

The Normal Review

VOL. XXI.

CALIFORNIA, PA., JUNE 1911

No. 9

CALENDAR OF COMMENCEMENT WEEK 1911

SATURDAY, JUNE 24TH

8:00 P. M.—Principal's Reception to Members of the Senior Class, Faculty and Trustees.

SUNDAY, JUNE 25TH

10:30 A. M.—Baccalaureate Address, Principal H. B. Davis.

8:00 P. M.—Vesper Service—Sermon by W. A. Bartlett, D. D., Hartford, Conn.

MONDAY, JUNE 26TH

Alumni Day.

2:30 P. M.—Informal Class Reunions.

3:30 P. M.—Grand Concert, given by pupils of the Musical Departments.

6:00 P. M.—Business meeting of the Alumni.

7:00 P. M.—Banquet.

After Dinner Speakers.

Hon. William E. Crow

Hon. Henry Houck

Dr. D. C. Murphy

Hon. Sylvester R. Rush

Mrs. Mary G. Noss

TUESDAY, JUNE 27TH

9:00 A. M.—Middle Class Play—"A Mid-summer Night's Dream."

2:00 P. M.—Annual Baseball Game—Alumni vs. the School.

8:00 P. M.—Annual Contest between the Clionian and Philomathean Literary Societies.

WEDNESDAY, JUNE 28TH

9:30 A. M.—Commencement Exercises.

Address—F. J. McConnell, Ph. D., President DePauw University—"Education and the Community."

2:00 P. M.—Senior Class Exercises.

You are cordially invited to attend any or all of the Commencement exercises.

Academic Costumes will be in order on Baccalaureate Sunday and Commencement Day.

NOTICE.

All Alumni are cordially invited to the Reunion June 26th. Owing to the number of letters sent out and the incorrect addresses in the Alumni register some one may have unintentionally been omitted. All are urged to come.

To insure reservation write J. B.

Smith, Registrar, enclosing \$2.00 for banquet and Association expenses.

Margaret Craven Drum,
Secretary.

Alumni Association.

The following letter is printed in the REVIEW, as not all addresses of Alumni were available:

On Jan. 30, your committee met at the Seventh Avenue Hotel, Pittsburg, and practically completed plans for the triennial reunion and banquet to be held June 26, 1911.

At the business meeting preceding the banquet, many important questions will be considered relative to the future of our organization. Action will also be taken regarding an alumni memorial for our late principal, Dr. Theo. B. Noss. The detailed arrangements that are made will insure each alumnus an enjoyable visit at the Alma Mater. Alumni headquarters will be in the Library, where a local committee will see that suitable quarters are provided for each alumnus.

Everything points to one of the most notable reunions ever held at the old school. Additional interest will be given the occasion by the presence of the only two living ex-principals, Dr. C. L. Ehrenfeld and Prof. G. P. Beard. In the interest of the school and of our organization, and for the sake of "Auld Lang Syne," plan to come.

MARGARET CRAVEN DRUM.

What arrangements have you made to meet your old friends and class mates June 26th?

Informal class reunions will be held on the campus the afternoon of June 26th.

Do you know that a well known band will furnish the music for the entire day—June 26th?

Hon. S. R. Rush, class of 1882, of Omaha, Nebraska, is to be one of the speakers at the Banquet June 26th. Also Senator Wm. E. Crow of Uniontown.

Ex-state superintendent, Henry Houck, will address the Alumni.

Surely the local alumni will be here June 26th if Alumni can journey from Nebraska, Montana and other western states.

The Alumni will have an important and interesting business meeting June 26th, just preceding the banquet.

Have you a committee in mind for the next reunion?

Dr. D. C. Murphy, a former graduate and now a teacher at Slippery Rock, will be present and address the Alumni. Mrs. Noss of our own faculty is one of the speakers.

Former principal, Geo. P. Beard, now of Knoxville, Tennessee, will be present June 26th, also former principal C. L. Ehrenfeld.

May Day.

The observance of May Day is an English custom, which probably dates back to the Roman conquest of Britain. It was at its height in the sixteenth and seventeenth centuries, when, on a spring morning in the 'beautiful month of May' all gathered from the fields the hawthorn boughs and blossoms and bore them home to the accompaniment of music. This ceremony was known as the "Bringing Home of May."

A May Pole was erected, garlanded with flowers and ribbons, and homage paid to the fairest and most popular maiden, the May Queen. Merry was the dance around the May Pole, as that of the Roman youths and maidens celebrating their calends of

May in honor of Flora.

In recent years there has been a tendency to revive many ancient customs and a growing interest in May Day, has developed in the schools and colleges.

"Whan that the month of May
Is commen and that I here the foules syng
And that the flours gynnem for to sprynge
Farwel my boke, and my devocion!"

We, too, feel the call of the "sweet-out-of-doors" and set apart one pre-eminent spring day—May Day—on which to pay our devotion to the season.

In a long procession, led by the Queen of the May, came these merry-makers—the children, His Highness, the mayor of the town, the monk and the friar, the butcher, the cobbler, the forrester, all ages, all classes, all trades paying homage to their Queen of the May.

In truth, it was a living England of the older days, and yet, typically American, for there, under the beautiful trees on our campus, gathered, not only those of all classes, but those of all nations, united in frolic and fealty to the one Queen, the incarnation of the sweetness of the birds' songs and the beauty of the spring flowers.

PROGRAM

May Pageant—lead by May Queen..... Ruth Rice
March of Nations
Mulberry Bush } Grade I
German Clap Dance }
Drawing a Bucket of Water } Grade II
Duck Dance }
Columbia Drill.....Grades V and VI
Rope Jumping } Grade III
Indian Dance }
May Pole } Grade IV
Piper of Hamelin }
Pageant..... Grade VII
Irish Jig.....Grade VIII
Tarantella—Contra Danza...By eight Italian men
in costume
Morris Dancers
Scotch Reel } Girls from the Grades
Hornpipe }
Hungarian Dances.....A. Babiarz
Floral Arch March
May Pole Dance
Japanese Lantern March
Concert on the Campus

Visitors—Edith Cunningham, Edith Mihelm, of class 1910.

A Hindrance in High School Efficiency.

Germany is pointed out as a country with a "Model Educational System." World tourists speak about it in glowing terms. Speaking in general terms we may call their schools the "Pride of their Nation." However, we have a tendency to overlook the fact that the German boy is forced into the mold of the social and industrial class of his father. We may not recognize the fact that the better class of German citizens would not think of sending their children to the (Folk Schule) common schools. They are sent to special schools where their parents pay for first class instruction that prepares them for the avenues of higher professional, political and social life.

We raise the question: Does the development of a higher educational system tend to make class distinction in this country? At first thought we may snub the idea as being unthinkable in America. But he that snubs might better sit up and take a second thought. In some states we have the Academy competing side by side with the best High Schools in the country. The aristocratic gentleman living next door to a first class High School sends his children to the private school where they may be isolated from the bulk of common school pupils.

However, we may kindly grant him that privilege and look with delight upon our school system which opens the way for the common boy that he may rank with the first class students in our best colleges and universities.

Let us halt for observation once more. The Sage Foundation has gathered these statistics: Of every 18 children that enter the first grade, 10 finish the fifth grade, five the eighth grade, and one the High School. No one will believe that this represents the comparative ability of these children. There must be some

other cause for this extensive withdrawal from our schools. There may be numerous causes but it is our desire to consider at this time one of the tendencies toward class difference. Many of our well-to-do citizens are the best supporters of our High Schools. This condition is not to be discouraged even if this class should furnish the larger number of graduates in these schools, but we should discourage any tendency to make the customs or environment such as would discourage the individual of more humble circumstances. To keep a girl or two in the latest styles of the day for three or four years in a high school, is no little task for a laboring man. Our lady teachers frequently use all their salary to keep themselves on a par with these High School "Smashers." Then think of the parents who would shun to think of seeing their children on the commencement rostrum because of the meager means for procuring the display. Each girl shall have two or more outfits largely composed of that class of luxuries for which the consumer pays four times the cost of production. Then there are gifts, jewelry, pins, class insignia, flowers, social functions, hacks, automobiles and all the regalia that attaches itself to the occasion. Here prevails the idea that one were "better out of the world than out of style." Many therefore never enter these portals but early conclude that such opportunities could not be intended for them. Many more satiate their desires on this occasion and don't dare to risk a like attempt in some college or higher educational institution. In these higher institutions we might well extend our discussion on the waste and difficulties that block the way for the poor girl and boy. It is not my desire to enter this field any more than to state that three-fourths of our High School work is on the basis of a preparatory course for a more advanced training. Here again the school looses

its attraction to the child that does not dare himself to dream of such great future possibilities.

A criticism without a remedy is very unpraiseworthy. A word of appreciation is in place in reference to the attitude of some Boards of Directors. This is true where the Boards furnish caps and gowns and require their use at all commencement week occasions. This makes it possible for all students to appear with like dignity and appreciation of the day. I could not uphold the idea that it should be desirable to bring university customs and paraphernalia into the High School but should place myself amongst the first to hold such rites sacred to the higher ideals which they characterize. However, in this case the good outweighs the bad. The members of the class are all on a par with the best and may rank exactly as merit places them.

We should do well in placing a premium on the poor fellow that will dare to sacrifice his way through these schools. Some financial assistance should be secured for worthy families. The good schools will always maintain a sentiment of favor and appreciation for the fellow that strives to keep himself in school and every possible opportunity of encouragement should be offered. I point with appreciation to another Board that furnished solid cash to assist a worthy student that could not otherwise have continued the work. The boy that carries papers or does the janitor work is no less worthy of the highest class or school honors than any other member of his class.

We will do well in avoiding high school customs and courses adapted to well-to-do citizens at the expense of the demands of the average citizen. In place of these conditions we should substitute customs and sentiments that would arouse the desires of the average child and give him the course that would more likely enhance

his personal, intellectual and industrial equation. Let us then swell the chorus of those who demand the school that gives the boy and the girl "A Chance."

W. F. H. WENTZEL.

[A simple solution of the matter would be an agreement upon the part of secondary schools on some distinctive type of academic costume for their graduates, thus obviating the use of the college gown. These could be owned by the directors and rented at a small price. Then if the authorities fix a limit to expenditures for public display, as is done in some schools, the tendency to graduation extravagance could be effectively checked.—Ed.]

Passion Play.

Saturday May 27, in the Normal auditorium the Italians of California gave an Italian version of the Passion Play. The costumes were elaborate, the reading of the lines animated and the general effect impressive even to those who were not able to understand the language. The play lasted from 6:30 to 11:30. The audience was small.

Faculty Lecture.

Mr. Kinsley on June 1st, gave a reading, the last number of the Faculty Lecture Course. His first number was "The Monkey's Paw" by W. W. Jacobs, his second, "How Reuben Played." Both numbers were enthusiastically received. Miss Noss favored the audience between numbers with a piano solo.

Miss Julia Hopwood, class of 1904, has just been elected to fill a vacancy in the first grade work, Longfellow Public School, Riverside, California. Miss Anna Koontz, class of 1902, is a teacher in the same building. Miss Hopwood sends greetings to her Normal friends.

SENIOR CLASS NOTES.

CLASS OFFICERS.

President.....	Thomas Longstreth
Vice President.....	Anna Duff
Secretary.....	Edith Boyd
Treasurer.....	Elizabeth Spragg
Marshalls {	Lawrence Lytle
	Ralph Bradford

The class of 1911 has been leaving some landmarks on the campus to which they can return in the years that are to come and call up some of the experiences of the past. On April 27, a tree was planted on the north campus. The exercises were largely attended. The program was as follows:

Oration.....	Gladys Porter
Presentation.....	Kathryn Metz
Response.....	G. G. Hertzog
Tree Song.....	Senior Class
Planting of Tree.....	Senior Class

On May 25 another emblem was left, this time an ivy.

PROGRAM.

Oration.....	Susan Bowlin
Ode.....	Mary Hathaway
Planting of Ivy.....	Senior Class
Song.....	Senior Class

Tree Day Oration.

Classmates: From the rocky coast of Norway, the land of the midnight sun, of deep mountain fiords, and of tempestuous storms, comes a tree that has weathered the gales of that stern clime and flourishes an ornament and a beauty in others.

The Norway Maple, the tree that we plant today, has under the most unfavorable conditions flourished and beautified its native land. It will surely then, situated as it will be, among the most auspicious surroundings, grow and become an ornament to our school campus.

The example which this tree gives us in the attainment of perfection in spite of all obstacles should be an encouragement to us for doing the same. It should teach us that perseverance and endurance are qualities which will triumph over all opposition.

Soon we, like the Norway Maple, shall

be placed in the midst of new environments. But unlike it, which has been transplanted to a more favorable land than before, we may be destined to enter less auspicious places, there to take up the serious work of life. It may be our destiny to face trials and hardships that we have never known heretofore. We should take this tree as our example, and resolve that wherever we go, whatever task may be ours to perform, we will develop into nobler and better men and women.

Consequently, the class of 1911 should march onward and upward until it shall be pointed to with pride by the school. Just as the tree which we plant today shall become an object of our pride.

Our class cannot take its place as the leader of others if every individual does not work for its embellishment. Just as our tree cannot live and grow if each part does not perform its function.

The tree to us should be an ennobling example. It should enable us to keep before our minds the principle that every life, even in its darkest can have its every moment jeweled with a joy that comes from a sense of having done worthily and well all that it was designed to do and of having attained the highest being it was destined to be.

Let us so live, that should we return in after years and look upon our tree, an example of beauty and grandeur, we shall be able to look upon the deeds of our class as of the same character.

Our future holds out to us boundless possibilities of success. We are to go forth equipped for the struggles of life and by constant effort all of us may attain the bright pathway of honor and prosperity.

Let us then, individually, resolve that we will make our class, just as our tree will be, an emblem of the highest and best that can be attained, "a thing of beauty and a joy forever."

GLADYS PORTER.

Tree Presentation.

APRIL 27, 1911, 4:15 P. M.

On this memorable day in the history of our class, we meet to plant the tree which shall continue to be a reminder of us long after the class has departed from the school.

Foremost among nature's beauties stand trees, and one having a mind susceptible to the beautiful cannot look about him without beholding these most beautiful objects. Wherever we roam, in garden, field, or forest, we find the gospel of growth preached to us by those ministers of nature. There is something nobly simple and pure in a taste for the cultivation of trees. It argues a sweet and generous nature to have this strong relish for the beauties of vegetation, and this friendship for the hardy and glorious sons of the forest. There is a grandeur of thought connected with this part of rural economy.

He who plants an oak looks forward to future ages and plants for prosperity. Nothing can be less selfish than this. So it is with our presentation of this tree to the school. We give it with the thought that enjoyment will be derived, not by our class, but by the classes to come. They will enjoy the growth, the shade, the beauty as it holds its green sunshade over their heads, talking to them with its hundred thousand whispering tongues, looking down on them with that sweet meekness which belongs to huge but limited organisms. One perceives this meekness most clearly in the patient posture, the outstretched arms and drooping robes of these vast beings, which are endowed with life; which outgrow us and outlive us.

In olden times people have shown their gratitude by material gifts of money value. These things may soon have suffered neglect and misery; and may have been of no real service nor a source of joy to any person. Instead of bringing material gifts of money value to show our appreciation,

we have brought this tree, a thing which lives and grows and reaches skyward, each year renewing its growth, each year adding to what has been before. We ask you to accept this in the spirit in which it is given.

Dear Maple Tree, we would that we might care for you through the years to come—but this is denied us, for this day with the ceremonies of this hour, marks the beginning of the closing exercises of the class of 1911.

Months have been spent within these walls in careful preparation for a life of activity elsewhere. In a few weeks diplomas will be handed to us and we must go from these scenes made sacred by associations; but we leave you, dear tree, here—in the care of this noble institution. We give you, Maple Tree, to the school. May you live and grow, and by the river's winding shore may you stand for evermore, symbolical of the class of 1911.

KATHRYN METZ.

Class Song—1911.

WORDS BY RUTH HARVEY.

Tune—"Love's Old Sweet Song"

Here's to the class that wears the white and gold!
Toward her our hearts and thoughts shall ne'er
grow cold,
For the Old Normal we've a love that's true,
Love such as schoolmates we have had for you,
Honor this school so long as she may last;
Love we all owe her for the pleasures past.

Chorus

Just another morning,
Just a few more hours,
Then will Nineteen Eleven leave this
school of ours.
'Tis with heavy hearts that we leave
each friend,
And our happy school days come to an
end,
Our dear old school days end.

II

Dear old classmates, we must say farewell,
As we prepare life's journey to begin,
Out of this gay and happy throng we go
Out of these dear old walls into the unknown,
And through our life wherever we may roam,
We will remember still the C. N. S.

Chorus.

Just another greeting, then a sad fare-
well,
Then will Nineteen Eleven leave this
school of ours,
To all future classes great success we
wish,
'Till they ever striving reach the goal,
Reach at last the goal.

Ivy Day Oration.

Standing on the western plains one may view the summit of the Rocky Mountains in the distance towering high above the surrounding landscape. Like the sphinx of old they invite thought—the riddle of their own formation, the problem of force that drives the great chisel of nature, and stolidly they maintain their lordly composure. As the snow-capped Rockies rise majestically above the plains, so there is ever in our lives a nobler, truer, more exalted self toward which we aspire—an ideal that in grandeur and beauty far exceeds the splendor of the Rockies; an ideal which no man has ever attained, but the striving for which lifts us from the common daily tasks of life and spurs us on to higher, nobler achievements. So in all of us there is a spark of love for the better things of life—sometimes the weak cry of conscience.

In our moments of fancy there come to us thoughts that thrill us, but before we can frame them in language they are gone. I imagine the most sublime poem ever written by our greatest poet seemed to the author to convey but poorly the magnificent thoughts which came to him in his moments of reverie; the most exquisite picture ever painted by artist's brush seemed but faintly to depict the vision of the artist. Thus our ideals are unrealizable, but such fanciful dreams have haunted every noble soul. It has been said that "excellence is perpetual and all of it exists in vision before it exists in fact." Yet without these visions and a steadfast devotion to all that they suggest no great literature or art is possible.

Without this dream of excellence forever receding and forever pursued Bunyan could never have produced "Pilgrim's Progress," or Milton that immortal poem, "Paradise Lost."

The idealizing power of the race is the strongest force in its development. The literature and art of a country will be the revelation of its soul—the embodiment of its ideals.

We have gathered here today that by the planting of this ivy we may leave to the unnumbered thousands who shall in the future gather within these walls, some visible symbol of the earnest endeavor put forth during the years we have spent here; some symbol of the hope that lightens our hearts as we go out to meet the tasks of life; some symbol, perhaps, of the ideal we shall strive to attain in future years. This vine will send out its tiny branches into the air and sunlight searching for food that in time will enable it to climb to the top of these walls. So the opportunities extended to us in this institution by association with teachers and fellow students are the seeds that fostered by the sunlight of love for our fellowmen and the dews of hope are to germinate and ripen into deeds of helpfulness.

It is true this ivy will not become a perfect plant. Wind and frost will do their best to blight the branches which are ever reaching upward and outward. It is true that our lives will not be perfect lives. In the vast and unknown sea of time many of us shall be sadly buffeted by the waves. But if we are ever true to the noble ideal which we have had placed before us in our school life here, we too may have a part in making the world happier because of our vision. We may not conquer a nation or free a race, but we may each of us win the plaudit, "Well done."

SUSAN BOWLIN.

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Salvete atque Valete.

TO THE CLASS OF 1911.

At last the days draw nigh for the consummation of your hopes and the crowning of the endeavors of these long years. A few examinations to pass and then, with the seal of the state's approval, you step forth full fledged, certified teachers. You who have for so long a time been receiving and absorbing, will in turn give out, and be used for the upbuilding of others. But when upon Commencement Day you step back among your fellows with your diplomas in your hands, let it not be with the feeling that your task is done and your education completed. It is at this very point that many a student has met disaster, if not complete shipwreck. Having taken no longer view than up to graduation, he has upon that day looked upon his course of training as completed, bound as it were the pages of his mind, and sealed them close with his diploma. Nothing could be further from the truth. He actually steps out into the world with a foundation, meagre enough at the best, upon which he may build his education. Academically he is somewhat less well informed than the college fresh-

man. Professionally he has had training and experience enough to familiarize him with much of the best theory, and a little practice in method so that he may start right. Upon these foundations he may build. Every year consciously and unconsciously, if you are to be a true scholar, you will add from every source at your command. As the mind matures and you have occasion to draw upon the resources here acquired, much that is now vague will come into bold relief; much that appears dissociated will drop into proper relations. In the work of your life, you shall find the real examinations. Even the best will find wide seams in his armor, and at times feel himself exposed almost naked to his enemies. Therefore the teacher should form habits of study, setting apart some hours of every day for reading to broaden and deepen the mental powers. The close of every day should see a review of the day's work to correct the errors and advance the successes.

You have been chosen for a responsible and sacred calling—second, if at all, to the ministry only. It is not many generations since only the clergy could teach, and all education was in the hands of the church. Education has since that time been constantly growing unsectarian, and unreligious (not irreligious, mark). But the sacred character of the truth, and the demand of consecration upon the part of its servants was never greater. You are servants of the State, to be sure, but in a vastly larger measure you are emissaries of the truth—not sectarian truth, not local truth, not Pennsylvanian truth, not capitalistic or labor truth, but *The Truth, God's Truth*. It behoves you then both to see true and be true. More we would add but space forbids. To live up to your high calling you must put forth conscious effort to acquire truth, and, with steady purpose, to be guided by it.

"Build thou more stately mansions, O my soul
 As the swift seasons roll!
 Leave thy low vaulted past!
 Let each new temple, nobler than the last,
 Shut thee from heaven with a dome more vast,
 'Till thou at length art free,
 Leaving thine out-grown shell by life's un-
 resting sea!"

Ode—Ivy Day.

MARY K. HATHAWAY.

'Tis well for each of us to praise
 'Mid daily tasks and sundry cares,
 On this, the Ivy Day, because
 A retrospective look she wears;
 And gazing backward o'er the year,
 Each finds some treasures rich and dear;
 Symbolic love we plant this day,
 To live when we are far away.

The time spent here seems short indeed,
 And yet how much of worth and gain
 Is ours to meet the future need
 Of life! As out upon its plain,
 We bravely face the coming storm;
 The dark hued clouds which quickly form,
 And speak some joy, but more of strife,
 For this in form and truth is life.

The ivy slowly climbs and creeps,
 Yet surely reaches up and on;
 Yea steadily it upward keeps
 Until the top is reached, anon;
 And firmly clinging to the tower
 Abides its little destined hour,
 A thing of beauty and of power,
 Compared to some poor fragile flower.

And as the ivy clings and cleaves,
 May you as fondly, truly too
 To all the good the past year leaves
 Of honor, truth, and worth to you;
 May all your hope and joy remain,
 Yea, all the knowledge that you claim,
 All things that helpful are and true
 Keep fresh as early morning dew.

Thus take from out the year just past
 Into the coming bright new year,
 All courage, hope, and truth thou hast,
 But leave a single, lonely tear
 For failures, faults, yea, doubts and fears,
 Which will beset the coming years,
 And trust that time shall gently steal
 The failures we so keenly feel.

Each one has hopes most bright and fair,
 And some perhaps shall win a name,
 But all will not a title bear,
 For some shall never know of fame;
 But if he plays his humble part,
 Act well the dictates of his heart,
 Perhaps his gain is just as great
 As his of fame or vast estate.

The ivy we have met to plant
 In recollection of the life
 Of toil and study, which may grant
 An inspiration, strong and rife,
 To keep us, now and ever, near
 The higher things, which cost us dear,
 But yet whose value is far more
 Than precious gems from treasure store.
 In after years when we are gone,
 And others come to take our place,
 The ivy still upon the lawn
 Shall grow and greet each smiling face;
 And though we may be far away,
 Yet still our thoughts will ever stray
 Back to the dear old stately school,
 Where love and faith and honor rule.

Oh! that your days could be so bright
 That e'en the sunset's golden glow
 Should wish to linger with its light,
 And ever keep on burning low
 That it might make your happy day
 Continue 'til you pass away,
 A never ending joyous one;
 E'en then, the day be just begun.

The saddest time you ever knew,
 Fond hope now trusts is long since past,
 May each new day that comes to you
 Be brighter, better than the last;
 God grant to you the very best
 That life can give you of its zest;
 And stronger may you grow each day,
 For time wings swift its flight away.

We welcome those this Ivy Day
 Who after us will fill these halls;
 And now before we end our stay,
 Let's pledge our faith where honor calls;
 To thee, our school, we give our love;
 We trust that blessings from above
 May richly bless thee e're they pass
 Our Alma Mater, and our class.

Alliance Francais.

On Saturday evening, April 22, French VI entertained the Alliance in the chapel. The chief feature of the program was the comedy "Le Jeu de l'Amour et du Hasard" by Marivaux. What Goldsmith did in "She Stoops to Conquer" in 1772, Marivaux had done a half century earlier in this play. In both comedies the heroine is disguised as a maid, but Marivaux has a double disguise which adds interest and complexity to the situation. Orgon, the father of Silvia, wants her to marry Dorante, but Silvia wishes to study him first under the disguise of her maid, Lisette, who takes her place as mistress. Dorante, in the same way has exchanged roles with his valet Pasquin. Orgon and his son, Mario, are highly amused at the embarrassment of Silvia who is caught in her own trap and falls in love with the charming Dorante, while Lisette and Pasquin play the lord and lady in the most amusing manner.

Miss Harrigan as Silvia interpreted her part excellently and Miss O'Reilly as Dorante gave a clever and thoroughly amusing presentation. That the whole cast spoke good French throughout the

three acts was proved by the fact that the French people present in the audience understood it very easily and were amused at the proper places.

The cast:

Orgon.....Goldie Minehart
 Silvia.....Emma Harrigan
 Lisette.....Louise Haulon
 Mario.....Mary Fisher
 Dorante.....Novelia O'Reilly
 Pasquin.....Elizabeth Spragg
 A Valet.....Edith Boyl

French I entertained the Alliance in Clio Hall on Saturday evening, May 27th.

The program was as follows:

Song from Gluck's Orpheus...Miss Dorothy Lamb
 Play—La Cigale chez les Fourmis by Legouve
 and Labiche.

Cast:

M. Chameroy—retired business man.....
Miss Ruby Charles
 Mme Chameroy.....Miss Rockwell
 Henriette—their daughter.....Miss Pillsbury
 Paul—a friend.....Miss Haire
 A servant.....Miss Bessie Ward
 Song—L'Esclave by Lalo.....Miss Dora Drum
 Poem—La Lune Blanche.....Miss Harrigan
 Song—Obstination.....Miss Lamb
 Conspiracy Scene from Hernani by Victor
 Hugo.....French II
 Game—Sur le Pont d'Avignon.....French I

The meeting is one of the best the Alliance has had this year and French I is to be commended for the play. The cast knew their parts thoroughly, and acted well. Miss Pillsbury gave an especially natural and vivid interpretation.

The last meeting of the Alliance Francaise for 1911 was held on the north campus at 8 o'clock on June 10. Moliere's Bourgeois Gentilhomme was presented in five acts. Moliere is the greatest French writer of comedy. In each of his plays he attacks some fault of the people of his time. In this play it is the vanity of the people of the middle class who ape the nobility which he ridicules.

The cast:

Monsieur Jourdain.....Miss Mary Noss
 Madame Jourdain.....Miss Bertha Charles, 1911
 Lucile, their daughter.....Miss Pearl Chalfant, 1910
 Cleonte, her lover.....Miss Agnes Redding, 1912
 Covielle, his friend.....Miss Gertrude Kelly, 1910
 Nicole, servant of M. Jourdain.....
Miss Golden Tarr, 1910

Music Master.....Miss Marie Galloway, 1912
 Dancing Master.....Miss Harriet Kennedy, 1910
 Master of Philosophy.....Miss Vida Goehring, 1910
 Pupil of Music Master.....Miss Bertha Charles
 Lackeys of M. Jourdain.....Miss Irene Davis
 and Miss Esther Stockdale

The songs by Miss Cornell and Miss Lamb and the poem, "The White Moon" recited by Miss Harrigan were very pleasing and well adapted to the out-door setting.

ATHLETICS.

After a series of reverses against strong college teams the Normal is now playing very creditably. Uniontown High School was defeated at California May 27 by a score of 8-6. Rich pitched a good game throughout and deserved to win.

On Wednesday, June 7, the boys went to Slippery Rock and met the much heralded team of that place. Slippery Rock had defeated Grove City and Westminster and were confident of an easy victory over California, but were played to a standstill. Hay pitched in his old form and received good support. The Normal led all the way and at the beginning of the ninth inning the score stood 4-1. The game was to have been called at 5 o'clock and when Slippery Rock came to bat for the last time it was just 5 p. m. The Normal, however, agreed to finish the inning, and in this inning the home team tied the score. They then wanted to play longer, but California held them to their agreement and refused to play longer. The game was reported as forfeited to Slippery Rock, which was manifestly impossible, as an agreement had been made to close the game. Bell, for California, excelled at bat, securing three clean hits in four trials, while the sacrifice hitting of McMurrrough and Barnum aided the Normal in tight places.

The score:

	CALIFORNIA NORMAL					
	A	B	R	H	P	O
Coatsworth, 1b.....	5	2	2	7	0	0

McMurrrough, cf.....	3	1	2	1	1	0
Daniels, lf.....	4	1	3	0	0	0
Barnum, 3b.....	3	0	0	0	2	0
Paxton, ss.....	3	0	1	4	3	1
Rich, rf.....	4	0	1	1	0	0
Bell, c.....	4	0	3	8	1	0
Glunt, 2b.....	4	0	0	3	3	0
Hay, p.....	4	0	0	2	1	0
Total.....	34	4	12	26	11	1

SLIPPERY ROCK NORMAL

	A	B	R	H	P	O	A	E
Harris, 3b.....	5	0	1	0	0	0	0	0
Brown, lf.....	5	0	1	0	0	0	0	0
Braden, rf.....	5	1	1	0	0	0	0	0
Edmondson, 1b.....	3	0	0	9	0	0	0	0
Adams, 2b.....	3	0	0	3	1	0	0	0
Orris, p.....	3	0	1	2	5	0	0	0
Harbison, cf.....	3	0	1	1	0	0	0	0
* Bush.....	0	1	0	0	0	0	0	0
Sarber, ss.....	2	1	0	0	0	0	0	0
Stugart, c.....	2	1	0	12	0	0	0	0
Total.....	32	4	5	27	6	0	0	0

*Bush batted for Sarber in the 9th inning.

*Stugart out, hit by batted ball.

California.....	1	0	0	0	0	0	2	1	4
Slippery Rock.....	0	0	0	0	1	0	0	3	4

Two base hits. Three base hits—Harris. Stolen bases—Brown, Braden 2, Harbison, Daniels, Paxton, Bell. Sacrifice hits McMurrrough 2, Daniels, Barnum 2, Harbison. Bases on balls Off Hay 6, off Orris 1. Struck out—By Hay 7, by Orris 12. Passed balls—Bell. Left on bases—California 9, Slippery Rock 8. Umpire—McClymonds. Time 2.00.

Track Work.

Due to the full program of the base ball team the late date of June 17th has been fixed for the track meet. To count the chickens before they are hatched we will prophesy a hundred yards in less than eleven seconds, a mile in about five minutes. If even these slow records are maintained, there will be some hopefulness, because of the lack of a faster track, established sentiment, or rivalry of inter-scholastic meets.

Some ask, Why run?—Why have track contests? In answer to this questions we will assume that all are agreed as to the physiological, psychological, and social benefits of athletics in general. Those who do not agree on that have already skipped this article because of the two words at the top of the first paragraph. They are probably already on their way to the cemetery and are in the midst of the death notices.

One plea for track contests is that the disappointed baseball candidate has a field of sport in which he may still have incentive to develop his body. Need he feel that this is derogatory, since the best men of the best civilization that history names partook in the same kind of sports to which he has resorted?

The concession of the former paragraph may lead some to think that only inferior ability is to be found on the track. The injustice of such an implication will be felt most keenly by those who have tried for track honors and have found lack of physical endurance or lack of sufficient persistency to go through the long training necessary to bring out their undeveloped and untrained energy. The star football man when asked why he does not try to make the relay team frequently answers, "Too much work."

The cleanness of amateur track work is a plea worth consideration. Every man must do his own event. There is no one on whom he can place the responsibility of his failure. There is little opportunity for "fouling" in track work; and less occasion for disputing the decision of officials.

Then, assuming the necessity of athletics, admitting the variety of gifts among students, observing the cleanness of track work, we may welcome the revival of these games which antedate foot ball and base ball by thousands of years. J. M. B.

Track Meet.

The Inter-Class Track Meet will be held on Saturday afternoon, June 17, at 2 o'clock. The order of events will be as follows:

1. 100 yard dash.
2. Mile run.
3. Shot Put.
4. 220 yard dash.
5. Half-mile run.

6. Hammer Throw.
7. Broad Jump.
8. High Jump.
9. 440 yard run.
10. High Hurdles, 120 yards.
11. Low Hurdles, 220 yards.
12. Two Mile run.
13. Mile Relay, between classes.

I. Points will be awarded to winners as follows: first place, 5 points; second place, 3 points; third place, 1 point. Relay, 5 points to the winning class.

II. In case any contestant's record is markedly poor in any event, the referee and umpire will refuse to award points to such competitor to be used in counting toward his individual honors.

Referee and Timer, Witcraft.

Umpire and Starter, Betts.

Clerk of Course, To be announced.

Judges of finish, To be announced.

Inspectors, To be announced.

Western State Tennis Tournament.

The first annual tournament of the Normal School Tennis Association of Western Pennsylvania was held at Indiana on June 5th, 6th and 7th; Clarion, Indiana and California being the three schools represented in this contest for western state honors.

The high grade of tennis played at this tournament, the fact that the schools were almost equally matched, the large number of enthusiastic spectators and the intense interest manifested by all schools in the association all give promise of a very successful future for this newly organized association. It is believed that all normals west of Harrisburg will be represented in the tournament next year and certainly such contact of neighboring normal schools with each other in this spirit of friendly rivalry must result in good for all concerned.

The four events of the tournament were ladies' singles, ladies' doubles, men's

singles, and men's doubles. The preliminaries were played on Monday, June 5th and resulted in the following score:

Miss Gray of Indiana won from Miss Gates of Clarion 6-2, 9-7. Mr. Lineburg of California won from Mr. Metzger of Indiana 6-4, 6-3. Miss Rigg and Miss Long of California won from Miss Gates and Miss Ballentine of Clarion 6-4, 6-3. Mr. Wilson and Mr. Munhall of Indiana won from Mr. Robinson and Mr. Knabenshue of California 5-7, 6-2, 11-9.

On Tuesday the finals were played with the following score:

Miss Gray of Indiana won from Miss Long of California 6-3, 5-7, 6-3. Mr. Lineburg of California won from Mr. Ballentine of Clarion 6-1, 6-0, 6-0. Mr. Wilson and Mr. Munhall of Indiana won from Mr. Pfaller and Mr. Ballentine of Clarion 6-1, 6-0, 6-4. Miss Rigg and Miss Long of California won from Miss Gray and Miss Grable of Indiana 6-4, 6-2.

The above score will indicate that the tournament resulted in a tie between Indiana and California and further that these two schools had been tied from the first match on Monday until the last one on Tuesday. It was agreed to decide the tournament by a match in mixed doubles. Owing to the fatigue of Miss Gray of Indiana who had played in all ladies' events of the tournament, this match was postponed until Wednesday morning and was won for Indiana by the following score:

Mr. Wilson and Miss Gray of Indiana won from Mr. Lineburg and Miss Rigg of California 7-5, 4-6, 6-3.

The work done by all California's players was such as to reflect honor upon their school. The playing of Miss Rigg and Mr. Lineburg was especially worthy of honorable mention, and Miss Long won repeated applause for exceptionally good plays. The most closely contested match was the one in men's doubles in which Robinson and Knabenshue, with the sets at "one all" held their opponents to a score of 11-9, rallying repeatedly when within one point of defeat.

Indiana's hospitality and the courtesy extended toward all players should be mentioned as should also the fair-mindedness and excellent judgement of the referee, C. H. Karr. JOHN H. ADAMS.

CLIO.

"Clio must shine this year" is in the hearts of all Clionians, and if our contestants win for us the one thing we desire, we must stand by them, upholding Clio to the end.

Our society is steadily improving and we all hope that the end of this term will find Clio near the top of the ladder.

The appearance of our hall has been improved by the new banner which was put up a short time ago.

At our last meeting officers were elected for the following term. They are as follows:

- President.....Frank McMurrrough
- Vice President.....Corrine Talbot
- Secretary.....Miss Clister
- Attorney.....Mr Rodibaugh
- Critic.....Mrs Boyer
- Marshall.....Frank Waigle
- Choristers.....Miss Hipsch, Miss Spiker

Salutatorian for the following term will be Laura Butler. Validictorian for this term is Mary McDonald.

PHILO.

The end of one of the most progressive years of Philo is fast drawing to a close. All are looking forward with intense interest to the contest with Clio. Among the most interesting features of the year have been the contests between the orators and those who have given periodicals. Each one has been so well given that it is difficult to decide which has been the best.

On the evening of June 6 the society met in the chapel. The members of Delphic Society were invited. A very interesting program was given and all seemed well pleased. This being election evening, the following officers were elected: President, Chas. Hile; vice-president, Burna Ferguson; secretary, Olive Holliday; attorney, Lloyd Fowler; critic, Edith Ulery; treasurer, Etta Smith; marshal, Edwin Snyder.

The following is a copy of the program which was rendered:

Music.....Chorus

Graduating Presents

No other time in the life of a boy or a young woman is a substantial gift so appropriate and no occasion merits a token of encouragement more. The proud day of graduating for a boy offers a suitable time for the gift of a Watch, or a Fob or Chain or Ring. For a young woman a diamond is most appreciated. But what ever the amount you can afford to invest, some selection from our jewelry stock will please best and carry the most enduring remembrance.

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The Store That Satisfies

DEBATE

Affirmative	Negative
John Laska	Joseph Stewart
Resolved: That if the majority of the citizens of the isthmus would consent, it would be advantageous to annex the republic of Panama to the U. S.	
Special Music.....	Boucher, Hutton, Nyswauer
Oration.....	Ralph Bradford
Vocal Solo.....	Leona Radcliffe
Original Essay.....	R. Lex Boucher
Reading.....	Harriet Bakehouse
Piano Duet.....	Thora Meyers, Btta Smith
Periodical.....	Alice Barr

Y. W. C. A.

The play, "A Pair of Boots," which was given under the auspices of the missionary committee was quite a success. Those who took part were Elizabeth Bales, Sue Butts, Corinne Talbot.

The program was completed by a reading by Sarah Reed and solos by Marguerite Dearth, Rachel Camp.

Among those who will attend the annual conference at Granville are Laura Engle, Corinne Talbot, Edith Ulrey and Laura Morgan.

Y. M. C. A.

The old members of the Y. M. C. A. are very much pleased to see the new members taking such an active part in the meetings.

There is a tendency in such meetings for the new members to allow the more experienced members to do all the discussing of the topics. But one of the objects of the Y. M. C. A. is to train young men to speak in public on religious subjects.

This year we send three representatives to Northfield, Massachusetts, Mr. Weigle, Mr. Fowler and Mr. Hile. These fellows will catch a broader view of the Y. M. C. A. work and will come back with an inspiration to make the Y. M. C. A. work in California Normal a great success.

Whatever summer reading we have or omit, the *Youth's Companion* always finds its place at the shore, the mountains, the lakes -seasonable out-of-door stories and vacation suggestions help to fill in the rainy day and make the bright ones more enjoyable.

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TRIENNIAL

Alumni Day—June 26, 1911

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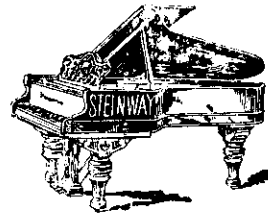
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