

The Normal Review

VOL. XXI.

CALIFORNIA, PA., FEBRUARY, 1911

No. 5

Address by Dr. Davis.

The following are extracts from a paper read by Principal Dr. H. B. Davis at the Annual meeting of the Board of Principals at Harrisburg, Nov. 10, 1910. The subject of the paper in full was: "The Scope and Function of Professional Training in the State Normal."

Professional work in a normal school is a phrase to juggle with. It sounds well when spoken, but it loses its alluring euphony when elaborated into a course of study for those who wish to take the shortest road to the teacher's active work. Then arises such a conflict of ideals and ideas as might baffle the most inspired.

A few perplexing problems offer themselves for solution at the outset. First, in the public schools there is a startling loss of time somewhere along the line which is evidenced by falling off in attendance during the successive years of the elementary and high school courses. This means that there is a sad lack of definite aim and purpose; that there is no rational co-ordination of plans and conditions. There is too much wandering around in tall grass. The incidental accompaniments of teaching occupy too much time, and teachers have been trained to this.

Our students are admitted long before they could enter a good college. They are untrained and immature. No wonder the work done is superficial. It is woefully and necessarily so. The crudity of such material in normal courses, in view of the lack of elementary training and slight contact with broadening influences, promises but little in the development of the qualities of a teacher at the end of brief courses of study, while instructors in normal schools are liable to be those who do the method specialty almost to a monoma-

nia. The normal school has become a hospital of the fittest and death to the weaker. The state pays dearly in the price of degenerate tone of its children when it allows ill-chosen leaders and unqualified molders of character to meddle with the psychic unfolding of the tender images of youth. Rough handling cripples beyond repair the wings just spreading for their first flight, making their possessors merely helpless beaters of the air.

Again, the work of our schools would be improved, if they would attempt less. Both teachers and pupils are required to do too many things and work too many consecutive hours. There should be more practice and less theory, more attention to quality of work and the manner of doing it; more criticism based on a broad and varied experience; and a closer relation between methods and practice.

In view of the intestinal and external difficulties which confront the normal schools, it would seem that the authorities might make bold to seek a solution of their own problems with the same independence that an expert physician diagnoses the ailment of his patient and prescribes the treatment. The field of the normal school is distinct from that of any other educational institution, its aim and purpose are specific, the final test of its work is efficiency. The field is technical. The purpose is to qualify teachers who can teach,—rather difficult to attain in view of the kaleidoscopic physical and mental variations found in the material. Partial efficiency is shown in a thorough knowledge of the subjects to be taught, and this secured no less easily than the firmness, patience, and tact in which consist three of the other essential qualities of a real teacher.

Personality and attitude are not all. In-

Have you a red lead pencil? If not, get one at once.

THE NORMAL REVIEW

sufficient preparation hampers the whole educational system. The teacher often degenerates in the midst of routine practice, sinking to a lower level of knowledge with each teaching year, and trusting that the hasty supply of the evening will give sufficient reserve to meet the difficulties of the morning. For the teacher who has wide perspectives of modern science the daily lesson acquires a special interest during its presentation. The poem is not an isolated fragment of verse to him who has walked abroad in the whole field of literature. Mental growth is absolutely essential. Teacher and pupil should find pleasant companionship as they work together in the field of study. Reading below one's own level and non-adaptability produce the rigidity of a vulcanite which no re-heating can again render plastic.

Instruction in all courses should give the broadest horizon possible; indicate far reaching relationships; point out sources of information; unify the entire curriculum, and then inspire a deeper desire for knowledge. Those who are to become teachers need a different kind of teaching from that given in other institutions. The altogether essential factor is angle of view. The most destructive criticism that can be offered of normal school work is that it merely repeats and reviews the work of the lower schools. The most constructive criticism appears when the student is conscious of meeting daily surprises in the newer and clearer perception of the content and significance of elementary subjects, acquires the ability to make a more searching analysis of his own mental activities, and finally is able to demonstrate his ability to impart in the most interesting, scientific, hygienic manner.

I fear that it is almost too true that "the modern school has succeeded in doing something, which according to the law of physics, is impossible: the annihilation of once existing matter. The desire for

knowledge, the capacity for acting for one's self, the gift of observation, all qualities children bring with them to school, have as a rule, at the close of the school period, disappeared. They have not been transformed into actual knowledge or interests. This is a result of children spending almost the whole of their life from the sixth to the eighteenth year at the school desk, hour by hour, month by month, term by term; taking the doses of knowledge, first in teaspoonfuls, then in desert spoonfuls, and finally in tablespoonfuls, absorbing mixtures from fourth and fifth hand recipes." Such an arraignment as the above gives some intimation of where we might well consider the character of instruction we give to the future teachers of the Commonwealth.

The function of this professional training will depend almost entirely on what the individual thinker takes as his aim in education. And here I quote from Professor Munsterberg, "May it not be that the most important aim in education is just the power of overcoming the temptations of mere personal interest, the power to serve purposes which demand effort of will and discipline of attention? The school methods which appeal always to the natural desires and the involuntary attention and interest do not train the pupil in overcoming desires and in controlling attention; they plead instead of commanding; they teach one to follow the path of least resistance instead of the path of duty and the ideal. The result is a flabby inefficiency, a loose vagueness and inaccuracy, an acquaintance with a hundred things and a mastery of none. Public life has to suffer for it; a community which has not had a rigid mental discipline at home and at school must always remain the plaything of the lower instincts. Such a community will continue to follow without check its untrained impulses; it will prefer the yellow newspaper with big

If so, sharpen it up: Then get out your calender,

headlines to the serious paper which appeals to sober thought; it will prefer, on the stage of the theatre and on the stage of life, the vulgar vaudeville and the cheap melo-drama to the refined and noble play; it will be impressed by glaring outer success and by showy size, by quantity instead of quality and value; it will be swept by every passion of the crowd, applauding mediocrities, enthusiastic for everyone who poses for the uncritical, a quick victim to every fad and fancy, unwilling to take the trouble of resisting public corruption and laxity of law. And yet can there be any doubt that it is just a political democracy which ought to be protected against such an inner foe?"

FACULTY LECTURES.

Waterloo and Gettysburg.

Dr. Hertzog presented this subject in the chapel to a large audience Wednesday evening, Feb. 1st. He was a member of the group of twenty-seven teachers sent to tour Europe by the Commercial Gazette and Chronicle Telegraph in 1902 and visited this noted battlefield and took careful note of the location of the allied army of Wellington in the strong defensive position of Mount Saint Jean and the position of the French army under Napoleon, on an opposite ridge scarcely a mile away. He gave many details of the battle as well as its historical setting useful to students of history. Miss Rothwell, the teacher of drawing, had kindly and with skillful hand sketched a map of both battle fields on the black board so that the audience could easily follow as the speaker advanced.

The fate of the battle was decided by the arrival upon the field of two corps of Prussians under Blucher and Bulow. As a consequence the French right was turned and Napoleon's hour of doom had come.

The speaker pointed out that the battle of Gettysburg was not intended by either

Lee or Meade, but came about by a meeting of detached parts of the two armies. A great battle was to be fought, but when or where no one knew.

The momentous three days' struggle at Gettysburg has gone down into history as one of the great battles in all time. On that historic field the surging tide of secession reached its highest point, was stayed and turned back and the union of the states saved from impending dissolution. Deeds of value were performed in the peach orchard and the wheat field at Little Round Top at Culp's Hill and the Bloody Angle scarcely ever equaled. The disastrous charge of Pickett with his 15,000 brave Virginians was the signal for Lee's retreat. Then tremendous cheers arose along the union lines and the battle of Gettysburg had ended.

The speaker closed by saying, "Out of the horrors of war, its sadness, its destruction and waste comes an earnest appeal to every lover of his race to throw his influence in favor of peace among the nations founded on the principle of the golden rule."

Jan. 11, 1911.

Miss Buckbee delivered her lecture upon "Cuba Before the War." Her lecture was unusually interesting and instructive because it was accompanied by over a hundred views, which were secured during her stay of some nine months on the Island of Cuba. She gave us a very realistic picture of conditions in Cuba before the war. Havana with its quaint buildings and customs; the villages, strangers to progress or change; the country with its rich and tropical vegetation; were all vividly brought before the audience. Her description was frequently punctuated with keen and telling witticisms.

Jan. 25, 1911.

Owing to the difficulty of securing liquid air to illustrate his lecture, Mr. Coffin was obliged at almost the last

Turn to the month of June, Find Monday, June 26 and

moment to change his subject to "The City of Rome in Pagan Times."

Introductory to his description of the chief ruins of early times, he gave a survey of the events up to and including the founding of the city by Romulus in 753 B. C. The Yellow Tiber and its Island, the Cloaca Maxima, Pantheon, Mausoleum of Hadrian, the Forum, the Palatine and the Capitoline claimed the attention of the speaker. The significance of the various ruins in literature and history was brought out and with the aid of a black-board plan of the city the topography of Rome was made clear to the audience. Mr. Coffin had recently spent a summer in Italy and those present to hear him profited by his familiarity with Rome.

A Note From the Field.

It is more than gratifying to one to hear good things said about his Alma Mater. Not long ago the writer was told by a very successful teacher that the California Normal was a school in which definite and thorough work is done, and where effort counts. She said also that it was a regret to her because she did not make the California School her choice instead of another sister normal. Other similar things have been heard about the Southwestern State Normal. These things are more than pleasing.

We feel sure that every member of the class of '10 is looking forward to a general, good, jubilant time at the triennial alumni banquet next June. Let us all once more rally around those "old familiar scenes."

The Normal REVIEW is as anxiously looked forward to and as eagerly read as a "letter from home."

A. D. VETESK, '10

NORMAL NOTES.

Walter O'Brien, recently a student in the Commercial Dep't, has entered Mt. Union College where he is pursuing the same course.

Sunday evening, Feb. 5 the Vesper service was conducted by Dr. T. E. Hodges, president-elect of West Virginia University. His theme was "To live for me, is Christ," which he illustrated by the life of the Apostle Paul. On Monday morning following he gave an inspiring talk to the school on "The Kind of Teachers we are Looking for."

The institute held at Edenborn, German Township, on the 4th of Feb. heard Miss Thomas and Prof. Coffin as representatives from the Normal School. Miss Thomas gave a lesson in number work and spoke on stories and story telling. Mr. Coffin gave an address on "The Mission of the Rural School." In the audience were noted Mr. A. N. Titus, Thurman Titus, Josephine Matzelle, A. D. Wilson, Mary Creehan, of last year's class. Mr. Burns, a recent graduate, is principal of the Edenborn school. Mr. Wentzel is Superintendent of Schools.

The "Deutscher Verein" held an open meeting in the chapel Jan. 28. Rossini's Overture to William Tell was played by Miss Noss and Miss Bertha Easter. Views from the Tell country were thrown upon the screen and appropriate quotations given in German by the Tell class. A scene from William Tell was represented with the following cast:

William Tell	Goza Mika
Hedwig, his wife	Reema Gunther
William Tell's Boys	William Lytle
Walter	John Jackson

On Feb. 28 the Mountain Ash Male Voice choir from Wales, will be heard at the Normal. This is one of the rarest privileges of years. It is a body of well trained, mellow, blended voices, which has won an international reputation. To hear them is an opportunity of a life time.

To be sure of that privilege, seats should be secured at the earliest possible moment.

Mark a big Red Cross on it,

ALUMNI NOTES.

Mr. and Mrs. Elisha M. Snider of Uniontown, announce the marriage of their daughter, Mary Amelia, (S. W. N. S. '06) to Mr. James Keener Conn. The ceremony took place Wednesday, January 18. The REVIEW and friends offer good wishes.

The kind of letter we like to get. We hope the other Alumni will follow the suggestion regarding news.

Feb. 4th, 1911.

Editor of The NORMAL REVIEW,
California, Pa.,

Dear Sir:—

Find enclosed check for renewal to my subscription for the NORMAL REVIEW.

I have been a subscriber to the school paper continually since my graduation in 1902. Even tho' I have been connected with other Institutions since leaving California, I still enjoy reading the school monthly, and in this way in some measure keep in touch with the workings of the school and the alumni. It would be well if some arrangement could be made whereby more alumni news could be given each month.

I hope the alumni may give you their support in carrying on the work which our friend and former instructor, the late Dr. Meese, so ably did.

With best wishes, I am very sincerely,
A. R. WITHERSPOON, '02.

Miss Clara McMinn, class of '02, is teaching very successfully in the "Home for Crippled Children", Denniston avenue, Pittsburg.

Captain Rea Furlong, class of '98, and Mrs. Furlong, nee Cora Glover, also a former student of the Normal, entertained Mrs. Noss and Miss Noss on board the battleship "Chicago" in the Boston harbor during the Christmas vacation.

Miss Mary Davis of 1910, was a welcome

visitor at the Normal last Saturday. She is much interested in her work which is near Washington, Pa.

Miss Margaret Fallow, of 1901, was a guest at the Normal Feb. 2. She is the successful teacher of the sixth grade at Roscoe. Miss Fallow is one of a party that accompanied Miss Buckbee and Miss Thomas on a trip to Europe in 1909.

Miss Lota B. Wycoff, class '09, is a successful teacher in the 4th grade at McKees Rocks, Pa.

Miss Elna Clendenning, class '10, is seriously ill at her home in Donora, Pa.

Miss Leah Wolf, class '09, is teaching in Mt. Oliver, Pa.

Miss Amelia Kirkland visited her many friends at California during the past month.

Tickets for the Mountain Ash Male Choir concert will be on sale Feb. 25. There will be a rush, so if any of our out-of-town friends want an opportunity to hear these famous singers, they should make arrangements early.

Mr. G. A. Leichter and wife, who was formerly Miss Clyda Huston, '07, were welcome guests Sunday, Feb. 5.

Miss Nelle Penn, '09, is teaching in Uniontown.

Milton Reiman, '10, visited his friends here Feb. 4.

Miss Alice Tannehill, '10, has resigned her position in the Springdale schools and accepted a position to teach in the fourth grade at Sharpsburg.

Dr. Chas. Porter McCormick, '01 principal of the Bentleyville schools, was a recent caller. Mr. McCormick is one of the candidates for County superintendent at the coming election.

For it is a RED LETTER DAY.

candidates for County superintendent at the coming election.

Jennie Evans, Andie Diesel, Bertha McCarty, and Mary Davis all of last year's class, visited the Normal Saturday, Feb. 4.

Pearl Chalfant '10 reports at the school occasionally from her school at Howe.

H. S. Robinson '02 is secretary of school board at North Belle Vernon, and principal of La Grange school.

Tokyo, Dec. 11, '10.

Two men baptized in First Church and one man in Second Church of the Yotsuya Mission today. Evangelistic, Educational, Industrial and Publishing departments all prospering. W. D. CUNNINGHAM. '87

Mrs. Alex. Galbraith died of tuberculosis at her home in East Pike Run Township, Wednesday, Feb. 8.

The funeral took place Saturday, the 10th and the interment was in Maple Creek Cemetery.

The deceased was Birdie H. Gibson, '95 and had many friends in this vicinity, who extend the the husband, children and parents who survive their most cordial sympathies.

A Medical College to which Philadelphians Point with Pride.

The city of Philadelphia has long been famous for its medical colleges, and high among these institutions is the Medico-Chirurgical College. This college has had a wonderful growth, "probably without a parallel in the history of medical schools." To-day it offers unusual opportunities for students to prepare themselves in Medicine, Pharmacy, Dentistry and Pharmaceutic Chemistry.

This college is most advantageously located. It is centrally situated and near a large manufacturing district, where the hospital cases are extensive and varied in character, and afford unsurpassed clinical facilities. The clinical amphitheatre is the largest and finest in the world. The hospital is well equipped and modern in every respect. There are fourteen laboratories so arranged that abundant individual work is assured each student.

In each of the four departments degrees are granted at the end of carefully graded courses. Every student has the advantage of practical instruction, free quizzes, limited ward classes, modern seminar methods and clinical conferences.

The faculty consists of a staff of instructors of pronounced ability and reputation for the most modern methods.

The dean of each department will furnish information to anyone desiring it.

It's a big help to a teacher if he can show a pupil that his work in school has an immediate bearing on his ambitious dreams. *The Technical World* shows how modern science is applied to big business. Put it in a boys' way and see him go for it. He takes a new interest in the laboratory afterward.

Y. M. C. A.

Mr. Irwin E. Dur, our new student secretary, visited us on Feb. 1st. He is the successor of Mr. Frank Koehler, who now has charge of a boy's school at Scranton. Mr. Dur met our cabinet and gave us some good, practical suggestions which we think we can put in operation.

On Saturday evening, Feb. 4th the Y. M. C. A. gave an entertainment consisting of two plays—"Sweethearts", and "The Mouse Trap".

In this entertainment we were assisted by Mr. G. A. Leichter, soloist, and Miss Emma Rankin who took the part of Miss Northcott in "Sweethearts".

"SWEETHEARTS."

Mr. Harry Spreadbrow.....Mr. Jewel McCombs
Wilcox.....Mr. Frank Weigle
Miss Jennie Northcott.....Miss Emma Rankin
Ruth, her maid.....Mr. Chas. Hile

"THE MOUSE TRAP."

Mr. Willis Campbell.....Mr. Walter D. Moser
Mrs. Somers.....Mr. Stanley Scott
Mrs. Miller.....Mr. Beverly Lineburg
Mrs. Curwen.....Mr. Randolph Wycoff
Mrs. Bernis.....Mr. Ralph Bradford
Mrs. Agnes Roberts.....Mr. Charles Braden
Jane.....Mr. Paul Miller

Both plays were well given and were highly appreciated by the audience which

This is the Tri-ennial Year

was shown by its applause. The Y. M. C. A. realized about fifty dollars.

The Y. M. C. A. extends a vote of thanks to Mrs. Pillsbury, who so kindly gave us so much valuable assistance in the preparation of the plays.

Y. W. C. A.

Miss Gertrude A. Mevis, a graduate of Wellesley, class of 1908, was a visitor at the Normal over Sunday, Feb. 5. She spoke to the Young Women's Christian Association Sunday morning on philanthropic work in Pittsburgh, particularly of the work of the "Home for Crippled Children", with which she is now connected.

During the past month we have welcomed to our meetings, Misses McCandless, Evans, Hood and Mrs. Leichter, of whom mention is made elsewhere.

At nearly every meeting of the Bible classes new members are being added, making it necessary to organize a new class of which Miss Mabel Platt will have charge.

On Friday, Feb. 3, at prayer meeting Miss Thomas gave a very helpful talk to the cabinet and committees concerning their duties and their attitude toward other students.

The Missionary committee and the Bible study leaders meet at 6:15 Sunday evenings for study. Miss Thomas leads the Bible study while Miss Neal has charge of the Missionary study.

The girls are contemplating a play in the spring term for the benefit of the association.

The pledges for the S. American fund are to be sent to Miss Irene Sheppard, 631 Witherspoon building, Philadelphia, Pa., instead of the address to Mrs. Broadwell, New York.

Athletic Banquet at State.

Our readers are indebted to Mr. A. R. Stewart, '07, for the following:

The banquet held at the Nittany Inn by the Washington County club of Penn State, on February 10th, brought about about an impromptu re-union of old Normal men, most of whom have made their mark in the athletic world.

"Buster" Coulson, ex '07, later a foot-

ball and baseball star at State, now with the Brooklyn Nationals, and Ody Abbot, ex '08, of W. & J., football and baseball fame, now with the St. Louis Nationals, are at State for a few weeks to assist in the early coaching of the baseball squad. "Bull" McCleary, '06, Penn State, '10, who is now head coach of the baseball and football teams, along with Harry Coulson, ex '08, captain of Bucknell's 1909 eleven completed the list of visitors. These, along with Alex Gray, '07, Penn State, '11, captain of this year's State football team, and Earl Stewart, '07, State '13, made up the list of actual Normal fellows there. However, the remainder of the club, (28 members in all) are, through friends, closely connected to California so that the banquet took on the spirit of a Normal reunion.

As remarked by one of the speakers, there was present the members of the old Normal nine which shut out State in the spring of 1906 (maybe 1905, I'm not sure). After a substantial menu had been disposed of, the following toast list, followed by rousing impromptus from the visitors, was run off.

- Toastmaster....."K" Scott, '11
- "Our Club"....."Stew" Stewart, '13
- Athletics....."Alex" Gray, '11
- Our College....."Deacon" Banfield, '12
- The Girls....."Val" Valentour, '13
- Washington Co....."P" Forsythe, '12

"Can you suggest a good subject for debate? Every teacher gets this question, and many dread to see it coming. But readers of the *Review of Reviews* are informed on current topics, and have no difficulty. It covers the whole field and is so concise that a few minutes a day are sufficient to keep one well informed.

The usual preparations are under way for Washington's Birthday. The cabinet has been selected and arrangements are being perfected for the social hour. Colonial costumes are at a premium. A full report will appear in our next issue, so we won't anticipate.

And Monday, June 26, is

The NORMAL REVIEW

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 W. D. MOSER, '11
 MABEL COLVIN, '11
 MABEL RIGG, '11
 ADA HAWKINS, '13

It will pay every student to read and re-read the abstract of Dr. Davis' paper in this issue. It is pertinent to our every day work, and a careful reading will help give direction and ought to inspire new earnestness to our efforts.

Have we ever considered habit as an ally favorable to our success in life? Not all habits are bad, and indeed so few are bad as to require the adjective to so designate them. One of the best habits for the student or teacher, or indeed for any young person to acquire is the habit of efficiency. We wonder if young people realize how rare this quality is. Thoroughness in the execution of any given task is a quality above any market value. A well done piece of work is so seldom seen that we hardly appreciate it when it does appear. It is the day of superficiality, in lessons, in teaching, in business, and in trade,—shoddy, filling, padding, fine finish and poor material are the rule. How shall this habit of efficiency be acquired? It seems a truism to say—by doing each task that comes to our hands in the very best manner possible. So long as time, strength, and ability hold out, never to say, "Well that's good enough." To

follow out this practice of doing with our might what our hands find to do, day in day out, throughout the weary, dreary routine, the daily drudgery, is to develop the quality which will make us masters and leaders. "Oh!" we say, "that's the old story." Yes, old in a sense, yet not old enough to have been learned by the majority of the race, and our only hope is that each time it is repeated some one may become a convert to the doctrine, and a single recruit added to the world's efficient ones.

The Chicago Glee Club gave a most pleasing concert in the Chapel, Wednesday evening, Feb. 8. The individual voices were excellent and blended with that peculiar harmony that only long association renders possible. Their trombone quartet was a very pleasing feature as it was also quite unusual. Mr. Dixon's impersonations of the Hoosier character and his recital of James Whitcomb Riley's poems won him much applause. The genial bearing of the performers and their ready responses to their many enthusiastic encores, together with their excellent performance won them many friends, and it is safe to say that even a larger audience would welcome them if they ever should return to California.

Any way you look at it, life-insurance is a good investment. The earlier it is bought, the better the investment. It costs less per year then, and an endowment policy bought early will mature and the investor will have money coming to him in middle life just when he can use it in his business. H. W. Wilson, '91, has an interesting proposition on another page. It's worth investigation.

Many thanks to such of our friends as have responded to our suggestions relative to subscriptions due. There are still many who have overlooked the matter. May we venture another reminder?

ALUMNI DAY

QUESTION BOX.

"The Question Box" opens with some practical questions well answered. We hope our subscribers will use the department freely. It can be made of great value to all.

To what extent should story-telling be used in teaching history in Eighth Grade?

R. A. H.

To the *small* child, historical interest centers around thrilling adventures and strong personalities. His historical world is always *concrete*; always full of action, with its fighting heroes and bloody combats. *History* is, therefore, to him a galloping narrative, a brilliant panorama of mental pictures—a long fascinating *story*.

How different with the pupil of the Eighth Grade! To be sure, the story will always charm and fascinate him—but he is beginning to hunger for the *meaning behind* the story. He wants to know more of the working of "Cause and Effect," and to get at the great social forces underlying the facts of history. He wants to know the "why" as well as the "how" of history. I would therefore, make story-telling incidental, and subordinate to the "searching quiz" that will lead him to do "constructive thinking."

ADA M. NEAL.

Will you kindly name some books useful in Primary work?

AMBITION'S.

TWELVE HELPFUL PRIMARY BOOKS.

1. In the Child's World—Poulsson.
2. Classic Stories—McMurry.
3. Nature Myths—Flora Cook.
4. Grimm's Fairy Tales—Adapted.
5. All About Johnny Jones
—Milton Bradley, Pub.
6. Stories for Children
—Milton Bradley, Pub.
7. Little Children of the Cold
—Lieut. Schwatka

8. Stories of the Red Children
—Ed. Pub. Co.

9. Stories of Colonial Children
—Ed. Pub. Co.

10. Child's Christ Tales
—Flanagan Co., Pub.

11. In Story Land
—Milton Bradley, Pub.

12. Black Beauty—Adapted.
ANNA B. THOMAS.

What would you do to break up profanity among certain groups of boys in the upper grades?

WASHINGTON.

It is very unusual for a boy to have so little respect for his teacher as to use profanity in her presence. Since this is true, make it your business to be with the boys on the play ground so that they will never be sure that the teacher is not within hearing distance.

Make use of every possible opportunity to instill into those boys' minds such a respect for sacred things, for each others and for themselves that profanity will seem to them, what it really is, a degrading thing. Unless they can be made to see it in this light, mere punishment for the offense is almost useless. J. H. A.

Educational Mass Meeting at Belle Vernon.

General opinion holds that the educational meeting held Feb. 3 and 4 at the M. E. church in Belle Vernon, was the most interesting and profitable ever assembled in that section. Certain it is that great credit is due Prof. J. Buell Snyder, of North Belle Vernon, and his able assistants, Mrs. Riddle and others, for gathering together for the meeting, educators of more than local reputation, and assembling large audiences for all the sessions. Among the speakers, Will Grant Chambers of the University of Pittsburgh, Dr. Waitman Barbe, University of W. Va., Dr. H. F. Allen, of W. & J., Dean Connelly, of Carnegie Tech, Asst. Supt. of Fayette Co., W. G.

This means its YOUR day.

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Dugan, and many others for mention of whom space is not available. Mr. Colburn, of the Normal, spoke on "Scientific."

Among the California graduates present were the following: Belie Vernon; Elizabeth Roley, Gertrude Kelley, Susie A. Price, Harriet Steen, Hazel Jones, Mabel Meyers, Harry Ewig, Harry Robinson, Mrs. Emma Robinson, Harriet Kennedy, Francis Elmer, W. H. Cober (Supt.), Olivia Rhodes, Mrs. Minnie Riddle (Prin. Belle Vernon), Lillian Graham; Monessen: Blanche Brightwell, Wade Blackburn, Elsie Mitchell; Webster: J. B. Lineberg, Edith Cunningham; Speers: J. Leslie Roberts, Myrtle Clendennon; Roscoe: Lucy Sphar, Margaret Fallow; Fayette City: Leah Snead, Jeanette Houseman.

A more represent gathering of educators of the valley or a more successful meeting could scarcely be conceived.

Patronize our advertizers and let them know that you saw their names in the REVIEW. They show their interest in us by presenting their claims in our paper. Let us in turn show our appreciation. We want to give our readers a bigger, better paper illustrated. To do this we must have money, and to have money we must have advertisers. To have advertisers we must make it worth their while—Ergo, we say, Patronize our advertizers.

By vote of the Trustees Mrs. Noss and Miss Noss are to move into the building and occupy the rooms recently vacated by Mrs. Meese. They will be a welcome addition to the school family.

CLIO.

Much interest has been shown in recent meetings by the fact that the hall has been filled. That Clio is assured the support of every member can be seen by the preparation which each performer puts upon his number, especially in the debate.

Three numbers which are worthy of special mention are: Boys' chorus by David Rodibaugh, violin solo by Marie Galloway, and a dialogue by Miss Schultz.

Members of last year's class who have visited Clio in the last month are: Mary Davis, Grace Paxton, Bertha McCarty and Daine Hornbeck.

Contestants for Clio:

Reader.....	Amanda Strickler
Essayist.....	Bertha Parker
Orator.....	Walter Moser
Debater.....	Gaza Mika

PHILO.

Philo met in the Chapel on Friday, January 20th and were well entertained by a play: "Obstinacy", given by Messrs Coatsworth, Barnum and Longstreth, and Misses Brown, Cameron and McClain. On the 27th contestants for the annual contest with Clio were elected. The society is to be represented by the following members:

Debater—	Geo. L. Harris of California.
Orator—	Jean M. Cameron of Pittsburgh.
Essayist—	Mary Patton of Aspinwall.
Reader—	Novelia O'Reilly of Monessen.

There is an atmosphere of confidence in the society that is very encouraging, and the contestants are going to do their best to wipe out the record of the last two years.

Mr Longstreth and Miss Hanlon were elected president and vice president respectively, during the month.

DELPHIC SOCIETY.

Although there were some numbers on the different programs that were good, Delphic does not come up to the standard of the leading members.

The reading given by Miss Bertha Grice, the prophesy by Miss Helen Wilson, and the pantomime given by Miss Hazel Aurley and Miss Ada Hawkins were good.

At the meeting of January the twenty-seventh a chorus was formed by the aid of Miss Neal, and at the next meeting it did excellent work, adding much to the pleasure and interest of the meeting. Much credit should be given to the chorister, Mr. Roy Keys.

On Feb. 10 a joint meeting was held with Clio, Delphic being the guests of Clio in the Chapel.

A. H.

The reason why most boys read cheap, sensational papers is that they haven't anything else. If you've ever stopped to think the good reading for young people is rather scarce—But put the *Youth's Companion* in a house as soon as they begin to read, and they'll form good taste. Then you can't hire them to read "Diamond Dick." This is not theory—two generations have proved it.

And from sunup till you "hit the hay,"

Just about once in a life time occurs an opportunity like that offered the community and school Feb. 28. That is the date of the Welsh Choir concert. Don't fail to hear it.

Athletics and Scholarship in the High School.

The percentage of boys who drop out at the bottom during their high school days is woefully large. Sometimes laziness is at the bottom of the trouble, though rarely, sometimes it is lack of natural talents to keep the pace, and sometimes the boy and the curriculum do not fit each other. Athletics may be made a means of helping to get the boy over the difficulties of these various kinds, if rightly managed.

Sometimes it is pointed out by critics that the athletes of a school are at the bottom of their class in point of scholarship, but this is by no means a universal fact. It cannot be argued that athletics is the cause of such a fact even when it exists, for brains and brawn do not always go together. But if the boy has his share of natural endowments his place in the school team should prod him to make a showing in the scholastic departments also. No one should be allowed a place on a team if his scholarship is defective, for the school thereby puts a stamp of distinction upon mere brawn, and it cannot afford to do that; the power of athletics as the teacher's ally in urging hard work is thereby lost also. Even though a good athletic team may be a good advertisement for a school, it is a losing proposition in the long run to keep a player on the team merely because he can play a certain game well. No school can afford to finance a team and stand sponsor for it merely for the sport of the game; that is for the athletic clubs and sporting-magnates to do while the school should be busied with other matters. Education through sports must be the object always.

The boy who is not a laggard in his

work, and earnestly tries, but has his difficulties, is helped by athletics equally much. It is not his purposes that need building up, but his capacities. The red blood, open arteries, and full lungs gained by systematic and regular exercise are necessary to keep his body at its best; and the limited powers he does possess will be still more limited if he does not have the benefit of a vigorous physique. Submitting to the rules of the game trains toward system in other effort, indirectly helping in his study. This same influence will help the unruly, disorderly boy, and often the first steps toward law-abiding conduct come from the necessity of playing according to the rules.

Finally, there is something undefinable in the way of broader life and wider thinking that appears in the boy who has participated in athletic contests. That he should have taken a stand in stubborn contest for something right, does unmistakably put self reliance and self-confidence in him. It is somewhat the same thing that appears in a man who has travelled considerably. The "bookish" boy needs this to round out his training. The school authorities should keep control of all athletic activities and so direct things that those needing the benefits shall get their chance.

R. O. W.

The Reading Outfit.

An ancient story relates that while a royal officer was improving the time occupied in a chariot trip through the country by conning a manuscript, he overtook a pedestrian who perceiving what the other was reading inquired pertinently, "Understandest thou what thou readest?" The story is familiar.

What answer would most students make if in the midst of their studies or reading the same pointed question were put—"Understandest thou what thou readest?" A truthful answer to the question would afford an explanation of the success or failure of many a student. The one scans the

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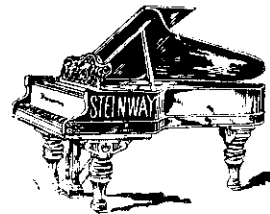
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words and *may* understand; the other, equipped with a "reader's outfit," makes the words and sentences give over their meaning and *must* understand. And what is the equipment? Four simple but essential articles, the proper use of which mark the difference between the man who understands and the one who does not,—the scholar and the sloven. They are—a dictionary, an atlas, a lead pencil, and a small pad of paper or memorandum book.

Of course with some things we read the understanding does not matter, and some others we understand without effort. In general, such stuff is not worth reading at all, even for recreation.

But if our reading is worth while, we are often running across new words, geographical references with which we are not familiar, and references and allusions to matters that are quite beyond our ken. The lazy, slovenly reader passes these over, satisfied if he can get a vague general idea of the sentence or paragraph; the alert, careful reader with a scholar's instincts turns upon them his battery of dictionary, atlas, pencil and pad, calls upon them to stand and deliver all they have concealed about their persons.

The new word,—learn its meaning, its pronunciation; search out its antecedents and associations, for you may wish to associate with it the rest of your life. If it is a parvenu, and keeps bad company, cut it. Words, like men, are known by the company they keep. By this process of selection you will form a good vocabulary, which, by the way, we should pick as carefully as our friends.

Nothing is more surprising than the negligence with which many persons pass over the geographical references. Some geographical references may properly be overlooked. Stevenson's "Travels with a Donkey," for instance, would lose none of its charm if all the geographical names were fictitious, or referred to the

moon. To search out his itinerary on a map would resemble using the statue of Apollo for the purposes of the study of anatomy.

But most geographical references are significant and afford a means for extending a branch of knowledge which, with many, ceases to advance after leaving the elementary school. In many instances, indeed, the significance of a whole passage is lost through this slovenly habit of "letting things slide." If we read, we read to understand, and if we understand we must make the effort.

Most students do not own a set of encyclopedias in which to hunt down technical matters, and allusions to people and events unfamiliar to them. Here the pencil and pad come in. We jot down the allusion and at the earliest opportunity we run it to earth in the library. If the matter is worth while we take a note or two, index it, and mark the passage in our reading correspondingly.

One more use of the pencil may be suggested. Many readers mark their books. A line at the side of a favorite or significant passage assists in finding it again, and adds pleasure to a second reading of the book if we pass that way again. Did you ever read a marked book and interpret the intellectual interest of a previous reader by pausing where he paused? If not, a new pleasure awaits you.

So far as serious *study* goes, some such method as above suggested is imperative. A half understood passage is only half remembered, and careless, indolent habits of study bring their reward quickly—mediocrity and superficiality. The world is too full already of mediocre men and women. And for general reading outside the very lightest, which, by the way, should find but little place with a teacher, and that simply for recreation—if you have never tried reading with an "outfit," begin at once and you will realize that you have

All the girls of yester year

Perhaps you have been thinking of carrying some life insurance.

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"O," some one objects, "all this is too much work, which you have been suggesting. And it will get between one and the context." But it is not so. It enables one to get at the author's real thought, and gradually the call for the dictionary, the atlas, and the pencil becomes less and less, a real sense of mastery possesses one, and one realizes a depth of appreciation and breadth of view hitherto unknown.

Among your acquaintance you may be fortunate enough to know some one whose literary background is deep, whose breadth of view and fund of information astonishes you. The chances are a thousand to one, that if you will inquire, he has followed some such method in his reading.

As far as the danger of pedantry goes, if one reads for pleasure and not for information alone—there is no such danger. Does the botanist who can analyze the rose love its fragrance any the less or he who knows the relation between the tides and the moon find less joy in the spray dashing up in molten silver on a rock-bound coast? The deeper the knowledge, the purer the joy.

Cause and Effect.

A small group of students, all graduates from the same preparatory school, were remarked for their earnestness and fidelity to their tasks in the Normal School. "We all feel," said one of them when comment was made in the matter, "we all feel that we must never disappoint Mrs. Jones, our old teacher. We couldn't bear to do that."

The teacher, a little sweet faced woman, with her soul in her eyes, said, when congratulated on her work: "I'm afraid I make my work too much of a personal matter. It takes hold of me so that I carry it with me day and night. I've tried each year to learn to look at it im-

personally as many are able, but each time I fail."

Putting the comment of the student with that of the teacher we have the question and the answer, or both sides of the equation. The teacher puts herself into the work, and in return there comes the personal response, and the students feel the personal responsibility, and put themselves into the work in return. "Whatsoever a man soweth, that also shall he reap." A rich, loving, strong, personality sown by the teacher will reap in return rich and strong personalities in the pupils. The most valuable thing that the true teacher can give his pupils is himself.

Base Ball.

The base-ball schedule for the coming season has been adopted and is published herewith. Negotiations are going on with the Anderson School of Altoona for the open date of May 30.

Among the familiar faces to be found on the team again this year are, Coatsworth, Barnum, Diebolt, Hay, Wilson, and Mc-Murrough.

The schedule as adopted by the Athletic committee is as follows:

April 22—W. and J. at Washington.

April 26—Uniontown H. S. at Uniontown.

April 29—Connellsville H. S. at California.

May 3—Pittsburg College at Pittsburg.

May 6—Grove City at Grove City.

May 13—Pitt Independents at California.

May 17—St. Vincent College at Beatty.

May 20—Pittsburg College at California.

May 22—Grove City College at California.

May 24—Waynesburg College at California.

May 27—Uniontown H. S. at California.

May 30—Open.

June 3—Connellsville H. S. at Con-

(Continued on page 16.)

And "peach-baskets" are coming.

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nellsville.

June 7—Slippery Rock at Slippery Rock.

June 10—Waynesburg at Waynesburg.

June 14—Slippery Rock at California.

June 23—Pittsburg College at California.

June 27—Alumni Game.

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