

# The NORMAL REVIEW

VOL. XXII.

CALIFORNIA, PA., OCTOBER, 1911

No. 1

## GEOGRAPHY BY COMPARISON.

Few subjects in the curriculum of study for the common schools present greater difficulty to the teacher in the grades, and especially to the beginning teacher, than the subject of Geography. This is due to the many-sided nature of the subject and to its wealth of material. If it were merely a description of the earth's surface that is to be taught, that would be difficult enough; but it is so much more. It is the earth as man's dwelling place, its reaction upon his life, its relation to the development of the race, that we are to consider.

Geography borders close upon History. These two branches are so intimately related that we cannot teach a Geography lesson without some historical basis, neither can we teach a history lesson without a geographical foundation. Geography stands at the center of a number of closely related sciences and yet holds its distinct place. It includes a view of the earth in the solar system and here borders upon Astronomy. It deals with the plant and animal life of the continents and at these points is in near relationship with Botany and Zoology. It treats of atmospheric conditions and encroaches here upon the science of Meteorology. It even dips into Ethnology and describes the races of men and their development. But Geography is none of these. It is a central subject standing at the meeting place of all the natural sciences. It draws from them all only what it needs in setting forth the various influences that have been factors in man's development. It is this multiplicity of phases which the subject has, that gives to the teacher of Geography his greatest difficulty in choosing his plan of attack.

The main problem is the selection of topics to be treated. Only a limited part of this great round earth in its relation to man can be taught; what shall that be? It is not so much a question of how to teach as what to teach. The Germans have given us some helpful suggestions along this line. Karl Ritter, the German Geographer, almost a century ago, wrote upon the subject of Comparative Geography. He claims that wherever our home is, there we will find the types of all the forms of the entire globe. If then we study the type at home—the brook, the mountain, the island, the town, the given industry, the people, the wind, the rain, the clouds, the plant and animal life—we can, by a process of comparison, quickly teach the distant parts of the earth. Ritter has been called the "Father of Comparative Geography." While he was the originator of the idea, Alexander von Humboldt by his extensive travels and writings furnished the materials that made such comparisons possible, and he became the real founder of the method.

The Germans make large use of this method in their teaching. They do not attempt to teach the whole earth, but, after teaching that which lies about

them thoroughly and in great detail, they then compare the distant parts of the earth with their own immediate environment.

The writer once followed a series of lessons upon the Harz Mountains, given in the Practice School of the University of Jena to a class of boys of thirteen and fourteen years of age. These lessons upon this one little mountain system ran through a period of three or four months. When the teacher was questioned as to his reason for so elaborate a study of such a small and apparently unimportant mountain system when there are so many mountains over the earth to be taught, he gave a fourfold answer: these mountains are local and in the summer vacation which followed he and his whole class of boys would tramp over them; they are isolated, simple and compact in form; they are historically important; they have figured prominently in German literature. It was not his intention to teach any other mountains of the earth so intensively. Conditions are very similar in mountainous lands the world over, and the boys would readily grasp new knowledge about other mountains, when compared with the well known Harz. This constant referring back to the knowledge already acquired would also furnish the most effective kind of review.

This method is useful not only in the lower grades where the type is under the actual observation of the child; but also in the more advanced steps of Geography, where larger and more complex forms are compared, it is fruitful of good results. Seeing similarities and contrasts between two objects has the merit of fixing the knowledge of both in the mind. After teaching the structure of North America, much valuable time can be saved by comparing the other continents with it. South America is very similar in structure and drainage. The main axes of these two continents lie in the west. The La Plata corresponds in position to the Mississippi; the Amazon, to the St. Lawrence; the Orinoco, to the Nelson; the Magdalena, to the Mackenzie. The highlands also are similarly located. The Andes may be compared with the Rockies; the Brazilian Highlands, with the Appalachians; the Guiana Highlands with the Laurentian Highlands. Europe and Asia present striking contrasts to the continents of the New World. Their main axis runs east and west, and the general direction of the streams is to the north and south. Again the continents of the New World lie in a long narrow strip between the two great oceans, easily accessible to the rain-bearing winds from the seas, hence there are no great deserts. Eurasia on the contrary lies east and west with its interior far removed from the moisture of the sea, and much of it is arid.

Should the topic of study be a city, after examining its location, the causes of its growth, its means for commerce, how it handles its problems of sanitation, transportation, and education, we have practically studied the problems of all cities. The contrasts will come only in location, better or worse means of commerce, greater or less distance from pure water supply, and varying industries due to the environment. If Pittsburgh were the topic under consideration, a glance should be made over the earth to discover other river ports that have grown into industrial and commercial centers. Lyons in France lies at the point between the junction of the Rhone and the Saone, as Pittsburgh between the Allegheny and the Monongahela. It, too, has become industrially

and commercially important, but not for steel and glass. It is the silk center of France and of the world. Its manufacturing is not carried on in great mills as in Pittsburgh, but in the homes where each house is a tiny industrial plant. Such a comparison should include Manchester, Frankfort, Breslau, Cincinnati, and other important river ports.

New York should serve in American schools as a type for sea-port cities the world over. If it is studied intensively, a rapid survey will fix in the memory San Francisco, Buenos Ayres, Liverpool, Havre, and Hamburg. All ports have to work out the same problems of safe anchorage for vessels and of facilities for rapid loading and unloading articles of transportation. Some have been at greater expense than others to their respective governments in dredging, deepening, and in building breakwaters for the protection of the commercial fleet which comes and goes. The advantages of a good natural harbor and the difficulties in supplying the best ones with such safeguards as light-houses and breakwaters can be taught once, for all the harbors of the world.

So by comparing the volcanoes of the earth one can teach them all in but little more time than is usually given to one. Our beautiful Mount Shasta might serve as the type for the teaching of Popocatepetl, Vesuvius, Etna, Cotopaxi, Fujiyama, and the rest. They were all produced by similar conditions. Their cones and craters bear striking resemblances; most of them have the green belt of forest at the base, then the bare cone, and then the cap of white snow. Zest can be given to such a study in searching for the contrasts in accessibility, difficulty of ascent, activity, proximity of towns and cities, and history of eruptions.

Another interesting comparison might be made between the two peninsulas of Scandanavia and Alaska. They both lie at the north western end of their respective continents. The Arctic Circle crosses each a third of the way down. They are both lands of the "Midnight Sun." Both are affected in the south by a warm ocean current. The possibilities in agriculture are similar. Their coasts are broken and rocky, with beautiful fiords and border islands. Both are among the great fishing regions of the earth. The contrasts, however, are more striking than the similarities. Scandanavia is occupied by settled governments, with a history, a long line of kings, a literature, and great educational institutions; while Alaska until but recently has been in the hands of savages. The possibility of its future development becomes more apparent when we see the accomplishments of Norway and Sweden, and remember the greater natural resources of Alaska.

Other suggestive topics for a comparative study are Florida and Italy; the Mississippi and the La Plata; the plateaus of Mexico, Bolivia, and Thibet; Cuba and Java; the Mediterranean and the Gulf of Mexico; California and Chili; the Amazon and the Congo; Lake Superior and the Caspian Sea.

Further details in carrying out such plans, and other materials for comparisons will readily suggest themselves to the thoughtful teacher. The method has the advantage of making truth more vivid, of furnishing constant review for the old material, and of economizing time.

MARY GRAHAM NOSS.

### The Use of Maps and Models in Geography.

Our mental images are made up from three sources: first, from the more or less close and direct observation of individual things, as, for example, when we look at an object, as a stone, or a tree, or a hill; secondly, from outlooks on mountain tops, from balloons, or from tall buildings, when we see in one view a whole panorama of landscape, as from Lookout Mountain, Tennessee, or from the Metropolitan Tower in New York City; thirdly, from representations of much larger areas by maps or by models in relief. From the first source we obtain a vast amount of raw individual images that make the basis of our thinking, but we are too prone to regard these as the only direct sense impressions that bring us into direct contact with things themselves. From the second source we obtain a conspectus of many related things that is more suggestive of association and connection than are the separate individual images obtained from the observation of single things. From the third source we obtain the interpretive images that make the thinking of larger areas, as mountain chains, river valleys, states, regions, etc., possible.

The views from the Singer Tower and the Metropolitan Tower, from the Palisades opposite 129th Street, from the Sight-seeing Yacht as it circumnavigates Manhattan Island, and from an ocean vessel as it passes up thru the harbor, are indispensable to the most adequate and usable idea of New York City. Of course, we must think the things in relation as well as see them in relation, but seeing them is the basis for thinking them. Thinking is comparing, and nothing stimulates comparison more than to see in one view the objects to be compared.

But at best the actual view from any outlook point is very limited and the distortion in perspective is very great. The model and map, while substituting a mere representation for the landscape itself, overcome the limitedness and distortion in the actual view. In the landscape vertical distance seems relatively much greater than horizontal distance. The model, if truly representative of the actual landscape, corrects this distortion. Thus, then, from a true model of a region we obtain a truer mental image of the region than we can obtain from the region itself without the use of the model.

Our models are usually too small and inaccurate to give clear and correct mental images. An inaccurate model is worse than none. The notion is very prevalent that children need to have their attention fixed on certain features by exaggerating them. Thus rivers are made far wider and mountains far higher than they should be. This distortion is naturally accompanied by inaccuracy in details, the idea being that certain main facts are to be impressed but that the pupil will not notice detail. You cannot correct a false mental image from a faulty model by verbal explanation; the wrong image remains until it is displaced by a correct one.

We ought to have large outdoor models of the United States, the home state, and the home environment, in the style of the great model of the Holy

Land at Chautauqua, New York. I have sat there on Mount Hermon and watched the children sail their boats in the Sea of Galilee. I have seen others going down from Jerusalem to Jericho and splashing in the Jordan. I have climbed around "Nebo's lonely mountain, on this side Jordan's wave, in a vale in the land of Moab," hunting for the grave of Moses. This model has been of more use than all other helps combined, in giving me an idea of the topography of Palestine. Why cannot we have such models laid out in our public parks? Their cost would not be greater than the merely ornamental landscape gardening that means nothing. The zest with which children roam over such a model, taking in the aspect of it from all the different points of view, the clearness of the mental images resulting, and the multitude of helpful associations that fix the images indelibly in the memory prove its value. These models must be large, like the growing crops map of the United States at the St. Louis Exposition, that delighted and instructed so many thousands. The compass directions must also be maintained so that the movements of the sun, moon, and stars become a part of the model and shadows fall properly.

Most of our smaller models are spoiled by being covered up with names, that distract the attention from the features of the model itself. We confuse two sorts of purposes. The model is primarily to give a correct image of the surface features, not to teach the place names. For the latter purpose a plain key map is more satisfactory and cheaper, besides leaving the model itself free from the disturbance of place names that obscure the surface features. The recognition of places on a map without names is a delightful and valuable exercise, just like the recognition of places seen from an outlook tower. In either case the assistance needed is the same, namely, that of a key map, not that of labels on the objects themselves.

---

HERMAN T. LUKENS.

### A Plea For Local History.

The early history of our country divides itself into two parts, the founding of the colonies along the Atlantic coast and the settling of the territory west of the Allegheny mountains. The work of the people who crossed the mountains and won the land from the French, from the Indians, and from Nature, was the beginning of the West. This achievement is not so well known nor so much appreciated as it deserves. But for the enterprise, the daring, and the persistence of these pioneers, the United States would be only a narrow strip skirting the Atlantic coast, instead of the magnificent country it is today.

The emigrants toward the west moved in two great streams: one followed the "wilderness road" into Kentucky or Tennessee; the other followed either Braddock's or Forbes' road to the junction of the Monongahela and the Allegheny rivers and then went down the Ohio. The story of the former has been often and well told as a part of the history of the states which they settled. On the other hand many of the settlers who came by the northern route, spread out over western Pennsylvania and northern Virginia instead of forming new states as their neighbors did farther south. For this reason the facts connected with their coming may be found scattered through the histories of Pennsylvania and Virginia, where they appear as mere backwoods incidents, quite subordinate to the history of the state as a whole. We can get the right perspective only by ignoring state lines and looking upon the opening of the West as a movement. This view gives unity to the various events, puts them into right relations, and shows the crossing of the mountains as a distinct epoch in the history of the United States.

Several things contributed to give this story individuality of its own, so that it is not a mere repetition of the founding of colonies at the East. First the settlements around the upper Ohio were planted somewhat earlier than those farther south, therefore we may call them "The Beginning of the West." Second, there was the character of the pioneers. They possessed in a marked degree that love of adventure, hardihood, and fertility of resource necessary to success in a wild new country. Third, the struggle with the French and the Indians for the land gave a military character to the story not to be found in the beginnings on the seaboard. Finally, the geographical position of the western settlements profoundly affected home life and business. The mountain barrier once passed, separated the pioneer from the East more effectually than the ocean had separated his forefathers from Europe. This would have caused an inferior people to deteriorate; but it only stimulated the indomitable English and Scotch-Irish to greater exertions. Since for lack of roads they could bring neither the necessities nor the luxuries of life over the forest-covered ridges they supplied them from the earth or the woods. When they could not take their products to eastern cities to sell, they floated them a perilous thousand

---

miles or more down to a new foreign market at New Orleans, thus beginning those great business enterprises for which the Middle West is famous. As the drama of the early West unfolds before us, we find in the variety of incidents, in the character of the actors, and in the tragedy of many of the scenes, a story which has an interest, a pathos, and an importance peculiarly its own.

For several years past the writer has urged that this interesting history should be taught in our schools. The great obstacle in the way of doing this is the difficulty of finding the material in form suitable for children. The picture of pioneer life which is given below is an attempt to supply for teachers a lesson in local history which will bring out the struggles and hardships of the early settlers here, their interest in religion and education, as well as something of their social activities and recreations.\*

The lesson is given as a play because the school play is the most economical and at the same time the most effective way of presenting historical conditions. There is no other device for making children realize the past so valuable as helping them to express it in dramatic form.

Perhaps it should be stated that the names used are all fictitious, except those of the preacher, Smith, and the wagoner who brought the first wagonload of goods over from Cumberland.

By 1790 the date we have chosen for our play, there were nearly 70,000 people west of the Alleghenies in Pennsylvania. A few of them had been able to build pretentious houses of stone; a considerable number had the comfortable double log house, although the majority still lived in rude log cabins. We have chosen the double house for the play because it is more convenient to represent a sitting room than a kitchen. The only stage furnishings necessary are chairs, a fire place, and the spinning wheels. If chairs cannot be borrowed, small packing boxes can be substituted. The fire place can be imitated in paper, with the help of red and black crayon. The wheels offer the greatest difficulty, but the older boys in school are sure to have enough ingenuity to construct something, which by a stretch of the imagination, could be accepted as a spinning wheel.

Where is it not practicable to act the play, teachers are advised to have it read as a history lesson just before the whiskey insurrection is studied.

In writing "The Spinning Bee at Mac Duffeys" Miss Buckbee was aided by Helen Aiken, Catherine McEnery, Gertha Nickels, Lucille Noss, and Edith Zundell.

---

\* This play is the first of a series of school plays based on the early history of western Pennsylvania. Whether other numbers of the series shall appear in the **Normal Review** will depend upon the extent to which teachers find this play usable. Our readers are invited to send us their opinions and wishes in the matter. Correspondence may be addressed to the **Normal Review** or to Miss Anna Buckbee.

## The Spinning Bee at MacDuffey's.

## CHARACTERS

Mr. MacDuffey, host	Nancy McGeary
Mrs. MacDuffey, hostess	Robert, youngest MacDuffey
Melinda, their daughter	Mrs. Smith, the minister's wife
Mrs. Williamson, from Philadelphia	Mrs. Brown
Sarah, her daughter	Ross Stephens
David, her son	Pete Crawford
Mrs. MacFarlane	Mr. MacMillan
Mrs. Crawford	Mr. Brown
Mother Wetzell	Mr. Smith
Mrs. MacMillan	Jim MacDuffey
Eliza, her daughter	

Time. October afternoon, 1790.

Place. Washington County, Pa., between Canonsburg and Brownsville.

Scene. Comfortable living-room of double log house. Door at rear, another at left. One window at left, another at right. Present, Mr. and Mrs. MacDuffey, Melinda, Mrs. Williamson, Sarah and David. Except Mr. MacDuffey and Mrs. Williamson, all show some excitement, Melinda fidgets.

Mr MacDuffey (to his wife) You are sure you have enough of everything for the supper? You know three or four extra men always come. The boys will be wanting to get a look at Sarah.

Mrs. MacDuffey. Oh yes, there will be enough of everything. I presume we shall live on left-over dishes the rest of this week.

Mr. MacD. How are the turkeys?

Mrs. MacD. Young and fat. I know they will be good. (sadly) How many I used to roast for Jim.

Mrs. Williamson. What a comfort it must be to have so much food that you do not mind a few unexpected visitors.

Mrs. MacD. Yes, the Lord be thanked; we do not have any fine dishes but we need not count every morsel as they do in the old country. We have a fine crop of corn this year. We'll be able to give to the school all that the boys husk to-night.

Melinda. There comes Samantha MacFarlane now, and it is only half past twelve.

Mr. MacD. (Good-naturedly.) Probably she wanted to come over early and tell all the news from the cross-roads.

Mrs. MacD. She is a good-hearted woman if she does talk a great deal. She spins as fast as she talks. I hope we shall get a lot of yarn donated to-day. They say there is need enough at the school of both corn and linen.

Mr. MacD. Come, Dave, I'm going out to the barn. (David goes with him.)

Mrs. MacD. Melinda, you finish the work, while I smooth my hair and put on a clean apron before she reaches the gate.

Melinda, (to herself) Well, what was the use of that woman's coming so soon?



Now I'll have to do the dishes alone—I don't like these spinning bees at all. They make a lot of extra work. Wonder whether Ross Stephens will come to the husking to-night. Maybe he'll find a red ear. (Smiling a little, she finishes her work.)

Mrs. MacD. (greeting Samantha at the door) How are you, Samantha, step right in, and sit down. My nephew Dave will take your horse to the barn. He is a handy boy to have around, if he has come from the city.

Mrs. McFarlane. Well; I suppose, Martha, I have come a little soon. I started early for fear the trail might be pretty muddy after all the rain we have had, but we have come quicker than I thought we could.

(Mrs. MacD. hangs Mrs. McFarlane's bonnet and shawl on a wooden peg and then presents Mrs. Williamson and Sarah.)

Sarah (to Mrs. MacD.) I'll go out and call Dave.

Mrs. McFarlane, (shrill voice) Say, did you hear that Nancy McGeary was at the store at Brownsville and tried to buy beaded moccasins? Just as tho any store-keeper would keep those heathenish things on hand?

Mrs. MacD. (to her sister) You see Nancy was stolen by the Indians when she was four years old, and her folks got her back only last spring.

Mrs. MacD. Mother Wetzel, I hardly hoped to see you. How is your rheumatism? This sunny day is good for it, isn't it? Better sit here in the chimney corner. Mrs. Crawford, we missed you at Mrs. McGeary's spinning, and we feared the children might be sick.

Mrs. Crawford, No, Pete rode the horse over to Canonsburg to see the new schoolhouse and did not come back in time.

(Enter Mrs. MacMillan and daughter Eliza. Greetings and introductions)

Mrs. MacD. (to Mrs. MacMillan) You have a big bundle of flax there.

Mrs. MacMillan. Yes, I did not know but some one would bring a skimpy share. We had a big crop last year and did not use it all.

Mrs. Crawford (looking out of of the window.) There come Mrs. Smith and Mrs. Brown, and that queer Nancy McGeary is behind them.

Mrs. McFarlane. That does not surprise me any. Mrs. Smith seems to have taken a great liking to Nancy and says we must not blame her for wearing a blanket and going bareheaded, since she lived so long with the Indians. (In a shocked voice) Why, Mrs. Smith actually said that she sort of likes to go bareheaded herself. Is not that scandalous?

Mother Wetzel. Tut, tut! ladies! it is not right to speak so of the minister's wife. She does many a kind act in the settlement. (Enter Mrs. Smith and Mrs. Brown.)

Mrs. Smith. Good afternoon, ladies, I see you got here before me. We found Nancy McGeary down by the big spring. She had a mind to turn back, because she does not know how to spin, and she said it was stuffy sitting in the house these bright days. I think she is right, but I told her the Lord intended to have us all work. She said, too, she did not like to be laughed at. She finally promised to come on with us, but some distance back she turned off the path to chase a squirrel. I think she will come in presently. I have been telling the

girls I want them to help her, and not to tease her. If she would rather be called Livilati than Nancy, it is no sin.

Eliza McMillan. Oh Mrs. Smith, we will be good to her.

Eliza (crossing to Melinda) Is that city girl here? I heard she is going to stay. I want to see how fine she is dressed. She'll soon lose her high flown ideas here in the woods.

(Nancy enters softly and awkwardly gives up her blanket to Melinda)

Melinda. Cousin Sarah is good as gold. We dreaded her coming but we like her first rate. Of course she has fine clothes.

Eliza. I heard she brought you a looking glass.

Melinda. Yes, I'll show you. (she brings the glass and the girls look and prink and giggle. Enter Sarah from rear, with the youngest MacDuffey child who has been crying. While Sarah is being introduced to Eliza, Mrs. MacFarlane picks up the mirror and slyly looks at herself. When observed she quickly hands it to Nancy, who is amazed at seeing herself. Eliza stares bashfully at Sarah.)

Eliza (aside) She doesn't look so uppish as I expected.

Mrs. Mac D. We had hoped that Mr. Smith could come over with you. My sister wants to hear about the new school.

Mrs. Smith. He is coming this evening. He has, -he expects-a-a visitor a-a student. (All are silent and look at her.) Let's begin to spin.

Mrs. McFarlane, aside, Now, why in the world does not she tell us whom he is expecting? (The women all begin to spin except Nancy, who sits Indian fashion and does not seem to hear or see anyone.)

Mrs. Smith. Nancy, I'll help you again to-day; come stand by me and see just how I manage the wheel.

Mrs. Brown (to Mrs. Crawford) You said Pete had been over to the new school house?

Mrs. Crawford. Yes, and he said the boys just sat there and read and read, and then told Mr. Smith what they had read.

Mrs. Brown. They say that William Ross is very smart and learns just as fast.

Mrs. McFarlane. I hope they all are. For my part I am willing to help any likely boy along, but we dont want to spoil any good blacksmith by making a poor preacher out of him.

Mrs. MacMillan Well, I am going to do what I can for the school. Settlers are coming over the mountains so fast, and very few preachers come, so I think we must begin to educate them here.

Mrs. Smith. You must let me tell you all how happy Mr. Smith and I both are because you have shown such a willing spirit in the matter of helping the boys over at the school. It is pretty hard for them, as I need not tell you. William Ross must help himself entirely, for since his father got hurt felling trees, it is all his brothers can do to provide a living for the family at home.

Mrs. MacD. I, too, am glad of a chance to help the boys who are willing to take up the Lord's work. Jim intended to be a preacher but he didn't say much about it.

- Sarah. Auntie, I don't see how you could let him take that awful trip down the river.
- Mrs. MacD. Well dear, something had to be done to get some money to pay our pastor. The little farm that he worked so hard to clear gave him nearly all his living, but it wasn't paid for and he expected to use his salary for that purpose. But for three years we couldn't pay him one cent, and he was in danger of losing his land. Finally it was agreed that each member of the congregation should give as much wheat as he could; all should club together and make a raft, and float it down to New Orleans and sell both the grain and the lumber. It was not easy to find men to go, for it is a very dangerous trip. Finally old Andrew Ferguson volunteered, and Robert Duncan, and our Jim. (She breaks down weeping and goes out. Mrs. Smith follows.)
- Mrs. Brown. I remember it so well. Mr. Smith made a prayer, we all sang a hymn and called out good-by. I can see Jim MacDuffey just as plain, breaking away from his mother, jumping on to the raft, and calling out, "I'll come back all right." (Mrs. Williamson has moved near.) But he did not come. When the other men got back they had good luck, got a good price for their grain, and we paid off our debt to the preacher, and had some left for ourselves. (to Mrs. Williamson) Of course you know about Jim?
- Mrs. Williamson. Yes, sister told me that when the others came back they said Jim had gone ashore one day to hunt, they were all so tired of eating fish, and that he never came back. They did not know whether he got lost or was taken by the Indians.
- Mrs. McMillan (to Mrs. Williamson) Do you suppose your sister thinks he may still be living?
- Mrs. Williamson. Yes, she say it does no harm to think so, and that it keeps her from going crazy.
- Mrs. Crawford. I do not believe he will ever come back.
- Mrs. McFarlane. Who do you suppose is coming to see the Smiths? Doesn't she act queer? She has spun very little and keeps dropping her work. She does not look sick nor worried.
- Mrs. Brown. Perhaps her father is coming over the mountains to make them a visit, but I do not see why she need keep that a secret.
- Mrs. Williamson. The journey over the mountains must have been much more difficult when you came, Mrs. McMillan.
- Sarah. I should like very much to hear about your trip.
- Mrs. McMillan. It was fourteen years ago. There were about fifty horses in the caravan, three of which were ours. John, my husband, rode one, with Eliza in front—she was four then—and Robert behind him. I rode one horse and carried the baby in my arms; he is a great big fellow now and attends to his traps alone. He sent five dollars worth of skins over East last fall. Well, as I was a-saying, the twins were in a creel, a sort of basket, fastened on one side of the third horse, with another creel on the other side for balance. This was packed with bedding and dishes.
-

Sarah. It must have looked funny.

Mrs. McMillan. Perhaps, but it was the only way we could bring them.

Sarah. Didn't they ever tumble out?

Mrs. McMillan. No, we tied them in. But once we all had a dreadful scare—when Fergus's old horse fell, coming down Laurel Hill. The strap broke that held the creels on, and both of the little children, creel, pillows, and all, rolled down the hillside. But some way they weren't hurt much.

Mrs. Crawford. What I found the hardest was getting the meals. I never did like to ride horse-back, and after carrying the baby all day I was so tired it seemed as tho I never could milk the cow and make the mush for supper. (Re-enter Mrs. Smith and Mrs. MacD.)

Mrs. Brown. I thought the worst was the storms. To ride a dripping horse all day in a cold April rain and comfort the fretting children was enough to try the patience of a saint. And one night there was a terrible thunder storm. We had stopped at an abandoned cabin. The rain poured down thru the leaky roof and beat in at the broken door. I think I never saw such lightning. Trees came crashing down near us and we feared every minute that one would fall on the cabin. It was too wet for us to lie down. So we stood about, shivering until morning.

Mrs. MacD. What I dreaded most was the nights we camped out. I had never slept out of doors and every faintest sound I heard I was afraid of Indians. Many a night I lay awake listening for them or straining my eyes for panthers up in the trees. We were not molested, but small parties sometimes were; besides I was in terror from snakes, which was foolish, for it was too cold for them to come out at night, unless the ground was rocky and warmed up by our fires. I was never so thankful for anything in my life as I was the first night we lay down in our new house, with a roof over our head and a tight new floor between us and the damp ground.

Mrs. Smith. Mother Wetzel, you came before Pontiac's war. You must have had harder experiences than any of us.

Mother Wetzel (Gently). I was young and strong and could endure hardships. What I remember best is our life here the first summer after our corn meal was gone. Like most settlers we did not bring enough. The children got so tired of meat they would not touch it but would cry and beg for bread. It did not pacify them to call the turkey meat, bread. It used almost to break my heart to see how eagerly they watched the corn and squashes we had planted in the deadening, and I'll never forget how glad I was when we had our first vegetables to add to the meat we were so tired of.

(Nancy goes out quietly. Mrs. MacD. and Melinda pass in and out preparing supper.)

Mrs. McMillan (to Mrs. Williamson.) You will not find it so hard to live here as it used to be. We have a store at Brownsville, and the Braddock road has been improved so much that last fall John Hayden brought a wagon

- load of goods all the way over the mountains. They say the road is to be made still better.
- Mrs. Smith. We are all glad you have come here to live, and we hope you will like it.
- Mrs. Williamson. My daughter and I will grow used to the life here, and we hope to win my sister's friends for ours.
- Mrs. Crawford. Perhaps Dave will take Jim's place after a while.
- Mrs. McFarlane (goes to the window.) There goes Nancy out of doors. Likely as not she will not come back again. Mercy! did you see that? She jumped right over that pile of wood, instead of going around it, as any well brought-up girl would.
- Mrs. Crawford. I am glad she is not my girl. Why, last Sunday she stalked out of meeting in the middle of the sermon.
- Mrs. Smith. She will learn better after a while.
- Mrs. McFarlane. There she is with Dave Williamson. She is teaching him to shoot.
- Mrs. Williamson. Oh, well, Dave wants to learn, since he is going to live over here.
- Mrs. Crawford. Nancy must be a dreadful trial to her mother.
- Mother Wetzal. Oh, she will get more accustomed to white folks again and give up her strange wild ways. I cannot forget the terrible suspense of the years while she was gone. Her mother never quite gave up the hope that Nancy might be alive and that she would some day see her again. I sometimes think it was worry about Nancy that made Mrs. McGeary a little queer.
- Mrs. Brown. I hope and pray that the Indians will never move against the settlements again.
- Mrs. Crawford. Pete told me he had heard some ugly rumors from a trader he saw at Ft. Pitt.
- Mrs. McFarlane. Oh! Pete is always hearing things.
- Mrs. McMillan. I see Mrs. MacDuffey has her spearmint and catnip hanging up to dry. She is always forehanded about everything.
- Mrs. Brown. I have everything gathered, too, except sage and boneset.
- Mrs. Williamson. You gather several kinds, then.
- Mrs. Smith. Yes, they are almost our only medicines. We raise or make about everything we need except salt, lead and iron. (rising) It is getting too dark to spin, and you have all spun a generous quantity. Our students will be very grateful.  
(The women rise and wrap up their yarn, and set the wheels against the wall.)
- Melinda. Some of the boys are coming. They seem to be in a hurry.  
(Admits Ross Stephens and Pete Crawford. Greetings exchanged.)
- Melinda. You seem excited. You did not meet a bear or a ghost.
- Pete. I'm not afraid of bears or ghosts.
- Eliza. Who said anything about being afraid?
- Pete. We overtook Mr. Smith and — —

Ross. It was so dark we — —

The girls (in chorus.) Dark! with this full moon!

Ross. I mean —

Mrs. Brown. So Mr. Smith will surely be here.

Mrs. McFarlane (aside) Maybe we shall know whom he has been expecting.

(Mr. MacDuffey and Dave enter from rear. Mr. McMillan is admitted front. Greetings exchanged. Mrs. Smith rises, sits down, and then rises and stands expectantly.)

Mr. MacDuffey. Why, McMillan, you look as though you had had an argument with the Whiskey Inspector.

Mr. McMillan. No, but I came by Mr. Smith back here—

(Mr. Brown enters. Shakes hands, calls people by the wrong name confusedly)

Mrs. Brown (sharply). Jacob, what is the matter?

Mr. Brown. I passed Mr. Smith and er— that is — I— a—

Mrs. MacFarlane. Well, there is nothing wrong with Mr. Smith, is there? Why does not he come on?

Mr. Brown. He is coming, I mean, my horse ———my horse——

(Enter Mrs. MacDuffey, greets the men.)

Mrs. MacDuffey. Did you see anything of Mr. Smith? Everybody is here except him and Lewis Wetzel. Supper is all ready.

Several. He is coming. (Enter Mr. Smith, greets every one in evident happy excitement.)

Mr. Smith (impressively) Mrs. MacDuffey, Mr. MacDuffey, —ladies, be calm, I have something important to say. The Lord does very wonderful things. You can all understand that it has been a great grief to me that the oldest son of this household was lost thru his devotion to our church. It gives me unspeakable happiness to-night to tell you, my dear friends, that a rumor has come to me—be calm, Mrs. MacDuffey—that is, a wanderer came to our home yesterday who said, after he had eaten and rested—

Mrs. MacDuffey (starting forward.) You haven't—yes, you have heard from our Jim.

Mr. Smith. Yes, but be calm—I will hasten to tell all. He said he had known your son, that he was not killed by the Indians but adopted into a tribe, and is still living.

(Mrs. MacDuffey sinks into a chair.)

Mr. Smith. Jim made his escape at the same time my visitor did. They reached eastern Tennessee where both had fever. They grew better, and started on the long slow journey homeward. My guest, who is still very weak insisted on coming here with me to-night and explaining how and where he left your son. I felt he had a right to his own will in the matter, so we pledged each man who passed us not to announce the news here. (Chorus of Oh's! from the women.) Now he will speak for himself. (Opens the door, a tall, pale young man enters. All stare at him)

Mrs. MacDuffey. My boy Jim! My boy Jim! (The father unable to speak, grip's Jim's hand.)

(Chorus of welcomes from the company.)

*The Normal Review*

Published monthly during the school year by the Southwestern State Normal School, California, Pa.

Subscription, fifty cents a year.

Address all communications to THE NORMAL REVIEW, Lock Box 202.

Entered at the California, Pa., Post Office as second-class mail matter.

Editor	-	-	-	ISABEL GRAVES
Assistant Aditors	-	-	-	RESSA BOYER, '12
				DORA DEWAR, '12
				BLANCHE GRIFFITH, '12
				HOMER HAY, '12
Business Manager	-			FRANK E. NYSWANER, '12

The Normal School opened this fall with a notable registration; 407 students had been enrolled when the office closed on September fifth. As we go to press the student membership of the school is 453, of whom 166 are seniors. At the opening exercises Dr. Davis' informal address of welcome made both newcomers and those who knew the school by past experience, glad to be present. Seven new members of the faculty were introduced. Mr. Carlton B. Richards, an A. M., of Clark University, has the classes in Ancient and Modern History. Mr. H. A. Murta, A. M. of Hamline University, is teaching Chemistry and Biology. Vocal Music is in charge of Mr. E. Russell Hawley of the Yale School of Musical Pedagogy. Mr. Charles R. Shultz, A. B., of Oberlin College, teaches Mathematics. The department of Physical Education is conducted by Mr. C. W. Nethaway, of Wesleyan University. The new teacher in the Model School, Miss Clara Singer, has the Fifth Grade. Miss Isabel Graves, Ph. D., University of Pennsylvania, has charge of the English department.

In another column we print the resolutions of the committee on the Noss Memorial Fund. When Mr. Berkey, the chairman of the present committee, can give the matter further attention, we shall rejoice to place at his disposal suitable space in a later issue of the Normal Review in order that a large body of the alumni may know the details of his very appropriate plan.

The new arrangement, whereby four numbers of the **Normal Review** shall constitute a special **Quarterly Issue**, was authorized by a vote of the faculty, taken September 19. These special numbers, appearing probably in October, December, March and May, will not omit news concerning the school and the alumni; instead of curtailment there will be an increased number of pages, and the added pages will be used for con-

tributions of a distinctly pedagogical nature. It is expected that these contributions will be furnished by alumni and by present and former members of the faculty. The aim of the Review will be to select such topics and such material as will be of direct practical use to the teaching alumni. We desire to be of service to our own subscribers, and we shall welcome suggestions that will make us better acquainted with their needs and wishes.

### The Alumni Tri-ennial.

The Alumni Association of the S. W. S. N. S. held its Fourth Tri-ennial Re-union and Banquet June 26, 1911, the entire day being Alumni Day. The crowd was large and enthusiastic, and the alumni who were present doubtless felt fully repaid for the efforts they made to have the re-union a success. The alumni who could not be present this year should certainly feel interest enough in their Alma Mater and their classmates to be present at the Re-union of 1914. From the hundreds that have graduated and are living at no great distance, there should be more co-operation at these re-unions; they are not held for a few but for all. Each alumnus is, in a way, responsible for the success of these affairs whether he be present or absent.

The afternoon of June 26th was spent in an entirely informal manner on the campus, where one of the best bands of the valley gave an open air concert.

The business meeting in the evening, preceding the banquet, was not as fully attended as it should have been; however, there were a sufficient number present to transact the necessary business. The following officers were elected: President, E. J. Small, 1880; Secretary, Thomas Pollack, 1900; Assistants, Olive Savage, 1908, and Mary Denny, 1910.

An Alumni Quartette composed of Mabel Hugus Drum, 1903, Ethel Harvey, 1910, A. T. Morgan, 1891, Raymond B. Drum, 1906, accompanied by Mary Noss, 1904, rendered two exceedingly delightful numbers. It was a pleasure to have with us and to hear speak a former principal, Geo. P. Beard, who made the trip from Knoxville, Tennessee, to be present at the Re-union. Although feeble in health, he gave an address that was vigorous and stimulating and showed no weakening of his splendid mental faculties. Dr. C. L. Ehreufeld, the only other living ex-principal, delighted us with a short address. The two literary societies, Clio and Philo, and the Board of Trustees were also represented by speakers. Dr. H. B. Davis, the present principal, welcomed and greeted the alumni on behalf of the faculty and school.

The one important business feature of the meeting was the establishment of the Noss Memorial Fund, that is to be in charge of a committee appointed by the president of the Alumni Association. The action was presented in the following resolutions:

WHEREAS, This is the first official gathering of the alumni of the South-western State Normal School since the death of the late Theodore B. Noss, and

WHEREAS, As an expression of our appreciation of his Christian character, vigorous, aggressive, and able labors as principal of this school for a period of twenty-five years:

*Therefore be it Resolved,* That the Alumni Association of said institution



does hereby establish a Memorial Fund, to be subscribed by the members of the Association, at such times and in such amounts as each individual may see fit to contribute, and to be designated as the Noss Memorial Fund; the interest of which shall be used for the education and training in the Southwestern State Normal School of young men as public school teachers, and managed in such manner as may be devised by a committee of five, to be named by the President of this Association, of which he shall be chairman until the next tri-ennial meeting of the Alumni, when said committee shall submit a report to the Association of said fund, and recommend at that time a plan for the permanent management of the same.

The business meeting adjourned sine die, to attend the banquet held in Dixon Hall, where covers were laid for 375. Miss Myrtle Keefer, the skilful school chef, had charge of the banquet, and it was owing to her that the "inner man" was so well satisfied.

The after-dinner speeches were of unusual interest, aside from their individual merits, because of the prominence of the speakers in professional and educational circles, and also because of the distance from which some of the speakers traveled to be present. The speakers included Hon. Wm. E. Crow, Hon. S. R. Rush from Omaha, Hon. Henry Houch, Dr. D. C. Murphy, and Mrs. Mary G. Noss. From the distant lands the Alumni sent their greetings by letters which were read at the banquet; letters came from M. Agnes Mackey Mullen, Paris; W. D. Cunningham, Tokyo, Japan; L. O. Sutherland, Serrent, Fla.; Geo. Hemphill Douglas, Ariz.; C. E. Shomo, Kansas City; Roberta A. Morgan Oldfield, Balanos, Jal. Mexico; W. W. Henry Corning, Ark.; J. M. Layhue, Olympia, Washington.

During the banquet the class roll was called, the members of the respective classes arising as their class was named, and, as nearly as could be counted, the following are the results:

1876, 1; 1877, 4; 1878, 5; 1879, 1;  
 1880, 5; 1881, 5; 1882, 5; 1883, 5;  
 1884, 4; 1885, 2; 1886, 2; 1887, 1;  
 1888, 0; 1889, 4; 1890, 4; 1891, 8;  
 1892, 1; 1893, 5; 1894, 9; 1895, 3;  
 1896, 4; 1897, 4; 1898, 13; 1899, 1;  
 1900, 4; 1901, 9; 1902, 12; 1903, 7;  
 1904, 8; 1905, 8; 1906, 13; 1907, 25;  
 1908, 25; 1909, 50; 1910, 63.

Among the "Old Timers" present were: Jas. M. Ester '78; J. A. Berkey '84; N. E. Rhoades '81; D. S. Hutton '83; Jacob Smock '82; Harry C. Lalfant '86; Geo. B. Jeffries '82; G. A. Horner '79; Bella H. Bryan, née Hart-rauft '83; T. S. Lackey '82; Mrs. T. S. Lackey, née Cope '86; Mrs. C. D. Kimball '84; M. A. Rigg '84; Leroy Lewellyn '85; Mrs. J. W. Smith, née Wilson '78; Celia Patton '83; D. C. Murphy '79; J. B. Smith '76; Mary G. Noss '81; Major Chaplain Sutherland, El Paso, Texas.

The music, which added greatly to the enjoyment of the diners, was furnished by Jenkins' Orchestra of Charleroi. The Re-union was an enjoyable

affair, and those who came owe much to Mr. Frank Craven and his department, for his untiring efforts to make conditions pleasant. Thanks are due also to Miss Anna Buckbee and her assistants, who so gladly gave of their time and strength to please and accommodate the visitors.

The committee desires to take this opportunity to publicly thank all those who so kindly assisted in any way whatsoever in the Re-union and Banquet, to thank the alumni who responded for their co operation, and to urge all the alumni to plan to come to the next Re-union. They would extend, also, their kindest wishes to the incoming president and his committee.

MARGARET CRAVEN DRUM, Secretary.

### From the Teacher's Book Shelves.

The difficulties that confront the child as he takes up his first text-book in a given subject are many. Two friends of children and of teachers, Professor W. S. Monroe and Miss Anna Buckbee, in order to lessen difficulties in the early work in geography have prepared a reader and text-book entitled "**Our Country and its People.**". Their aim has been to secure an easy and natural transition from oral instruction to the formal study of geography from a text-book. This book brings the child at once face to face with the fundamental idea of geography—that is, the earth as the home of man. The development of this idea gives two lines of study, typical geographic forms and forces in their relation to people, and the typical industrial occupations. By presenting the subject matter in the form of attractive reading lessons, it enables the child, with but little conscious effort, to acquire a fairly geographic vocabulary. The trustworthy pictures, the clear and concise text, and the short summaries at the end of each chapter must prove practically helpful. In its various details the book embodies the best modern tendencies in the teaching of structural and commercial geography and will be an invaluable aid to young, inexperienced teachers as well as to the children. I. E. E.

In many different ways our attention has been turned of late to country communities and country schools. A tardy recognition of the dependence of the entire people upon the efficiency of the rural population and a feeling that the worker in the country is not getting his fair share of the returns have grown out of the report of the Commission on Country Life. As a part of the same wave of interest and action there has been an attempt to divert the stream of shifting or incoming population from urban to rural districts. Moreover, the movement to make the school a social center and to render both school buildings and school organization useful to the community for more hours and more months and in more ways than they now are, is gaining in power and in extent of influence in the country and is capable of a most helpful development in such communities. The teacher in the country school is set in the midst of great opportunities to shape neighborhood opinion and life. In

such relation to the community the broad minded, big-hearted teacher has opened to him many doors of helpfulness.

Some phases of country life and of country teaching have recently been presented to members of the Normal School or are to be considered. From visiting superintendents we are receiving first-hand information. The Mission Study classes are to take up methods of mission work in rural communities. The weekly pedagogical seminar has had reports upon certain of the following books. The list is given for those who are actually facing the problems of the country school and its relation to country life.

Foght, the American Rural Schools.

Bricker, The Teaching of Agriculture in the High Schools.

Bailey, The State and the Farmer.

Bailey, The Country-Life Movement.

Plunkett, The Rural Life Problem of the United States.

Ogden, Rural Hygiene.

#### During The Summer.

Mrs. Pillsbury spent a most delightful summer in Canada, near the shore of Lake Superior. From Sault Ste. Marie, after an interesting drive of forty miles in a heavy wagon laden with provisions, the camp was reached. Here she remained throughout the summer, enjoying the outdoor life, fishing, and boating, as well as the beautiful country about the camp.

Mrs. Fraser spent her summer at the sea coast, where she found much pleasure and rest.

Miss Shutterly spent her vacation in Canada, stopping at Toronto, where she visited many points of interest and heard some excellent concerts by a famous English band.

Misses Cleaver and Morse enjoyed an extensive trip through California and other western states during the summer.

Miss Ward spent most of her vacation in Youngstown, Ohio.

Dr. and Mrs. Ehrenfeld spent an enjoyable summer at Mountain Lake Park, Maryland.

Mr. and Mrs. Coffin were in New England during the summer.

Mr. Adams spent the earlier part of the summer along the Cheat River, enjoying the fishing.

Mr. Kinsley and his family were in Ohio with his parents this summer.

Miss Neal reports having visited in the wilder portions of Kentucky and having had much pleasure in the dances and outings of the mountaineers.

Mrs. and Miss Noss were in Maine for several weeks of the vacation, visiting Orono and several places on the coast.

About three weeks after the close of school, Dr. Davis went to Old Orchard Beach, Maine, where lobsters are plentiful, and bathing is fine.

# For STYLE and QUALITY

Get the Habit--go to



## S. Z. WINER

Leading Male Outfitter

Third Avenue

∴

California, Pa.

Here to use his own words, he "ate, slept, read a little, bathed in the ocean, and enjoyed himself." After a sojourn of about a month in this delightful place, he returned to California and took up his work here with renewed vigor.

Miss Buckbee spent her vacation at her home in New York. During the summer her book, "Our Country and its People," was published.

On July 4th Miss Thomas began her work as teacher of Primary Methods at Grove City. After spending four weeks there she visited friends at Slippery Rock Normal School for a short time. From there she went to Greenville, where she visited alumni of California Normal School, Miss Corrie Christie and Miss Keys. While at Greenville she visited the Orphans' Home and found one of our Normal School graduates in charge. She visited the George Junior Republic and made a study of methods of training. Then she went to Cambridge Springs and Meadville. The last week of her vacation was spent as an instructor in the Institute at Elyria.

Dr. Veon went from here to New York, where he attended several schools of music. The greater part of his time, however, was spent in the New York Conservatory of Music, and it was from this Conservatory that he received his degree of Doctor of Music.

### Physical Education Department.

In keeping with the progressive policy of the Southwestern State Normal School a department of Physical Education has been established with a professor in charge and giving his undivided attention to this field of work. The purpose of the department, broadly stated, is twofold. First, it aims to provide opportunity for the attainment of the highest type of physical development by all students of the institution; secondly, it aims to so equip the students in knowledge and practical physical training experience that they will be fitted to work out their ideals in the communities they will serve when they have completed their course of training. For the accomplishment of this purpose the work divides itself into three parts, namely, lectures, gymnastics and athletics, and model school work for senior students under the direct supervision of the department head.

The lectures deal with the fundamental physiological and psychological considerations underlying physical training with special reference to the child and to both personal and community hygiene—including the hygiene of the school-room—also, with the history of physical training and athletics, and the organization and management of school athletic leagues and contests.

The gymnastic and athletic work of the department is planned with the aim of making it hygienic, corrective, and educational in its effect, and of such a practical nature that all of it may be used in connection with some phase of school physical training. The hygienic exercises, being those which require the minimum of neural expenditure, consist of games

and group contests, where fun is as much a requirement as exercise, together with such calisthenic exercises and dancing steps as bring into active play the large muscle groups of the shoulders, back, abdomen, and thighs, and cause marked increase in respiration and in the flow of the body fluids, assist the peristalsis of the digestive tract to the relief of indigestion and constipation, and stimulate the sluggish liver to increased activity.

Notwithstanding the high average development of the normal school student, the need of corrective gymnastics is very noticeable. Faults of carriage and posture such as rounded shoulders, bowed necks, flat chests, hollow backs, and prominent abdomens are too common to need comment; while, to the practiced eye, lateral curvature of the spine and more or less advanced cases of flat feet are apparent. It is for the alleviation and correction of these that the corrective work is planned. However, for lack of time and assistance and because of the fact that the corrective exercises are of such a nature that all can take them with benefit, they are given in connection with the regular class work. Due effort is made to impress upon the minds of all the seriousness of physical deformity as considered from the standpoint of efficiency rather than merely from the viewpoint of bodily disfigurement and inconvenience. The will is appealed to for the practice of definite and specific exercises adapted to the correction of particular faults.

The educational element of the department work centers around those forms of exercise that require the focus of conscious attention and produce skill, develop alertness, dexterity, and the ability to co-ordinate more or less complicated muscular movements. All of the team games, such as tennis, football, baseball, basket ball, volley ball, hockey, and the like, possess these qualifications to a marked degree; while swinging Indian clubs, executing complicated calisthenic movements, marching, and graded dancing steps are distinctively educational in value.

In making the above distinctions the writer bears in mind the fact that no sharp line of division can be drawn between the hygienic, the corrective and the educational elements in exercise; that all exercises taken in good form and in moderation have a corrective and hygienic value and may be educational.

In the matter of athletics the announced policy of the school is to see to it that every student in the school shall have an opportunity to participate in some form of athletic sport throughout the school year. Plans to attain this end are being worked out and the athletic facilities increased as rapidly as may be. In the athletic program the aim is not merely to provide an outlet for youthful energies, nor is it to make athletes, as such, of a large number of students. Rather it is to give our students a practical working knowledge of a considerable number of athletic games and sports, such as those above enumerated, so that they may become efficient leaders in the athletic sports and festival occasions of the communities they are to serve. The day is rapidly passing when

---

When You Think of

**SHOES**  
Clothing or  
Furnishings

For Men and  
Boys Think of

**MAX B. YOFFEE**

The Store That Satisfies

You'll get the best Goods, the  
best prices and the best  
service here.

an institution of learning can advance merely by reason of the reputation of its athletic teams, and the Southwestern State Normal School has placed itself in line with those schools and colleges that look after the physical welfare of the entire student body rather than to the development of a comparatively few specialists. The old system is uneconomic, unjust to the large number of students, while the conduct of the games is along lines that are contrary to the spirit of true sport.

### Annual Tract and Field Meet.

Because of heavy rain part of the Annual Athletic Meet was postponed from June 17th to the 20th. Several of the events were closely contested and some very creditable performances given. The chief of these were the Mile Run in 5 minutes 4 seconds, the Quarter in 55 seconds, the High Jump of 5 feet, and the Broad Jump of 20 feet 3 inches.

#### SUMMARY:

100 Yards Dash,.....1, Scott (M); 2, Reckard (M); 3, Stewart (J)  
 1 Mile Run.....1, S. Cowell; 2, Wade (J)  
 Shot Put.....1st Reckard (M); 2, Stewart (J); 3, Weigle (M)  
 Half Mile Run.....1, Scott (M); 2, Cowell (M); 3, Winnett (J)  
 220 Yard Dash,.....1, Dannels (M); 2, Reckard (M); 3, Stewart (M)  
 Hammer Throw.....1, Stewart (J); 2, Cowell (M); 3, Mankey (J)  
 Low Hurdles,.....1, Scott (M); 2, Stewart (J)  
 High Hurdles, .....

Broad Jump, .....1, Scott; 2, Dannels; 3, Rich (J)  
 High Jump, .....1, Mankey; 2, Rich; 3, Scott  
 440 Yards Run,.....1, Scott; 2, Dannels; 3, Mehaffey (J)

Points count 5 for first place, 3 for second, and 1 for third.

The Middlers won the meet from the Juniors 70 to 31 points.

Scott, Dannels, Cowell, Reckard, Stewart, and Mankey, each won eight points or over and are entitled to wear monograms.

### Among the Alumni.

J. M. Lavhue, Assistant State Superintendent of Schools of the state of Washington, and formerly a successful teacher in Fayette County, Pa., has sent his friends two publications of which he is author and which are commended by prominent educators for their unusual merit. One is a teachers' manual of the course of study for elementary schools of the state, which the Commissioner of Education of Massachusetts pronounces the best of its kind that he has seen. The other is a bulletin relating to consolidation of rural schools, with the object of giving the child on the farm the advantages of the graded schools. Mr. Lavhue was a member of the class of 1890.

Mr. Harry Palmer, of 1905, paid a brief visit to the Normal School recently. Mr. Palmer was sent out to the Philippines in 1908, where he spent three years in training native teachers and in supervising their work. He returned last July, visiting the Holy Land, Egypt, and various countries in Europe on the way. Mr. Palmer was married on September 6, to Miss Mary Bowman, of Friends, Pa. He is about leaving for Texas, where he will engage in



railroad work. The history and geography collections will be enriched by Mr. Palmer's valuable and interesting Philippine collection, which he generously offers to lend to the school.

Olan Yarnall, a well-known California boy, has now become an attorney at law. In 1906 Yarnall graduated from the Southwestern State Normal School. After teaching for two years he went to Dickinson College, where he took up the study of law. While in college he was extremely successful and graduated this June with honors and with the respect of all his fellow students and his teachers. This summer he took the state examination for admission to the bar. This he passed successfully and now has authority to practice law in any court, Superior or Supreme, of the county.

Concerning another Normal School graduate the Gazette Times of August 31 has the following statement:

G. H. Mika will be sent to Yale University as the first student thus honored under the Yale Scholarship Trust of Pittsburg, recently established by the Yale Alumni Association. According to the scholarship conditions, Mika will be loaned the money to complete his course. Alumni associations in other cities have created similar scholarships and sent students through their alma mater, but it remained for Pittsburg Yale men to send the first foreign-born student to their mother college.

Mika was born in Europe, came to America nine years ago, and has so fashioned his own life ever since, over-coming every obstacle of language and environment, that he was chosen as being representative of what Yale men think is the proper crude material from which can be moulded a leader of men. Mika passed the examinations most creditably. His selection was in entire accord with the scholarship trustees' ideas who, in writing of what kind of a man they wanted, said: "Preference will be given to the exceptional man who, by his own personality gives promise of later developing qualities of leadership, as against the deserving student whose tendencies are mainly scholastic."

Dr. John Coulter Hockenberry, who has been at the head of the department of psychology and sociology in the Westfield (Massachusetts) State Normal School, has tendered his resignation to Principal Clarence A. Brodeur and will leave the 1st of January for Kalamazoo, Mich., to take charge of the department of education in the State Normal School in that city. The news of Dr. Hockenberry's resignation will come as a great surprise to his many friends in and around Westfield. Dr. Hockenberry states that there is a decided educational activity in the middle West, and that Kalamazoo, being located midway between Detroit and Chicago, and being an important railroad center, is in the very center of this vicinity. The normal school there has grown rapidly since it was established, less than nine years ago, and there are now 650 students in the institution, including 150 young men. The summer school enrolment this season was 850. Many of the students remain three and four years, so that it is a training school for high school teachers, principals and superintendents. The courses are thus much more varied than in the Westfield school, and will give Dr. Hockenberry abundant opportunity to apply to his work knowledge that he has gained in the subjects of which he has

---

made a life study. He goes to Michigan at a substantial increase in salary. The new post will take him to the field of interesting and profitable institute lecturing in the summer months. He has been on the list of state lecturers for several years.

Dr. Hockenberry is a graduate of S. W. S. N. S., in the class of 1886, and for five years he had charge of the department of pedagogy and psychology. His delightful personality has won for him a host of friends wherever he has been. In Westfield his activities have by no means been confined to educational affairs. Church, civic and social life have profited by his enthusiasm, knowledge and power. He has been an ardent worker in the Methodist church and he is at present serving as president of the Westfield Young Men's Christian association.

### ALUMNI NOTES.

1893 and 1897

Miss Elizabeth Lewellyn, '93, and Miss Pearl Lewellyn, '97, were passengers on the S. S. Berlin, North German Lloyd Line, which sailed Saturday, June 24, from New York to Naples. Miss Elizabeth is now at home and Miss Pearl remained abroad for extended study.

1900

Miss Maysie Walrond has charge of the music department of St. Johns' Collegiate Institute at Corbin, Ky.

1901

Mr. and Mrs. George Denny have moved into a beautiful home on Wood Street near Fourth, California, Pa. Mr. Denny belonged to the class of 1901 and Mrs. Denny (nee Crowthers) to the class of 1904.

1902

S. P. Boyer, class of 1902, visited the Normal on Sept. 23-24. Mr. Boyer is at present located in Johnstown, Pa., where he is teaching mathematics in the High School at that place.

1905

Harry G. Palmer, who was a former Philo, visited that society September 29, and made a short address. He has been teaching in the Philippines for three years past.

Miss Cora E. Soles was married June 29, 1911, to Rev. Edwin Saylor, pastor of the Erie Avenue Baptist church of Williamsport. Mr. Saylor was graduated from Bucknell University in '07 and from Crozer Seminary in June, 1910. Since the graduation of Miss Soles she has been a most successful teacher in the Homestead schools.

1908

Miss Anna E. Rhoads is teaching at McKeesport, Pa.

Mr. Robert Smith is attending college in the University of West Virginia at Morgantown.

Raymond Wilkins is principal of the Coal Center, Pa., schools.

Miss Sarah Wykoff is teaching first grade at Wylie, Elizabeth Township, Allegheny County, Pa.

1909

Miss Olive McCue is teaching the primary grade in the Coal Center school. E. C. Miner, who has been principal of the Star Junction schools for several terms, becomes principal of the South Side school, Connellsville, Pa.

1910

Miss Bertha Charles was the guest of her sister, Miss Ruby Charles, on Sunday, September 17.

Miss Mary Creehan is teaching at Castle Shannon.

Miss Mary Fischer of Centerville was calling on friends here Saturday and Sunday, September 16 and 17.

Miss Martha Jenkins has been elected to teach second grade in the Elizabeth Public Schools.

Miss Grace Leadbeter is teaching at Brownsville, Pa.

1911

Misses Louise Hanlon, Edith Boyd, Bertha Charles, and Mary Fisher attended the meeting of Le Cercle Francais, September 16.

Miss Edith Boyd is teaching the second grade of the Whittaker Public Schools.

Miss Bertha Charles is teaching at Charleroi, Pa.

Miss Margaret Crumrine visited the Normal School, September 16.

Miss Louise Hanlon is teaching near Monongahela.

Miss Gazelle Harrison is teaching at Browndale.

Lawrence D. Lytle is teaching the Center School in Redstone Township.

Miss Sara McAllister is teaching in the Daisytown School, West Pike Run Township.

Miss Bertha McDonald is teaching in Froward Township, Allegheny County.

Ernest C. Paxton is teaching the Knob School in East Pike Run Township.

Misses Emma Rankin and Ethel Patterson are teaching in Elizabeth Township, Allegheny County.

Miss Sara M. Reed is teaching at Coal Valley.

Misses Mabel Rigg, Bertha Parker, Anne Duff, and Edna Williams are now holding positions as teachers in the Uniontown schools.

Miss Alice Schwartz is teaching at Ardmore.

Miss Mabel Matter is teaching in West Elizabeth School.

Miss Genevieve Ward now holds a position as teacher of the second grade in East Pike Run Township.

#### In Memoriam.

The summer has chronicled the sad death of two young men recently students in the Normal School.

Ray Lex Boucher of Glade, Somerset County, was a senior last year. He was drowned on August 25, near the Ohio Pile Falls, in an attempt to swim the river. The burial occurred on the following Sunday in Middle Creek Cemetery.

Bowman R. Horn of the class of 1902, died August 12, at Lock

No. 4. He was formerly principal of the North Charleroi public schools and for many years taught in the country schools of the county. At



the time of his death he was a clerk in one of the Monessen steel mill offices and had been for some time.

To the friends and family of Mr. Boucher and Mr. Horn the school extends its heartfelt sympathy.

---

### CLIO

The first meeting of the new year was held on Friday evening, Sept. 8. Three programs have been rendered thus far; and judging from these programs Clio will have one of the most successful years since the society has been organized. The subject matter for the programs was well selected by the Program Committee and each performer did well both in his preparation and in the spirit in which he gave his performance.

Many new students have joined Clio. Some of these have already done some excellent work, showing that they will in time become leading members in the society.

Two new features have been introduced this fall. In past years the Program Committees were appointed to serve through one administration but this year the Committee will serve throughout the year. By this arrangement the work of the different members will be equalized, and no one will be assigned a similar performance twice. The other new feature has to do with the debates. Mr. Adams, head of the Science Department, has been appointed by the Principal to assist the debaters in the preparation and arrangement of materials. He will give four hours of his time each week to this work.

More general interest has been manifested in the literary work during the several meetings this year than the writer observed during all of the past year. The prospects for Clio are very promising.

R. B.

**PHILO**

Upon the return of Philo's members and of a new school year, she entered upon a successful year. The interest with which she took hold of the work after having defeated her opponent Clio to the marvelous tune of four to nothing (4—0) is exceedingly pleasing to her members. From this victory as a new beginning we hope to march to the front ever ready to accept the challenge of 1912. The program given below was carried out without any omission; the members to whom had been assigned the different number were all present and performed their parts well, in accord with the usual high standard of Philo. Our membership has greatly been increased this year by those who have thought it best to choose Philo as the better of two. We welcome them into our midst and urge them to follow us to expected victory.

The Program Committee is now at work making programs for the entire term, an improvement which we hope will be appreciated by all our members. One clause of our constitution has been suspended and for this year the program committee is to serve for three terms. The debaters of the regular team are also requested to join in the miscellaneous debates.

**OFFICERS**

- President,.....Charles Hile
- Vice President.....Burna M. Ferguson
- Secretary,.....Olive Holliday
- Attorney,.....Lloyd Fowler
- Marshal,.....Edwin Snyder
- Critic,.....Edith Ulery
- Treasurer,.....Etta Smith
- Chorister,.....Bessie Miner

Looking for a successful year, we hope to entertain our members and visitors by programs such as the following, which was the first of the term.

**September 8, 1911.**

- Music, ..... Chorus
- Reading,.....Fanny Morford
- Piano Duet,.....Etta and Laura Smith
- Oration,..... John Howard

**Debate**

- |   |                 |
|---|-----------------|
| Aff.  | Neg.            |
| Dorothy Lamb  | Charles Braden  |
| Resolved: That the United States will decay as the nations of antiquity have decayed. |                 |
| Salutatorian.....   | William Dannels |
| Periodical .....  | Laura Morgan    |
|   | C. H.           |

**DELPHIC.**

The meetings of the Delphic have not yet come up to the standard that

is expected of our society, but it is gratifying to note already some improvement.

A chorus has been organized with Sarah Hileman as chorister and Grace McClary as accompanist, and we hope that many of our members will be interested in taking a part in this work, that adds so much to our society.

A few numbers on the program this month were very creditable. Among them were the periodical given by Helen Wilson, and the essays prepared by Eliza Higginbotham and Albert Wilson.

We are especially glad to report a rapidly growing membership of capable people, and we trust that each member will put forth every effort to direct our work toward the highest and best that can be attained.

### Y. M. C. A.

The first meeting of the Y. M. C. A. was held Sept. 17. Our leader, Prof. Adams, had for his topic, Daniel, and he gave a talk that was much enjoyed by every member present, because of the interesting, plain manner of presentation.

On the evening of Sept. 16, the old boys gave the new boys a very cordial reception in the gymnasium. Each new boy, I am sure, caught the spirit of the sociability of the boys as well as their generosity. All had as much ice cream, cake, and pie to eat as they cared for, and each one seemed to care for a good deal.

The majority of the young men appear to be interested in the Y. M. C. A. work, and most of them have become members.

F. W.

### Mr. McConnaughy's Visit.

One of the most interesting addresses of this school year was given at the Vesper service September 24th, by Mr. McConnaughy, of Pittsburg. Mr. McConnaughy spoke on the condition prevalent among the foreign population in the cities and mining districts of our country and of the necessity of improving these conditions. Mr. McConnaughy is well qualified to speak on this subject; he is at present in charge of the work of the Pittsburg Y. M. C. A. among the foreigners, and previous to accepting this position he spent several years abroad among the peasants of Austria, Hungary, and Poland, studying the emigrant in his native land. Mr. McConnaughy was one of a party of six young men, college graduates, who went abroad for this purpose, and he told of some of their experiences in a very delightful manner.

Mr. McConnaughy is very optimistic regarding America's assimilation of foreigners; he emphasized strongly the duty of each American citizen to hold before these foreigners, by example rather than by precept, the true ideals of Americanism.

On Monday morning Mr. McConnaughy gave a short talk in chapel. He spoke of the mistaken attitude of the average American towards the foreigner, and pointed out how much we owe to these same foreigners in the way of art, literature, and science. After chapel, Mr. McConnaughy met the Y. M. C. A. and Y. W. C. A. cabinets and

discussed with them plans for some work among the foreigners of this community.

B. G.

### Y. W. C. A.

On September 10th, the Y. W. C. A. and the Y. M. C. A. began their work by a joint meeting in the chapel. This meeting was especially interesting because of the reports given by the delegates to the Granville and Northfield Conferences. Miss Edith E. Ulery gave an interesting and inspiring account of the Granville conference. Mr. Weigle reported for the Northfield delegation. The delegates from each of the associations report having had a helpful and beneficial trip, and have returned with such excellent material and so much enthusiasm in the work that the coming year promises to be an exceptionally successful one. A fuller report of the conference will appear in a later number of the Normal Review.

The Bible Committee has decided to continue the study of the "Men of the Old Testament." The Bible Classes meet every Tuesday evening from seven to seven-thirty. It is encouraging to note that nearly every member of the Association has expressed her desire to join some one of the various classes. The leaders are Helen Wilson, Laura Morgan, Marguerite Dearth, Helen Proellochs, Corinne Talbott, Hazel Ream, Jessie Nieman, and Laura Butler.

The Mission Study Committee has planned to take up India, also the problems of our own rural communities. These two subjects, including as they do both foreign and home mission work, ought to prove interesting and profitable. As a great number of us will probably be teaching in rural schools, the latter topic should be a very helpful one.

The prayer meetings will be held as usual every Friday evening; the lessons will be based on the parables of Christ. These meetings are designed to be of an informal, personal nature. We trust that through them the girls may be drawn very close spiritually to one another and to Him in whose Name we worship.

On the evening of September 16, the old girls of the Association held an informal reception for the new girls in the Library. A short program consisting of "stunts," music, and charades was carried out and thoroughly enjoyed. Dainty refreshments were served, and the evening ended joyfully for all.

The second meeting of the Association was held in North Parlor. Miss Corrine Talbott spoke on the Caste System in India, and Miss Dearth told of two missionaries to China with whom she is personally acquainted.

The Association was glad to welcome as visitors recently Miss Louise Hanlon, Miss Mary Fisher, Miss Margaret Cruanrine, Miss Bertha Charles, and Mrs. Aiken.

Helen Proellochs

**Student Organization.**

As a result of the ballot taken September 16, the Board for this year has the following new members:

William Dannels  
Blanche Griffith  
Sylvia Cowell

Otto McDonough  
Clara Talbott  
Elizabeth Long

Walter Lilley

**MARRIAGES.**

Miss Minnie A. Holland, 1904, was married at Braddock, Pa., to Mr. Charles Lilley, a student 1904-'05. After November 1, Mr. and Mrs. Lilley will be at home in Bluefield, West Virginia.

Miss Amelia Brown, 1908, to Mr. Lawrence A. C. Moss, on September 9, 1911.

Miss Bessie Anthony Rees, 1904, to Mr. Robert Carleton Weller, on July 28. After September 1 they will be at home at 337 South Normal Park Way, Chicago, Ill.

Miss Martha Grimes to Mr. Roy Crowthers, 1901, on July 20, at Malden, Pa. Their new address is 205 Virginia Avenue, Aspinwall.

Miss Elma Weaver to Mr. Milton Reiman, 1910. Mr. and Mrs. Reiman will make their home in Los Angeles, California.

Miss Cora E. Soles, 1905, was married June 29 to Rev. Edwin Saylor.

## *Peoples Bank*

*California, Pa.*

Transacts a general banking business. Pays 4 per cent interest on time deposits, compounded semi-annually.

*Your Patronage is Solicited.*

## *Piper's Drug Store*

*For*

*Pure Medicines, Drugs and Fancy  
Toilet Articles.*

*Try Lodenta* An individual tooth  
brush holder with each  
package.

*Sundaes and True Fruit Sodas.*