is not in possession of the system on which papers were scored, it is in hearty agreement with the award. Every issue of the Cleveland paper is made up with pains and brains, and no paper in the very large number of normal school exchanges which come to us approaches the Journal in the intelligent location of unusual news features, unexpected articles, flashes of school life whose news value most of the rest of us are missing.

Second place went to State College News, of the New York State College for Teachers at Albany, and third place to The College Chronicle, of St. Cloud, Minn.

The Junior College Journal carried off first honors in the Columbia contest in 1926 also, and swept the boards as well at the Wisconsin Interscholastic Press Association.

Murfreesboro, Tenn.—Middle Tennessee's debaters have scheduled debates with West Tennessee, Bryson, and Maryville Colleges.

Hattiesburg, Miss.—The Student Printz is one of the youngest normal papers in the country, volume I having reached only its third number with the February 22 issue. The Student Printz has made but one mistake; it has started off with so excellent a paper that it can hardly progress in any direction but down. In other words, as a school organ, in appearance, in selection of features, and in general news quality it is going to find itself hard to beat.

Indianapolis, Ind.—The T. C. I. Collegiate is campaigning for student government. Fifty-seven teachers colleges were questioned concerning the plan, thirty-two replied that they operated under student government, and not one declared that it had been found disappointing.

San Diego, Calif.—There is no student suicide wave, according to Miss Gertrude Bell, head of the psychology department. The present excitement is a piece of yellow journalism, she says, the papers having lumped together the occasional incidents which occur all the time. "If there should be a greater number of college students committing suicide this year than is usual," she believes, "it will be as the result of constant journalistic suggestion."

East Radford, Virginia—"Rurbanism." How do you like that word? It has been coined, according to Virginia Messages, to fit the idea of free intercourse and interchanges of standards between rural and urban life, an idea opposed to that of intensifying rural life in such a way as to increase real or artificial distinctions from community life.

Kingsville, Texas—A History Museum is the object of the Kleberg History Club at South Texas T. C. The club has been rapidly collecting American illus-

trative of the major periods in American history, particularly in its local aspects.

Santa Barbara, Calif.—Kappa Delta Pi, national honor scholarship society of teachers colleges, has authorized a branch at Santa Barbara, which thus becomes the first teachers college on the Pacific Coast to obtain membership. Other chapters of Kappa Delta Pi are located at Illinois, Colorado, Oklahoma, Texas, Cincinnati, Alabama, Drake, Purdue, Greeley, Emporia, Columbia, Oklahoma A. and M., Illinois State Normal, Miami, Aberdeen, Ypsilanti, and Warrensburg.

West Chester, Pa.—Five members of the staff of the Green Stone and the faculty adviser attended the convention of the Columbia Scholastic Press Association at Columbia University this month.

DeKalb, Ill.—The local Chamber of Commerce subscribed a fund to send to the National A. A. A. tournament at Kansas City the basketball team of DeKalb Normal, "the best in Illinois," to quote the "Northern Illinois." Four hundred dollars was provided by the merchants of DeKalb to cover all expenses.

Muncie, Ind.—A Roman style show, with living models and all Twentieth Century fittings, presenting men, boys, and women, workers and dandies, was the unusual program of the Latin Club recently.

Shippensburg, Pa.—Limiting both the number of offices which students may hold in extra-curricular organizations and the number of such organizations which he may join is being earnestly advocated in the editorial columns of the "Campus Reflector," in the interests of the students and of the organizations. Too few students carry proper extra-curricular interests, and too many students are being damaged by their over-load of extra activities; this seems to be the underlying viewpoints of the editor.

Millerville, Pa.—Girls' basketball has been unusually successful this year. But one game has been lost, to Shippen School on their floor, while Albright College, Shippensburg Normal, and others have been swamped.

Miss Atherton Visits Miss Yale

Miss Atherton declares that she had a wonderful time in New York City on March 4, 5 and 6, and brought back to C. S. N. S. greetings from Miss Gisetta Yale, our Art teacher last year.

Miss Yale happened to be away on a business trip during most of the time when Miss Atherton happened to be in the city, so that Miss Atherton succeeded in talking to Miss Yale only over the telephone, the last day of her visit.

Miss Yale, with her cousin, has an Art studio, where she is doing fresco painting. While she misses her teaching and the students in C. S. N. S., she is enjoying her new work. Miss Yale expected to attend the Art Club banquet on March 4, but the aforesaid business trip kept her plan from materializing. However, she is planning another visit to us soon.

Let's All Go

"Where's everyone going?" asked one poor unfortunate who was confined to the dorm for the week-end.

"Who knows?" responded another unfortunate.

No one knew, but certainly every one was going away with hat boxes, traveling bags and pocketbooks clutched firmly in their hands. It wasn't the first of April, so it couldn't be termed an official moving day. Whether or not the calendar showed any excuse for the general exodus, the exodus continued in all the glory of best clothes procured by begging, borrowing, and stealing, or if these means failed, in the glory of the wearers own best attire.

March 6 was quiet, peaceful, and uneventful, as far as any one knows, in the dormitory; but, oh my! the thrill for those who had gone out into the great unknown! Such a buzz as went on Monday when the girls were reunited!

"Harry called me as soon as I got home." "Were you at the dance at the Penn Alto?" "Do you know where Mary Brass is working now?" In such a way is news published in our dormitory. It seems open to question whether girls come to school for education or to go away over the week-end.

Wanted—Men!

How important they are the week before the Proms! Why there couldn't be a Prom without the men, and yet, how scarce they are when wanted. For instance, third floor west, one week before the Prom.

A terrific screech comes from the top of the stairs, "Isobel Boylan! Isobel, you're wanted on the telephone."

"What? Oh, it's Billy. I just know it is, and he's going to say he can't come. Oh, why did I write him in the first place?"

A door is suddenly jerked open, some one runs out screaming. "Ruth, Ruth, listen to this! I just got a letter from Dick and he's quarantined with the mumps and can't come. Now what in the world will I do?"

"Telegram for Miss Wolf," booms the voice of Mr. Walk. There is a mad scramble for Miss Wolf's door, and there the news is proclaimed. Horrors! Johnnie has exams the week-end of the 19th. Could anything be pleasanter?

"Oh, Rose," have you got a special for me?"

"And me Rose, did I get one?"

"Oh, Louise, I did and listen to it. Jack can't come until 8:30 Saturday night, and has to leave early Sunday morning. Heck, he might as well not come at all! I'll hardly see him, let alone talk with him."

Autumn Fires

In the faded gardens
Up and down the vale,
From the Autumn bonfires
See the grey smoke trail!

Pleasant summer's over;
Gone its wreath of flowers.
Now the red fire blazes
High 'neath grey smoke towers.

Sing a song of seasons!—
Something bright in all;
Blossoms in the springtime
Fires in the Fall.

PERSONAL ANALYSIS FOR GUIDANCE TRIED IN J. H. S.

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pointed toward high school, that general social environment has done perhaps more than anything else in establishing Junior High School students educational ideals, but that definite information about occupations plays little part in predispositions or pre-indispositions. These are just a few of the conclusions drawn with little guess-work, based fairly solidly on actual figures, by the investigator.

We use here the report practically in full, believing it to be an original contribution to the literature of guidance, little of which is available. The sub-headings throughout the article have been added; the rest is unchanged.

Nature of Questionnaire

The self-analysis form used in the J. H. S. of our training school is a sort of combination of both the questionnaire and the self-analysis methods. There are four sections. The first deals with facts about the child—name, grade, age, birthplace, parents' name and birthplaces, occupation of father, number in family, occupation of brothers and sisters, amount of sleep, and state of health. The second is headed—"Self Estimate." A list of qualities such as honesty, dependability, courtesy, carefulness, pleasing facial expressions, originality, sociability, energy, persistence, and thrift are given. The pupils are asked to rate themselves on each item using the words "excellent, good, fair, and poor," as their scale. I believe that this section of the test is the weakest spot in it. Many of the pupils did not understand what they were to do, and the majority of the pupils rated themselves as excellent and good. It was amusing to note that, according to their own estimate of themselves, there are many more excellent girls than excellent boys.

The third section deals with the present activities of the pupil. Questions are asked concerning the pupil's favorite kinds of recreation, his hobby, the organizations to which he belongs, the kind of pictures he likes best, the names of the books and magazines he likes best. The questions of this section also aim to seek out the school activity which the pupil most enjoys. He is also asked to name the subject easiest for him and the subject most difficult for him. A mere general question is asked concerning the type of work which interests the pupil. Three pairs of terms of opposite meaning are listed:

Outside work—Inside work.

Dealing with people—Dealing with things.

Skilled manual work—Work largely mental.

The pupil is asked to check one from each group. This selection of type of work most desired may be used as a basis for vocational selection.

Section four questions the pupil on his future plans—educational and vocational. He is asked his choice of a vocation and his reason for such a choice. He is also questioned on his knowledge of the duties of that vocation and his experiences, if any, in it. The questionnaire also tries to ascertain whether or

not the pupil has had any guidance of any sort, whether from teachers, friends, or parents.

I have tried to tabulate the results of this questionnaire which was filled out by the pupils of the seventh, eighth, and ninth grades. Most attention has been paid to section four: Future plans.

Pupils Here Want Higher Education

Out of a total of fifty-nine cases examined, fifty-three pupils are planning to complete J. H. S.; of that same fifty-nine, forty-six intend to graduate from Senior High School; twenty-four of those graduating from Senior High School intend to go to college. I have used the word college very broadly here, making it include the college proper, normal schools, business schools, technical schools and hospitals. Of that twenty-four, twelve intend to attend colleges, six normal schools, two business schools, one a technical school, and three training-hospitals. That leaves a total of six pupils who are planning to complete J. H. S. only. So, just a trifle more than one-tenth of the cases examined are going to leave school soon, just as soon as they reach the required age limit, probably.

The relation between the occupations of the parents and the educational plans of the pupils is an interesting one. I was able to use only forty-nine of the cases examined because ten of the pupils failed to give their fathers' occupations. The occupations were divided among five occupational groups: Eleven laborers, seven semi-skilled, eighteen skilled, eight farmers and five commercial.

Influenced by Parents' Calling

In order to show the true relationship of each group to another, I am giving the account of future educational plans in percentage rather than numbers. Children of parents classed as laborers ranked as follows:

18 per cent. do not intend to complete J. H. S. course;

9 per cent. plan to complete the J. H. S. course;

55 per cent. plan to graduate from S. H. S.;

18 per cent. expect to do college work.

Children of parents of the semi-skilled laborers classification show a slightly different division. Twenty-nine per cent. plan to complete the J. H. S. work; 57 per cent. plan to go to a S. H. S., and 14 per cent. say that they are going to graduate from colleges. In our Training School, children of skilled laborers rank higher in college and S. H. S. aspirations. Eleven per cent. of them are planning to leave J. H. S. before reaching ninth grade. Eleven per cent. intend to complete the J. H. S., 45 per cent. a S. H. S., and 33 per cent. plan to go to college. Children of farmers rank as follows: 13 per cent. plan to graduate from a J. H. S., 50 per cent. plan to go to college. Children of parents whose occupations are of commercial type stand highest in college plans. Twenty per cent. of them intend to graduate from a S. H. S. and eighty per cent. plan to go to college.

"Commercial" Parents Give Highest Ideal

Totalling the percentage of each group of those planning to go to a S. H. S. and those planning to go to college we find the following results: 73 per cent.

of the children whose parents rank as laborers intend to go beyond J. H. S.; 71 per cent. of those classed as semi-skilled and 78 per cent. of those classed as skilled plan to go either to S. H. S. or college. Eighty-seven per cent. of the farmers' children and 100 per cent. of those classed as commercial plan to go beyond the J. H. S.

The total percentages of those who will go, at least, no farther than the ninth grade are as follows: Children of laborers, 27 per cent.; children of semi-skilled laborers, 29 per cent.; children of skilled laborers, 22 per cent.; children of farmers, 13 per cent.; and children of those in the commercial classification, none.

From these figures one can see, even in so small a group as ours, some influence of the parents' occupation on the child's educational plans. Children of parents whose occupations come under the three divisions of laborers' rank just about the same in educational aspirations. Children of farmers are rather high, 87 per cent. of them intending to go beyond J. H. S. Children of parents in the commercial type stand highest among our group with 100 per cent. of them expecting to attend either S. H. S. or college.

As I mentioned before, the number of cases tested is rather small to permit one to draw very definite conclusions, but one can say that, while none of the percentages in our school are extremely low, there is a tendency for children of parents of higher occupations to desire more education. This may be true possibly because of the parents' desire to forward their children and because of the lack of an economic situation demanding the children's aid.

Need Educational, Not Vocational, Guidance Here

But, comparing the percentage of those planning to go to S. H. S. and college with the percentage of those who plan to leave at the close of the ninth grade, at least, one sees that in our Training School there seems to be a greater demand for educational guidance than for strictly vocational guidance. That does not mean that we have no need for vocational guidance, at all. There are at least 30 per cent. planning to go to work soon. They should have had vocational guidance long ago, in order to be making use of it now. Those pupils who are planning to go to S. H. S. and college need it, too, along with their educational guidance.

Little Vocational Knowledge

Some other factors of the test also show a need of both educational and vocational knowledge and direction. One phase of the test calls for the selection of the type of work one would like to do and another asks for the occupation one would like best to follow. Comparison of the answers given to each of these questions by each pupil shows that thirty-nine of them chose a vocation consistent with the type of work they were interested in. Twenty pupils, practically one-third of them, chose vocations far out of harmony with the type of work they chose. Such a situation indicates that the pupils either do not know much about the vocations they said they like best or they have not been think-

ing very seriously about a vocation and made just a snap choice when the question confronted them.

Another section of the test asks the pupil to give two or three important duties of the occupation which they have chosen. Of the fifty-nine cases, thirty-five of them know something really important about their vocation, and twenty-four either gave no answer or had the wrong idea about their vocation. That means that about two-fifths of the pupils tested do not even know two or three of the duties of the vocation they say interests them. How can they know then, if the work is suited to their ability or if it would interest them? They have chosen an occupation under the influence of a brother's, sister's, or father's occupation or of the occupations along the vicinity. Vocational guidance is needed to change such a situation.

Amusing Sidelights Show Guidance Need

Among the fifty-nine cases there were six instances of the lack of knowledge of where training for a certain vocation may be secured. Some of the other pupils did not have clear ideas of where

(Continued on Page 6)

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L. A. L. Party

The L. A. L. Society held a party in the dayroom, Thursday afternoon, March 3. Twenty-four of the members were present, and each contributed to the general good time which is a characteristic of all of this organization's social affairs.

After the refreshments were served, a short business meeting was held, at the end of which the guests departed.

Y. W. C. A. Elects Officers

At a regular meeting of the Y. W. C. A. held on Wednesday, March 2, the following persons were elected to fill the various offices for the coming year:

Programme Chairman—Julia Gibbons; Social Chairman—Lucille Taylor; Poster Chairman—Mowrie Ebare; Undergraduate Representative—Kathryn Warfel; Chairman Ways and Means Committee—Christine Edler; Pianist—Martha Maitland; Dayroom Representative—Elizabeth Robb.

Kathleen Spangler is president of the organization; Dorothy Bastian, Vice President; Alice Edler, Secretary; Verna Mae Kurtz, Treasurer.

Student Friendship Main Topic at Y. W.

The Y. W. services, Wednesday, March 10, conducted by Peggy Wambaugh, were most interesting. Peggy opened the meeting with the singing of "Blest Be the Tie That Binds." After the Scripture reading, she read a lovely prayer by St. Francis of Assisi. The meaning of the Student Friendship was carefully explained, and a letter read from the Treasurer of the Student Friendship Fund, thanking the C. S. N. S. organization for its contribution. Interesting, short talks were given by Kathleen Spangler, Lucille Taylor and Alice Corby. All three talks were related to the Student Friendship idea. After the singing of another hymn, the meeting was concluded with the Mispah benediction.

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Rho Omega Lambda Has Party

The rendezvous of the Rho Omega Lambda sorority was the scene of a very pretty party on Saturday night, March 12. After the basketball game, the girls all gathered for a sisterly chat, and also for delicious eats and a good orchestra.

The girls were glad to entertain three guests: Mrs. Stewart, Betty Stewart, and Mrs. Kelly, Harriet's and Mildred's mothers and sister. The sorority missed very much two of its members who were absent on account of illness—Mary Margaret Adams, the president, and Aniceta Boylan, the pep of the crowd.

Dayroom and Dormitory Y. W. Have Joint Meeting

Encouragement of sympathy between the dayroom branch of the Y. W. and the dormitory organization was the big aim of the meeting held Thursday noon, March 3.

Ethel Daubert, the leader, had prepared a special program for the meeting. Kathleen Hendricks and Blanche Swope sang a very effective duet. Elizabeth Robb read the history of the Y. W. C. A.

Miss Rowe reported the work of Helen Mizener and Ruth Epler, two of the alumni, with the Girls' Reserves in Juniata.

The dayroom members and the thirty-five visitors from the dormitory voted the meeting a success and showed that they wish the same procedure to continue.

Y. W. C. A. Conference to Be at East Stroudsburg

The conference for Normal School Y. W. girls is to be held at East Stroudsburg this year. It will be continued from April 1 to April 3, so that the two girls to be selected by the Y. W. to represent C. S. N. S. should consider themselves very fortunate. No definite people have as yet been decided upon.

The purposes of the conference are to train Normal School girls to become more efficient Cabinet members, and to acquaint the girls with the work done by other Normal schools throughout the State.

Aniceta Boylan Is in Hospital

Aniceta Boylan went home ill on Friday, March 4. She is now in Mercy Hospital, in Johnstown, recovering from an operation to remove her tonsils and adenoids. She has the best wishes of all her school friends for a speedy recovery.

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The Little Red School House

The little red school house holds many memories for me as school teacher, for in this little building I was janitor, principal, housekeeper and teacher.

It was very hard to teach in this district, because I had pupils in school from the first grade up to the seventh and eighth; therefore, every minute of my time had to be well planned. It was hard to keep the pupils interested all the time, because most of the class must study while a small number recited.

During the lunch hour I usually had some sort of entertainment for the pupils, for most of them had come quite a distance to school. They brought their lunches and stayed at school during this period.

In the winter time I played games with the children, and in the summer time we played ball and other out-door games. This created a high school spirit and helped the pupils to become thoroughly acquainted with each other.

At the close of the day I was not ready to go home when the pupils did; instead I had to stay and plan my school work for the next day, as well as clean up the room. Then, last, and dirtiest of all, was banking the fire so that the room would not be too cold for the next morning.

Believe me, life in the country schools is not always as pleasant as it might be. Teachers who go to these schools with the idea of not having much to do are badly fooled. It was there that work begins.

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PERSONAL ANALYSIS FOR GUIDANCE TRIED IN J. H. S.

(Continued from Page 4)

they should look for training but these six are rather outstanding in their errors. For example, one child who said she wished to be a stenographer, said she intended to go to Normal School after S. H. S. One of the boys who said he wanted to be a milk man said that he was going to State College. If that boy has the ability to do college work his apparent interest in dairying might be turned to the more scientific and professional sides of dairying; but as his choice now stands there is indicated a mix-up in his ideas.

This phase of the test disclosed the need for educational guidance among our pupils. This guidance should aim to help the pupils in selection of the right courses in Junior and Senior High,

but it should also direct them to the proper place for training after graduation.

Teachers Have Helped Little

The questionnaire also tried to ascertain whether or not the pupils have had guidance of any sort, as from friends, parents, or teachers. Twenty-six of the pupils questioned were given information and direction by their friends; thirty-six had talked over their future vocations with their parents. Just twelve of the pupils had ever talked with their teachers about a vocation. Even when we consider the largest number, we see that just about three-fifths of the pupils have had any guidance of any sort and that was not of the professional sort.

Thirty-one per cent. said that they had had no guidance of any sort and several of the pupils, by their answers, indicated an absence of guide. As an example of the mistakes pupils make we have a J. H. S. student wanting to be a nurse, yet not intending to complete the work of the S. H. S. Another example is that of one of the boys who says he would like to be an electric engineer but does not intend to go to college.

Tendency to Follow Elders' Trade

The influence of the occupations of the different members of the family on the occupational choice of the child is an interesting one to study. Because of a lack of intimate knowledge of the children's families that effect is hard to see in every child's choice. But, as far as I know at least five of the children who chose teaching as their vocation have brothers or sisters who are teachers. They are planning to go to the same colleges, too. Five of the boys' answers showed that they were going to take up either their father's vocations or a vocation related to that of their fathers. For example, one of the boys wants to be an engineer. His father is in the same vocation. Another boy's father is a bricklayer. His son is not choosing the same vocation but one in line with it—that of a carpenter. At least two of the girls are choosing vocations like those of their sisters. There was just one instance of the parents choosing the child's vocation for him; that was not definite for the father and mother had each chosen a different vocation.

Favorite Books Not School's Choice

I have not tabulated the results obtained from Section III—present activities and habits. In general I found that the children gave as their favorite kinds of play or recreation—that of out-door games and reading. Very few of them

belong to any outside organizations. Their reading lists contain the average type of age read—stories of the West, of the Indians, of Boy Scouts, and of Girl Scouts, of boys and girls their own age. Very few of the books which they are required to read in school appear on their list of favorite books.

Naturally, when one is examining a test of this kind and wondering whether or not to give it, one tries to see what use one could make of it and to see how one could use the information obtained.

The information obtained from the first section helps the guidance Counsellor to understand and appreciate the home situation of the pupils. Information of that sort is useful and needed in meeting almost every problem of guidance.

The section on present activities and interests is a useful one for information on what the child does in his leisure time. This information could be made the basis of many extra-curricular activities. Clubs, with their members all interested in the same subject may be organized. Perhaps an explanation of why a pupil is low in a subject will be found in this section of the questionnaire. And, as he is asked what part of the subject is especially hard for him, the teacher of that subject knows where to put her special work.

The fourth section on future plans give the counsellor a basis for both his educational and vocational guidance. I have tried to show, in a few ways, how some of the data secured may be interpreted and applied to the school or individual situation.

The questionnaire also may reveal existing needs which had not been known before. I think it will especially reveal a need of guidance in a school where there has been no organized guidance carried on. In this school where guidance has been carried on, one might use the questionnaire as a check on the results of the guidance.

As a general summary one may say that this or any personal-analysis questionnaire is a good means of learning something about the children's home situations, what they like to do now and what they would like to do when they become men and women. It is just a means for the counsellor always to have on hand personal data about each pupil so that he may know with what sort of a child he has to work.

Varied Texts Used in Psychology Class

Text-books vary with each section of the Child Psychology course this semester. Miss Merrells, head of the Psychology Department, believes that in this way she will be able to conduct more efficient examinations. In each test it will be possible to bring out the essential facts of the individual text-book without conflicting in any way with the tests of the other sections. Guidance of Childhood, Child—His Nature and His Needs, and the Normal Mind are the three books being used.

In Behalf of the Country School

I get disgusted when I hear people talk about the country school! Nine times out of ten, they are people who know nothing about the country school. They got their impression of it by reading in some book, the description of a school that existed fifty years ago, or, possibly, they know of one school, which resembles that school they read about and have drawn their conclusions. I want to say this: The country people are not ignorant. The people in the rural districts with which I am familiar are well read. They take a daily paper. They have cars, and travel. They have telephones and some have radios. They go to see good shows, and they buy season tickets when the Chautauqua comes to a nearby town. They enjoy good lectures as well as any of you.

And it just makes me boil when I hear people say "The country teacher is no good." 'Tis true that many country teachers are unexperienced and some of them are not good teachers, but are all of your town and city teachers good? Perhaps they have their Normal School Certificates, and their degrees, but it is possible to educate (so to speak) anyone who is not too far below normal. As one man said here, "A highbrow is a person educated beyond his or her intelligence." I think there are highbrows in the teaching profession.

Then I've heard people say that the country children do not get the work they're supposed to. It is true that the teacher cannot give her pupils individual help where she has all grades as she could if she had just the one grade, but the pupils rely on themselves more. They instinctively work out things for themselves, and they get help from their schoolmates. Of course their teacher helps them a lot. Speaking of the pupils training, I know of two rural districts where when the pupils finish the eighth grade, they go to a town high school, and many of them are at the head of their classes all through high school, and graduate with honors. But that is easy to solve: the country boy has learned to solve problems independently; and psychologists have told us that thinking power is stimulated in the country where there are not distractions as there are in cities and towns. That helps us to understand why so many of our great men, including our President, Mr. Coolidge, were country boys.

I hear girls down here say, "Oh, I won't teach a country school!" They act as though it would be a disgrace. I say, the girls who have never taught a country school don't know what they're missing.

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By Dent Bowser

Effective and Difficult Strokes

The back-hand is called the most unnatural position in tennis. The back swing is much more hampered than in any other stroke. The strength of the wrist is much more in demand and the back is more turned toward the coming ball. The racket meets the ball farther from you. All these things make the back-hand stroke a most awkward one and usually a defensive one. The force of the average back-hand is in the elbow and forearm, but a rigid wrist is required. The finish should be strong. Returns to a player's back-hand should not be "run around" but should be played as they come, which is the only way to cultivate a good back-hand.

The volley is a very effective stroke in tennis, especially when playing the net position. By volley is meant the balls which are returned without first letting them bounce. Whenever possible the volley should be taken well within the service line. If played too far back the ball comes to one's feet in such a position that it is very difficult to handle. The net position is very important in the modern game, therefore, command of the volley is absolutely essential. A good position for volleying is the center of the court about four feet from the net. The lower the ball the harder it is to volley.

Doubles Play

Tennis doubles is a study in itself. There is a wide difference between team play and singles. Of course the rules of the game are exactly the same except that the territory is larger and two players alternate the service on the same side of the net. There is no difference in stroke technique, but a good team player, while needing all the strokes that the individual player has use for, employs them with another object in view. He must remember at all times that he has a partner. In singles he seeks only to win the point. In doubles he tries much of the time to "set up" the point for his partner's "kill." The first-class doubles player must be absolutely unselfish on the court. Just as a football player, reluctant to yield the ball to a comrade because of his hope that he may achieve a long run to his own personal glory, often tosses away the chance for a goal; so the tennis player who is greedy of laurels will, in a doubles match, make futile trials at "aces" rather than place his partner in line for an easy kill. A man can be a good singles and a good doubles player at the same time, or he may be excellent at doubles and poor at singles, and vice-versa. To become an expert doubles player demands specialization in its peculiar necessities. Doubles requires a greater variety of strokes than singles.

In an effective doubles team the men have worked together long enough to come to a mutual understanding as to who takes the ball under certain definite circumstances. They are really unconscious of their team work. In the doubles game the strength of one player in a certain stroke will off-set the weakness of his partner in that stroke. There are three essential features of good doubles play; ability to cover the net position well, good smashing, and good service. A doubles team can never lose if it holds its service.

Members of M. E. Conference Visits Normal

Rev. H. G. Swope, of New Freedom, attending the Methodist conference of Central Pennsylvania, which is meeting at Trinity Church the week of March 15 to 20, spoke in chapel, Tuesday morning, March 15.

He told how pleased he was to see the devotional attitude of the students during chapel exercises. He compared the cheap and worthless things in life with the noble and grander achievements, illustrating his theme by the stories of the sellers of cheap goods and of excellent goods. Both sell articles, but one is stock, and is in greater demand than the others. Excellent goods are more to be desired than poor goods.

This is also true of life. Some waste their time and substance for cheap and worthless things, then intend to give the world something worthwhile. The challenge is always being given to us to get the best we can, and give the best we've got. Rev. Swope says: "The world is willing to pay the price for excellence."

Standard Diagnostic Arithmetic Tests Given in Junior High

A standard diagnostic test in the fundamental processes of arithmetic was given the whole seventh grade of the training school. Woody's Arithmetic scale was used.

Mr. Patterson gave the addition and subtraction tests on February 23, and Agnes Kelly the multiplication and division tests on February 25.

The same tests were given the B. and C. sections of the eighth grade on March 1 and 2. Wilford Pomeroy and Dorothy Campbell had charge of the tests there.

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OUR OWN LITTLE DIARY

MONDAY, FEBRUARY 28

The kids came in last night on the late train. Seemed so good to see them.

No mail today. I better get busy and answer some of these letters.

Tried to do some of my references in the library, can't say that I succeeded to any great extent.

TUESDAY, MARCH 1

The stuff I have to do! It's just piling up like sixty. People are certainly generous in some ways.

Girls' meeting didn't last so long.

Tried to make out a menu but as a Dietitian I'm an absolute failure.

WEDNESDAY, MARCH 2

No Y. W., so we went over and danced. Some of the gang went to the movies.

Went down to the library early so I could get the book I wanted. Didn't get there soon enough, however. Things didn't go so good for me, just started to ask a question, but didn't get it finished. Finally I left after a lot of scouting around.

THURSDAY, MARCH 3

Down town with Cookies. Went in the Sugar Bowl. I swore off eating; it was misery watching her eat. Never again. Movies in the Auditorium.

The whole gang was in our room. Cutting up as usual. I wonder how it sounds under us. Not so good. That Cookies, when it comes to walking you'd think it was a regiment coming.

J and I went to the movies this afternoon. I never laughed so much in all my life.

FRIDAY, MARCH 4

Had our Vic going with the best record ever. When C started that team yell of hers—good night! She would make a first rate cheer leader. She drowns out the Vic music.

Went to the movies. They weren't so good. I have seen better.

SATURDAY, MARCH 5

Cleaned our room. It took pretty hard cleaning, but it looks real good, if I must say it myself. Wrecked one of our good records. We had the piece

worn thin and the other side was coming through.

The orchestra sounded good. Played some peppy pieces. Had a pretty good time at the dance.

Our feed lasted for some time. Not what we had to eat—that disappeared too quickly. We had oodles of fun. Can't see why we have to be so noisy sometimes.

SUNDAY, MARCH 6

Such weather. I thought it was through snowing. Sadly left it seems. I need some of everything. Six weeks from today I won't be sitting here so calmly. I can hardly wait.

MONDAY, MARCH 7

Nothing unusual happened. Everything is getting so darn monotonous. I wish something real exciting would happen.

TUESDAY, MARCH 8

No classes after 2:10. I wish I could do something then, but I flit around as if I didn't have a thing on my mind. No girls' meeting. Tried to do some references in the Library, but just try and lay your hands on the book you want. You think you're about to get it and it disappears in a second. I gave up the chase and returned to my room.

WEDNESDAY, MARCH 9

No class this morning the first period. None the last either. I was about to declare a holiday, but didn't. That one class is so interesting. Went to the movies again this afternoon. I'll be broke.

A letter today. What's going to happen! They don't seem to be having trouble keeping Lent at home. Things happen about the same as they did before.

THURSDAY, MARCH 10

Got a couple new pieces. That one certainly gets under your skin. Cookies seems to think so. I moved before I began to think the same way. We'll probably play them now until they are worn thin. That is, if we get the chance. We don't have much of an opportunity to play them.

Received a letter today that almost took me off my feet. I was stunned and no foolin'. It didn't have the effect that it was supposed to have, though.

Changed tables at dinner time. I miss the crowd at our last table. We had more fun than at a circus. We get nicely acquainted and then they shift us.

Used the new lights in the Gym to-night.

FRIDAY, MARCH 11

Helped fix the stage this morning. Waited around all morning for them to put the mail in. Seems as though that is all we do—wait for the mail. They no sooner have the morning mail in and we start wondering what the afternoon one will bring. I usually know.

The Senior class play was clever. I think it was the best they've ever had.

The lights didn't go out so soon to-night. What occurred to delay their

exit. Before this we'd no more than be in our rooms when out they would go.

SATURDAY, MARCH 12

Another week-end. Hope this one is not too long. Only four more week-ends after this one. It doesn't sound long.

The basketball game was all right. Had some fun afterward at the dance. Had more when we came over. We just

got here in time, or we might not have had anything to eat.

SUNDAY, MARCH 13

This weather is glorious. Couldn't bring myself in after Church. We wandered around a little. Went to Church tonight, too. They expect us to content ourselves inside when it's like it is to-night. I can't see it. 'Spose it will rain tomorrow.

US AND OTHERS

Professor Ulmer and David spent the week-end of March 12 at Bucknell University, Lewisburg. They attended the Founder's Reunion of the Alpha Sigma Fraternity, of which Mr. Ulmer is a member. They returned to Lock Haven Sunday.

Mary Rodgers, Louise Bowes, Arleen Gorsach, and Bertie Wolf had the best time over the week-end of March 12-13. They visited Bert's home at Howard.

Peg Melvin and A. D. Eichler came back from a visit to Tyrone with all the symptoms of having had a gorgeous time. They visited a friend of Peg's who graduated with Peg from Seton Hill Academy.

Alice Edler and Christine Edler have been singing "I Heard You Calling Me" since their return from their home in Williamsport, where they week-ended March 12 and 13.

Mr. and Mrs. Orth, of South Williamsport, were here to visit Catherine, March 6. Her roomie, Harriet Kelt, was kept from having the blues by a visit from her brother Bennie and her aunt Ruth.

Peg Mortimer was a lucky and surprised girl when her uncle and aunt, and her cousins, Franklin and Amelda, drove in unexpectedly from Johnsonburg, Saturday, March 5. Peg enjoyed a ride to Bellefonte and Beech Creek, where she spent a happy week-end.

Mary Raymond reports a marvelous time at Bellefonte the week-end of March 5.

"Ernie," from Philly, visited Patty Thornton, Sunday, March 6.

Lillian Smith went to her home in Altoona over Saturday and Sunday. She took Mid Plummer as her guest. Mid went home to Summer Hill over the week-end of March 12-13.

Elizabeth Watkins and Peg Adams had a good time over the week-end of March 6 at Elizabeth's home in Williamsport.

Grace Ott attended a house-party at Beckley College, Harrisburg, over the week-end of March 6, with "my Harry."

Kitty Lynch and Kitty Kelly journeyed all the way to Seranton, March 6, to attend the Junior Prom at St. Thomas' College.

Betty McKee and Blanche Wahl made their almost weekly visit to their homes in Altoona.

The following girls spent the week-end at their homes in Johnstown: Teeny Viering, Ruth McCall, Betty Stammel, Aniceta Boylan, Dot Lambert, Jo Guardino, Jo Robinson, Catherine Warfel and Eunice Hoffman.

Isobel Boylan, Connie Gillogly and Laura Stuart spent the week-end with Rev. J. F. Gillogly at Williamsport.

Kay Hartwick went to her home in Altoona, March 6 and 7.

These girls were guests of Rev. M. A. Gillogly, Anne's and Connie's uncle, at Jersey Shore: Anne Gillogly, Betty Jordan, Mary Davidson, Helen Horan, Helen Carden and Agnes Gallagher.

Civics Class Runs Chapel

The Civics classes of the ninth grade of the training school had charge of the Junior High School assembly, Friday morning, March 4. Papers were read by the different members of the class on: The Significance of March 4; three of our famous Congressmen, Henry Clay, Daniel Webster, and John C. Calhoun; and one on our President of the United States, Calvin Coolidge.

A short play, "Education," was given by the entire class. Little Eugene Sullivan was borrowed from the kindergarten for the play.

The program was given under the supervision of Miss Russell, Josephine Viering and Helen Rettger.

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