

# The NORMAL REVIEW

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## MEDICAL INSPECTION OF SCHOOLS.

The medical inspection of schools concerns itself primarily with the individual and thereby occupies a deserving place in the efforts being made to eliminate disease and conserve health; and in its hygienic and economic aspect it also embraces the betterment of the masses.

Wherever a school house is located there is a field for the practice of medical inspection; and as the subject is one of no limited extent, but as broad and far-reaching as the existence of disease itself, so must every individual, professional or laymen, have some interest ultimately in anything which will aid in preventing the sickness of the child or in avoiding its contact with another having a communicable disease. There are more than 20 millions of children attending school in the United States; and a very small number of these who spend the greater part of their time in school, receive municipal or state recognition of the demands of their physical condition, either to maintain their normal health or to prevent the dissemination of disease, but strenuous efforts are made only in the face of epidemics. The acute infectious diseases, as Diphtheria and Scarlet Fever, are especially prominent during the years when the child spends the greater part of its time in school. While we do not accuse the school of being the cause of any of these diseases, it is a potent factor in their propagation.

The object of the public schools is to train to good citizenship, yet one must doubt very much if the defective child or the adult with the sequelae of Diphtheria or Scarlet Fever, contracted from a schoolmate in boyhood, and partially disabled by defective sight or impaired hearing, can do the work he would otherwise be capable of; yet thousands of children are attending school, often under State laws compelling them to be there, and trying to prepare for their future under physical defects which adults would not tolerate.

The first account we have of medical inspection of schools is in Paris in 1833; and later, in 1842, laws were enacted ordering all schools to be visited by a physician whose duty it was to inspect the grounds and buildings as well as the children. From time to time the system was revised and made more efficient and was of such value that it has been used as a model for all other French cities.

Agitation in favor of medical inspection in the United States was begun many years ago, but it was not until 1894 that it was instituted. Boston was the first city to adopt it; it was inaugurated there as the result of an unusual prevalence of Diphtheria. The success obtained from this experiment began to have its influence on the health and educational boards of other cities, with the result that various degrees of inspection were authorized in New York City, Chicago, Philadelphia, Orange, N. J., Brookline, Mass., Jersey City, Milwaukee, Minneapolis, Salt Lake City, and Cleveland; Chicago beginning the work in 1895, New York City in 1897, and Philadelphia in 1898.

Read at the meeting of the California Century Club, October 17, 1911.

The health of school children is a complex problem, because all children during certain ages are at one time or another in school. It has only been recognized within recent years that the state owes more to the child and to itself than a mental education to a greater or lesser degree. School children are not only of a susceptible age as regards their liability to contract contagious diseases, but to a marked extent are subject to structural deviations, so common during this formative stage. It has been estimated that 11 per cent. of the public school children are unfitted to enter into competition with their healthy fellows; and as these require education the same as the non-defective, medical inspection provides a means by which this large number may be greatly reduced.

When medical inspection was first being advocated in Massachusetts, during observations taken in a class of 40 pupils in a Springfield school there were found 2 consumptives, 1 epileptic, 3 with inherited syphilis, 1 typical moral degenerate, and many suffering from defects of the teeth, tonsils, and ears. In Newark, N. J., during the first 5 months of inspection, out of 5,585 children examined, 1706 were excluded from school, the greater number on account of communicable diseases. In 10 months in Philadelphia, 3,446 contagious, and 2,430 non-contagious affections were observed; while in Boston inspection found in one year 4,023 cases of contagious and infectious diseases; and the experience of inspectors in all of the cities where inspection has been introduced is practically the same.

Medical inspection has a double function to perform; first to reveal and correct unsanitary conditions existing in the school which may act as predisposing or exciting causes of disease, and second, to detect the presence of diseases, especially those of contagious and infectious character.

The value of inspection shows itself along numerous lines affecting the condition not only of the child, but also the teacher, the parents, and the community at large. It has proved to be an important factor in the education of children and parents in matters relating to personal and home hygiene, and has directed the attention of health and school boards to improvements and reforms which before had not attracted attention. Noticeable among the results obtained in those schools where inspection has been enforced, is the improvement in the cleanliness of the children, as they are desirous of appearing at their best while under inspection. This was very noticeable during the inspection of the children in our Model School last year. Under inspection, parents are more apt to keep ill children at home, where previously they were sent to school, thus giving earlier attention to the sick child; and at the same time a greater degree of security is afforded those children who are in school. The chief value of medical inspection is the great service it has rendered in checking the spread of contagious diseases and therefore preventing epidemics. It is certainly logical that there is much less danger of a child contracting Diphtheria, Scarlet Fever, or Measles, if another child who has any of these diseases, in close contact with it in the school room, is immediately removed at the beginning of the morning session instead of remaining the greater part of the day.

As an example of what may be accomplished by medical inspection we may give an instance of the beginning of what would otherwise have proved to be an epidemic of Diphtheria. In one of the New York City schools 14 pupils in one room developed Diphtheria; these, with 4 other suspicious cases, were immediately sent home; every day thereafter the throats of all children were examined and a culture taken in all suspicious

cases, the class rooms were thoroughly disinfected, and as a result of these precautions no new cases developed. Another instructive lesson in regard to the good being accomplished by inspection is an experience related by Dr. Keen of Philadelphia; in this case the medical inspection discovered 231 cases of Scarlet Fever in the school room, and the detection of these led to the discovery of 745 other cases at home, which had not been reported or quarantined.

Many a child, dull, inattentive, and negligent in his studies, is punished for his seemingly continuous neglect, and yet the experience derived from medical inspection has shown that the majority of these pupils have been so by reason of some physical defect, especially of the eye and ear, the correction of which transformed them into bright, ambitious children.

Since medical inspection has been introduced in the large cities it has taken a prominent position in the public school system, especially from the hygienic aspect, such as housing of children in modern, sanitary buildings, the diminution of the size of the class, which decreases the close contact of children. Inspection bears directly upon the health of 20 millions of individuals; and by lessening disease among these, indirectly concerns the entire population, and is directed against practically all acute and chronic diseases which affect not only the child but the adult.

Quite suggestive from the economic view point is the relation between medical inspection and the losses due to preventable ill-health and deaths. There is no doubt but that the prevention of disease adds vastly to national wealth, both in the saving of life with its earning capacity and in the lessened cost of fighting disease. To this, as to many other measures which have a direct bearing upon the prevention and transmission of disease, objections have been offered. The principal one is the cost; in fact this was a strong objection advanced by some members of our legislature during the last session when medical inspection was being advocated throughout the schools of Pennsylvania. Wherever medical inspection has been tried, it has proved a sound financial investment and instead of acting as a drain upon the public treasury, the reverse has been the case. The Commissioner of Health of Milwaukee states that the expense seems so infinitely small in comparison with the benefit derived therefrom that it seems impossible that any one should raise objections on this account.

Other objections raised against it have been the supposed interference with the family physician, with the duties of the teacher and her control over pupils and the interruption of the routine school work. But in cities where medical inspection has been in force it has been found that the teacher, parents, and family physicians all sooner or later recognized the importance of the work and co-operated with the inspector.

In Brookline the school co-operates with the Board of Health, and all the schools are inspected daily or less frequently depending upon the amount of disease present. During intervals when the town is free from contagious diseases, the inspection is temporarily suspended. In Boston, which has the best system in force to-day, the inspection is made during the first hours of the morning session: the teachers refer pupils who present symptoms of illness, to the inspector, who occupies a separate room, where the children are examined and a diagnosis made. In case a contagious disease is discovered the child is immediately sent home with an explanatory card, advising the parents to call in their family physician. In addition a special card is sent to the Department of Health, with the name, address, and diagnosis, thus placing the child under early quarantine.

New York City ranks next to Boston in the efficiency of its system, having a corps of 350 inspectors under the Sanitary Bureau of the Department of Health. Daily reports are made to the chief inspector, who makes a detailed weekly report to the Sanitary Superintendent. Not only are the public schools subjected to the daily examinations of pupils, but also the parochial and tenement schools and various societies where children are daily grouped together. In suspicious throat cases, cultures are taken and examined, and individual wooden tongue depressors are used and later destroyed, a matter of much importance in preventing the transmission of Diphtheria and Syphilis.

In Philadelphia, the inspectors have directed attention to those children who are nervous, delicate, or defective to such a degree that they should not be permitted to remain in a large class with other pupils; and the result has been that a school for these pupils has been organized, and the results obtained by their segregation has been very gratifying.

Nearly all the states have compulsory education laws, which compel the child to attend school at the age of 6, 7 or 8 years; many states in their relation to the school population seem to take the stand that the age factor is the only requirement to begin school life and make no provision for the safe guarding of the child from the communicable diseases with which the laws compel it to be brought into daily contact. Many children present constant evidence by their impaired physical condition and by attacks of measles, whooping cough, and diphtheria, that age is not the only requirements for admission to school. Education implies not only mental development but physical care and protection, and while many communicable diseases will always be present in any community, yet the state should realize that health is a condition of citizenship and that protection of the health of its child population implies a better class of citizens for the future. The state provides for its paupers who return nothing to it, it makes provisions for their physical welfare, it protects them from communicable diseases; yet the child, the support of the state in the immediate future, receives no such care, while for a small outlay a system could be inaugurated and supported in every state in the Union.

Within the last two years Dr. Dixon, our State Health Commissioner, has been trying medical inspection in a few of the eastern counties of the state, in order that the legislature and the public at large might have an opportunity to observe the results obtained, before a bill was introduced providing for it in the entire state. The general form used by the inspectors gave the name and address of the teacher and the secretary of school board; condition of school room, regarding proper amount of air space, the lighting, heating, water supply, conditions of grounds and outbuildings; the number of pupils examined, the number absent on account of contagious diseases, the number showing abnormalities, deformities, and diseased conditions of various parts of the body. In addition to this general information, there is a form to be used for each pupil, stating name, age, sex, color, nationality, condition of skin, eyes, ears, nose and throat.

The results obtained by Dr. Dixon in these experiments caused a bill to be introduced, at the last session of our legislature, providing for medical inspection of all public schools of the state, which bill was incorporated in the new school code. If the introduction of the present system in all the township and borough schools of the state is as successful as it has been in the cities, the transmission of disease will be greatly reduced and much good be accomplished.

W. C. Martin.

## STUDENT ASSOCIATIONS.

## Clio.

On Friday, October 27th, the following special Hallowe'en program, full of weird and spooky subjects, was rendered.

Music .....	Chorus
"The Goblins 'ill Get You," .....	Margaret Wycoff
Selection from "The Legend of Sleepy Hollow," .....	Laura Butler
Origin of Hallowe'en, .....	Ruth Given
Witch Scenes from Macbeth, .....	Agnes Redding
Hallowe'en Customs in England, .....	Bessie Eley
Periodical, .....	Dora Drum

## Alliance Francaise.

On Saturday evening, October 16, in Mrs. Noss' parlors the Alliance Francaise had its first meeting of the school year. The new officers, Miss Ruby Charles, President; Mr. Eudore Grouleau, Vice President; and Miss Martha Wood, Secretary, spoke of the plans for the year and asked for the co-operation of all the members. A song by Miss Ferguson, a merry little poem by Miss Proellochs, and a short conversation between Miss Humphries, Miss Edwards, and Miss Penrod, were very pleasing numbers of the program.

Several members of the faculty and Miss Boyd, Miss Hanlon, and Miss Charles of the alumni, were visitors; also a number of the French people of California and adjoining towns came to hear and speak their native language. The program closed with the singing of the Marseilles Hymn. From the interest and enthusiasm shown it is expected that the organization will develop into an active French Literary Circle.

MARTHA WOOD,  
Secretary

## Christian Associations.

Miss Jones of the Associated Charities of Pittsburg, was the speaker at the Vesper Services on Sunday evening, October 1st. Miss Jones gave an interesting and helpful talk on her work among the poor of foreign birth in that city and its suburbs, and made her audience feel more keenly than before that each one is his brother's keeper. On Monday she spoke at the regular chapel services, and later in a conference with the cabinets of the Christian Associations. She gave them many helpful suggestions for the carrying on of their work.

An evening school for foreigners is held five times a week at the Normal, with an attendance varying from twenty-five to thirty. Tuition is free, and the teaching is done by volunteers from the faculty and the young men of the Y. M. C. A.

## Greene County Institute.

One of the greatest opportunities for professional advancement which teachers have to-day is offered them by the annual county institute as it is now conducted in most counties of our state. That the state believes this to be true is shown by the article in the new school code providing that teachers be paid at the rate of three dollars per day for attendance at institute. The large and attentive audiences invariably present at these meetings are sufficient evidence of the teachers' appreciation of this opportunity.

The Greene County Institute, held at Waynesburg, October 16 to 20, was a good illustration of the right kind of an institute. The instruction and entertainments were good, the attendance large, and the spirit manifested by the teachers spoke well for the future of the Greene County schools.

The instructors were chosen from various fields of work and their lectures covered a wide range of subjects. Rev. F. B. Willis of Ohio spoke upon subjects relating to History and Civics. Dr. Jonathan Rigdon of the Winona School for Boys gave instruction in the old but ever new subject of English Grammar and its application to spoken and written language. Dr. G. M. Phillips of the Westchester Normal discussed The New School Code of Pennsylvania. His subject was a timely one, since many points of the new code are not generally understood by teachers. Dr. Phillips was secretary of the commission appointed by the Governor to draft this code and probably knows as much about its history and contents as any man in the state.

It was pleasing to one interested in the California Normal School to note the large number of her alumni in the audience at this institute. California receives many excellent students from Greene County and in most cases returns them to the same county equipped with their diplomas and prepared to take up the work of teaching in their home county. The Normal may well be proud of the group of teachers now representing her in Greene County. Among the more recent graduates who were present at the institute and who expressed the kindest interest in the present welfare of the school were: Misses Grace Morris, Elizabeth Spragg, Ica Lemley, Mary Allshouse, Goldie Cary, Ethel Gwynn, Mary Donaldson, and Viola Porter, Messrs. Thomas Longstreth, Ralph Bradford, A. N. Titus, Thurman Titus, and Amos Brewer.

John H. Adams.

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**The Elson Art Exhibit.**

The Normal has enjoyed a most interesting and profitable week during the time of the Elson Art Exhibit, which closed Saturday, November fourth.

Two hundred large subjects, reproduced in carbon photographs, photogravures, engravings, etchings, and "copper-plate paintings" from

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A. W. Elson & Co., Boston, were hung in the library, turning the place into a real art gallery. The reproductions of paintings were arranged in schools, the Italian, Dutch and Flemish, Spanish, German, French, English, and American being represented. Architecture and sculpture held adequate positions, and, while the larger part of the exhibit reproduced a painting, a statue, or a famous architectural accomplishment, yet a number of pictures of famous people and places had an interest of their own.

The exhibit was attended by practically all of the students, by many outside visitors and town people, and by all of the Training School children, who came under the supervision of the Senior teachers.

Aside from the educative and cultural value of the exhibit, one of the chief aims in holding it was to raise a fund for the purchase of pictures for the school. About one hundred dollars was raised for this purpose, and though the committee on selection has not yet completed its work, it can be announced that among the pictures chosen will be "The Dance of the Nymphs," by Corot; "The Gleaners," by Millet; "The Syndics," by Rembrandt; and "The Pot of Basil," by John W. Alexander.

Elizabeth L. Rothwell.

#### Sunday Evening Music.

Very enjoyable recitals have been given by Miss Noss on alternate Sunday evenings after the Vesper services. The hospitality of Mrs. Noss and Miss Noss has been offered to all members of the school, and both faculty and students have enjoyed this opportunity. The first of these programs was given on September 17. Before playing Miss Noss talked of the study of music in France and of the composer Faure, from whose compositions the program was made up. The rhythms and harmonies are so delicate and yet so complicated as to arouse the attention and appreciation of every one.

On October first the program consisted of selections from Debussy's compositions. Miss Noss called attention to a few phrases and played them one by one before playing the complete compositions. The selections appealed to the listeners by their vagueness and mystic atmosphere and by the dissonant harmonies. The compositions were again from Debussy on October fifteenth. The program was introduced by a biographical sketch of Debussy, and descriptions of the man himself were read by Miss Decker. Miss Neal spoke of his style and his lyric drama. A vocal solo was rendered by Miss Dearth.

As October twenty-second marked the one hundredth anniversary of the birth of Franz Liszt, the program centered about the life and work of this great composer. Sketches which portrayed his personality and the impression he made upon his admirers and friends were read by Miss Ulery and Miss Aiken. In giving the E flat major Concerto, Miss Noss was assisted by Miss Easter, who played the orchestral accompaniment on the second piano.

The program of October twenty ninth included other Debussy selections for the piano and a vocal solo by Miss Dewar.

Gertha Nickels.

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Editor - - - - ISABEL GRAVES

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The faculty editor would acknowledge very gratefully the prompt and cordial co-operation of members both of the faculty and of the student body. It is the desire of the editor that the **Review** shall represent not a few but all of the interests of the school and that present members, alumni, and friends shall all regard the **Review** as belonging to them. We offer you the privileges of the floor; let us hear from you, by way of news or comment or inspiration.

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From an unexpected source there came to us recently an echo of an idea that governs the organization of modern industrial life. In the approach to this idea—and to the ideal which it may supply—the civilized world has passed through several stages. Down at the bottom is the lazy savage with his standard of success—bare necessities of life gained by putting forth the least effort. He lolls on the ground, waiting for a banana to fall into his hand. Advanced far beyond him, the ambitious but inconsiderate individual, aiming higher and eager for a larger reward, pours forth all his available strength but spends this force for an entirely indefinite increase in the return, or reward, for effort. This type of individual has many representatives: one of them holds her muscles all tense, as she perches on the edge of a chair; another makes the same kind of demand on his muscles in using a pencil as he would make in handling a golf club or a spade. Such effort has back of it ambition and conscience but, also, absence of thought.

In view of this lack of due proportion between the amount of effort and the amount of the return, "Life" has ceased, for a moment, to mock and has turned preacher. This temporary reformer reminds us that nowadays success belongs to him who can secure the greatest effectiveness from the least expenditure of energy. In another and quite different periodical we

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read of a noteworthy instance of this general truth. A certain young man placed, without any technical training, in a position of supervision in a mine, used his eyes and thought about what he saw. After careful study of the separate muscular movements made by each man in the gang of workers whom he directed, he was able to eliminate several useless movements and thereby to secure a decided increase in the amount of productive work that the same men could do in the same time. He applied the energy of his men with so much intelligence that from the same output of labor he obtained a greatly increased return. As to ourselves—if we, working chiefly with our brains, would compete with people even fairly successful in any calling, we must aim at securing from a given expenditure of energy, the highest return in efficiency.

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#### From the Teacher's Book Shelves.

Many pupils enter high school with a decided dislike for poetry, which a thorough course in high school English may fail to eradicate. The reason for this dislike lies in the fact that poetry is, as a rule, poorly taught in the grades. The explanation may be that teachers themselves do not love good poetry or that they lack the power to awaken in their pupils a love for poetry. The remedy is obvious; we must have teachers who value good poetry and who know how to teach poetry properly. To meet the latter need, Miss Haliburton and Miss Smith have prepared a small volume entitled \* "Teaching Poetry in the Grades," in which they have endeavored to indicate fully and clearly how poetry should be taught.

A general discussion of the method of teaching poems is followed by model lessons; poems suitable for each grade are taken up and the method of presentation is discussed in detail. For the first four grades these model lessons are given almost verbatim for the benefit of the teacher who finds it hard to talk to the child on the child's level. There is added a carefully selected list of poems suitable for study and for memorizing in the different grades. The grade teacher and the rural school teacher will find this book very helpful. The teacher who follows the methods of the authors, adapting the details to suit individual needs, can scarcely fail to arouse in his pupils a sincere and lasting appreciation of good poetry.

The schools of the country need a book that brings its treatment of American history up to the present day; the books now in use give no events later than the close of the Spanish-American War. As a matter of fact, in the last decade the United States has been rapidly making history for herself. Dr. Muzzey in his \* "American History" has given over about fifty pages to events and problems of the last ten years; every one of these is of great importance or will be in the near future. Some of

\* Teaching Poetry in the Grades, by Margaret W. Haliburton and Agnes G. Smith. Cloth, pp. v, 167. Houghton Mifflin Co.

\* An American History, by David Saville Muzzey, Ph. D. Ginn & Company. Pp 662.

these topics are our connection with the Philippines, Roosevelt's administration, corporations in this country, the Panama Canal, Socialism, the relations of capital and labor, division of the Republican party into the progressive or insurgent party, and the election of Taft. A book of this sort is in demand not alone for its historical value but it serves also to show the pupils that history is not a thing of the past, but that the process of making it is continuing every year of their lives. Not only in his mention of recent occurrences but also in his presentation of other periods in American history, Dr. Muzzey has been successful. Copies of many famous engravings throughout the book help the student to realize important historical events.\*

"Our Slavic Fellow Citizens" \* is a very comprehensive study of the Slav both in Austria-Hungary and in America, prepared from direct experience by Associate Professor Emily G. Balch of the department of Economics at Wellesley College. The Slav may belong to any one of eight nationalities, including Bohemians, Poles, and Russians. Those who immigrate to America are mostly peasants and they come because living here is cheaper. They leave much that is picturesque and come too often to the worst conditions of our American life. The Slav is of good stock and has no fear of hardship or danger. We need to take measures to decrease the peril of his work in the steel mills and mines; we need to give him honest government, and to solicit his aid in making decent living possible for him.

A recent educational book \* by E. A. Kirkpatrick, was reviewed by Mr. Coffin at the Seminar held October 27th. The book is a subjective view of child development and includes suggestions for parents and teachers. The author holds that the development of personality is of supreme importance. He considers the nature both of conscious personality and of interest, that mental state which necessarily accompanies the development of personality. He classifies the stages of development of a child on the basis of social tendencies and of susceptibility to social influence. He recognizes six stages; these are (1) Pre-social Stage (year 1); (2) Imitative and Socializing Stage (years 2 and 3); (3) Individualizing Stage (years 4, 5 and 6); (4) Period of Competitive Socialization (7-12); (5) Early adolescent Period (13-18); (6) Stage of later adolescence (19-24).

Teachers put too much stress on instruction as the means of the development of the child. The teacher can only make conditions favorable; the child develops because it is his nature to do so. The school aims to impart knowledge and skill, and to do so without injuring the child more than can be helped. Mr. Kirkpatrick points out the great danger that exists, especially in the lower grade, of suppressing individuality, and makes a plea for more individual teaching in the primary grades and for

\* "Our Slavic Fellow Citizens," by Emily Greene Balch. Charities Publication Co., New York City. 479 pp. Price \$2.50.

\* The Individual in the Making, by E. A. Kirkpatrick. Houghton Mifflin Company.

greater freedom for the child. He makes a study of the modes of un-directed learning used by the child before he enters school, and finds that self-activity is the factor that brings about most valuable results.

### Here and There.

On October 6, Miss Buckbee read a paper on **Parliamentary Procedure in Women's Clubs** before the Athene Club of Charleroi.

Professor Adams visited the Greene County Institute and was greeted by many S. W. S. N. S. alumni.

Professor Shultz has moved from Swissvale, and he and his family are in their new home on College Avenue.

Mrs. Noss gave the Mothers' Club of New Kensington, a delightful art lecture, October 12.

Professor Betts of last year's faculty, is at present pastor of the Methodist Episcopal Church at Munhall.

Miss Isabel Murray, formerly the Sixth Grade teacher in the Model School, is now traveling in Europe.

On October 3, Mr. Parkin Woodson, an expert typewriter, visited the Normal School. Though but fifteen years old he is one of the most rapid typewriters in the commercial world. He wrote over two hundred words per minute and he also showed that he can write while blindfolded or while carrying on a conversation.

### Clio-Philo Football Game.

On Wednesday, October 25th, the first intra-mural game of Rugby football was played between teams representing the Philo and Clio Literary Societies. The wholesome rivalry that exists between these two societies was augmented by this special event, with the result that both on the gridiron and on the sidelines there was no end of interesting features and enthusiastic cheering. From start to finish, the game was a nip-and-tuck contest, which ended with no score for either side. The superior attack of the Clio team, which twice carried the ball to within striking distance of the Philo goal, was offset by the effectiveness of the Philo defense. On both occasions Scott tried for field-goals, one of which went wide and the other fell short.

Summary: score, 0-0. Time, four 8-minute periods.

Line-up:

Philo		Clio
Roberts,.....	Left-end .....	McMurrough
Blackburn,.....	Left-tackle .....	Cowell
Yothers,.....	Left-guard .....	Weigle
Long,.....	Center .....	Griffith
Chapman,.....	Right-guard .....	Moulton
Roy Keyes,.....	Right-tackle .....	Hackney
Wm. Edwards, .....	Right-end .....	Wycoff
Howard,.....	Quarter-back .....	Scott
Braden, Darrock, .....	Left-half .....	Crumrine
Stewart,.....	Right-half .....	Mehaffey
Wilbur Edwards,.....	Full-back .....	Reckard

### Hallow'en at the Normal.

Hallow'en was celebrated by the Normal students in the evening. When the gymnasium was opened at 7.30 o'clock, a stream of students, representing people odd, strange, and curious from all parts of the world poured in. After everybody had become acquainted—with the faces represented—and had their fortunes told by the Gypsy Fortune-teller, an amusing program was carried out.

The grand march and the chorus were followed by an unusual horse-race between Philos and Clios. This was very interesting; a wire was stretched across the gymnasium and to this twenty bolts of tape were attached. Ten Philo girls and ten Cilo girls entering the race, attempted cutting the tape through the center and up to the wire. A Philo was the first to reach the wire and she was proclaimed the victor. Shadow pictures and a remarkable exhibition of hypnotic power by a Hindu Magician (?) followed.

Doughnuts and fruit punch were appreciated by the eager crowd. After the Virginia Reel the merry-makers dispersed.

Hallow'en in the first grade of the model school consisted of class work, such as the tracing and coloring of brownies and pumpkins, of a Hallow'en story, and two songs, "Hallow'en Comes but Once a Year," and "Little Jack Pumpkin Face." A class from Room Three sang "Little Orphan Annie," a treat which was much enjoyed by the first grade.

The children of Grade VIII were not content to herald the Eve of All Hallows in a tame or conventional way this year. The decorations, of course, had to be elaborate and pretentious. Big pumpkins, little pumpkins, green pumpkins, yellow pumpkins, pumpkins of every conceivable size and hue, filled every available inch of blackboard space. And the ever recurring witch trailing thro' the clouds with her monstrous broom formed the subject of a handsome poster. The windows and lights were shaded in yellow and green, and apples, strung from the chandeliers, bobbed invitingly to the boys and girls.

The program—a surprise to the children from the Critic Teacher—was made up of numbers appropriate to the occasion. Mother Goose—who, by the way, can make you see ghosts and goblins with your eyes shut—delighted her audience with the wierd, uncanny tales that had come down to her from "a reliable grandmother."

The climactic feature of the afternoon, however, was the bountiful feast of good things, provided by the children themselves. Cake, apples, pop-corn, pumpkin pie, and fudge disappeared with alarming rapidity when the serving hour arrived. Hallow'en cannot come too soon again for these jolly little revellers.

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### The Exchanges.

In the *Northern Illinois*, published by the State Normal School at De Kalb, the material is very well organized. Its first section is devoted to articles which would be of special interest to teachers; for a normal

school magazine, however, the space used for pedagogical articles is entirely too little.

The description of some of the work done in the Training School includes many good suggestions to teachers, especially inexperienced ones. The editor of the Exchange department has stated her plans, and it is evident that this section will have much interest for readers. A due amount of space has been given to the news of the school in general, and of the various student organizations. The faculty and the alumni have not been slighted. The work of the different literary societies is discussed and criticized. But the space used to designate in what grades the student teachers are working, could be used for something of more value to the majority of the readers.

As a whole the magazine is splendidly arranged. The division into different sections arouses interest and enables one to find readily anything for which he may be looking. The press work is excellent.

**The Beaver** is one of the October exchanges which have come to our notice. It is a high school magazine, and as such is well worth review. It contains several literary articles written by students, and news about all parts of the school. The jokes add life and are fitting in a high school magazine.

We acknowledge the receipt of the October number of the **Duquesne Monthly**. This magazine contains a full description of some of the older universities. Besides a few other literary articles and news of the school, the magazine offers discussion of questions which are to-day confronting the public.

We have received the following October Exchanges:—The Beaver, The Bethany Collegian, The Birch Rod, The Bloomfield S. N. S. Quarterly, The Duquesne Quarterly, The Lutheran N. S. Mirror, The Kiskiminetan, The Normal College News, The Normal Herald, The Northern Illinois, The Purple and Gold, The Red and Black, The Washington-Jeffersonian, The Collegian.

Jennie B. Boose.

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### The Alumni.

1896.

Twelve members of the class of '96 held a very delightful re-union at the home of Mrs. Mabel Troth Andress at Homestead Park, Saturday, September 30. Those present were Mrs. Pearl Phillips Roberts, Mrs. Estelle Sterling Graham, Mrs. Jean Depuey Glasser, Mrs. Maggie Bair Eisenman, Mrs. Zoe Hildebrand Sullivan, Mrs. Rose Garland Crombie, Mrs. Janet Roley Lewis, Mrs. Mary Patterson Brown, Mrs. Blanche Lynn Christie, Miss Lillian Graham and Miss Belle Smith. The guests gathered around a most attractive and hospitable dinner table. Very pleasant hours were spent in exchanging reminiscences of Normal days.

1900.

R. E. Horner is principal of Canonsburg High School this year, where he is doing excellent work.

## THE NORMAL REVIEW

1902.

Miss Eva Clister visited her sister, Miss Florence Clister, recently. Miss Clister is teaching sixth grade in the Uniontown Schools.

1904.

Miss Anna Murphy is teaching at Roscoe.

1905.

Miss Christina Riley is teaching at Roscoe.

1906.

Miss Helen Meese, who taught the Fourth Grade in the Model School last year, is now teaching in Wilkinsburg.

1908.

Miss Violo Latta is teaching one of the schools in her home town, Elco.

Miss Mary McAllister is teaching at the Washington School located across the river from Roscoe.

1909.

Misses Florence Crill and Aveda Gerring are teaching in Charleroi.

Miss Alice Latta is teaching at Lock No. 4.

Miss Margaret McKelvie of Oil City is teaching in the North Union High School located at Uniontown.

Misses Maude Morgan and Eliza Riley are teaching in their home school at Elco.

Roy Scott is a student in the Medical Department of the University of Pennsylvania.

1910.

Miss Mabel Frye is teaching Fourth Grade at Monongahela City.

Miss Amelia Gallager of California, is teaching in the Uniontown Schools.

Miss Rube Glasser has a position as teacher in one of the Knoxville Schools.

Miss Jean Hoge is teaching at Roscoe.

Edith Stratton is teaching in one of the Lincoln Avenue Schools of the East End of Pittsburg this year.

Miss Lulu Woodring is teaching the Red Mill School, a short distance from Monongahela City.

1911

Among the latest Alumni visitors to the school were Walter Moser, Paul Coatsworth, Ernest Paxton, Lawrence Lytle, George Harris, Howard Long, Frank Hamilton, Earl Bell, and the Misses Ruth Harvey, Genevieve Ward, Louise Hanlon, Emma Harrigan, Gazelle Harrison, Harriet Bakehouse, Olga Goltz, Phyllis Nicholas, Katharine Metz, and Edna Williams.

Miss Margaret Crumrine is now teaching fifth grade in the Millsboro schools.

Miss Bess Glass is teaching her home school at Markleysburg, Pa.

Miss Mary Hathaway, who has been seriously ill of typhoid fever since July, is convalescing slowly.

Mr. Edward Hay has entered John Hopkins University, Baltimore, to prepare himself for the medical profession.

Mr. Frank Hamilton is teaching in the Gallatin School, at Gray's Landing.

Miss Katherine Metz is now teaching in the Belle Vernon school,

Miss Mary McClelland is teaching second grade in the Millsboro schools.

Mr. Paul Miller has entered Jefferson Medical College in Philadelphia, to prepare himself for the medical profession.

Emma Rankin is a pedagogue in the Crescent school this year.

### IN MEMORIAM.

#### Maude Finley Frazier.

Miss Maude Frazier, who entered the Normal School in 1910 but withdrew because of ill-health, died of tuberculosis at her home in Belle Vernon, September 29. She was a consecrated Christian and died a triumphant and happy death. She is remembered here by many warm friends, and to her family the school extends sincerest sympathy.

#### Marriages.

Married June 21, at the home of Rev. Mr. Mackey at Carnegie, Miss Rose Garland of the class of 1896, and Mr. T. J. Crombie. Mr. and Mrs. Crombie reside at California, Pa.

Miss Emma J. Myers '98, of Charleroi, and Dr. Oliver J. Kreger '96, of Monessen, were married at the home of the bride's parents on Wednesday, October 11.

#### Of the Class of '83

To the Editor:—

I have had it in mind to write an epistle to the old timers who were and who were not in attendance on the last re-union of the Alumni. That was my first meeting with the faculty and graduates since 1883. My old friend Berkey, master of ceremonies, very graciously called on me for a three minute speech. The learned two hour attack on the initiative, referendum, and recall, by the orator of the day "out of the West" made three minutes look too insignificant to get anywhere with. We felt, as everybody did at that time, that to say anything worth while one really ought to have a couple of hours.

We noticed among other things that the Philomathean Literary Society furnished the speakers of the evening. This Society was known in our day as the "word mill," the set purpose of Philo meetings being to see who could talk the longest without saying anything. The art was often found useful in the class room. This policy was discouraged in the Clonian. We had a fixed rule that no one should be permitted to take more than thirty minutes to say nothing. The passing years have confirmed the propriety of the rule.

Mrs. Noss's very delightful paper (short) told of many interesting points of history but strangely enough, like all the speeches of the evening, failed to make mention of the most celebrated class in the history of the School. The class of '83 was considered large at the time. The fact is that some folks thought it too large. I didn't. I would gladly have spared myself the joy of meeting up with some of the members, but I felt an anxiety about having the faculty begin to cut it down.

Looking backwards at the banquet, over the heads of so many intervening classes, I couldn't help feeling the injustice done the epoch-making Eighty-thirders. Big George Jeffries was present. Jeffries is always present and always big; but who was it immortalized Jeff and Mutt? Fisher, Bud Fisher of '83, who hitched up Jeff and Mutt Berky and set

them out on their world-conquering tour. Fisher was a contrary genius and insisted on putting names the other way about. What class ever produced so versatile a character as the late, lamented Walter Peter Cooper? He who turned up the collar of his great coat, went out into a winter's night and in the deep, resonant, unmistakable tones of Prof. Noss called two upper class men from the cheerful fireside of two day, lady students, marched them to the dormitory and directed them to report to him, the next morning at 7 o'clock; but who when they had reported to Prof. Noss to his surprise, learned that they had made a serious error in the premises?

Then there were Pittman and Johnson, the hold-up men from Fulton County, who made the record in separating raw recruits from their contraband goods, including fire arms and fuit cakes from home; Jim Wakefield, the forensic orator, who now leads the democracy of Pittsburg; Tombaugh, tall sycamore of Scenery Hill, now leader of the Washington Bar; he who wrote the corollaries to Wentworth; McCollum, head of the educational interests of Indiana; Berryman, the great Pittsburg jurist; our namesake, celebrated divine L. O; George Washington Jones, poet and philosopher. We'd marked Jones for the Hall of Fame, but he has taken to farming, nevertheless poetically and potentially Jones. Then there were the Jo's, the twain Jo's, alas! But time fails us to tell of all the illustrious men and of the fair women who have brightened spheres of usefulness with rare talent and exquisite grace.

Time has gone on since it took us a full half hour to pump a pitcher of water for some vision of loveliness from the farther dormitory, but the dear old Profs. don't seem a day older. We are convinced that the fountain of Youth is with those who tarry at the old well. Prof. Smith takes the declensions as seriously as ever; and if the old hen and chickens we stowed away in Prof. Hertzog's desk were to fly out to-day with the same fuss and feathers, the Prof. would show as little perturbation, and would proceed to assign the hardest problems to the suspected parties.

Prof. Murphy was back. We were pleased to see the Professor, who now holds down a big school of his own. The Prof. told his old time jokes. We were glad to hear them again. We have twice told these tales around the world and were grateful to feel that they were still considered good. The Prof. unbosomed a bit in the presence of good old Doctor Beard, and related how he was first called upon the carpet, not having the slightest suspicion of why or what it all was about. Most of the class of '83 met the dear old doctor at odd times, but we weren't filled with the innocent surprise of which Prof. Murphy speaks. It's a good story, though, and one worth considering by the student body. One can't tell, of course, just when the bluff is going to work. We were always fond of Murphy. His name would indicate French extraction; but not so, he comes naturally by his wit.

But we're near the Clonian half hour limit. May I ask you to print these odd ends, of interest to the class of '83 and others, bordering on that far-removed period which, in our simple-minded way, we deemed fraught with much of human interest? It is possible, hereby, to get in touch with many of the old school who now inhabit this great state which the Southwestern is endeavoring to make famous by giving it a name.

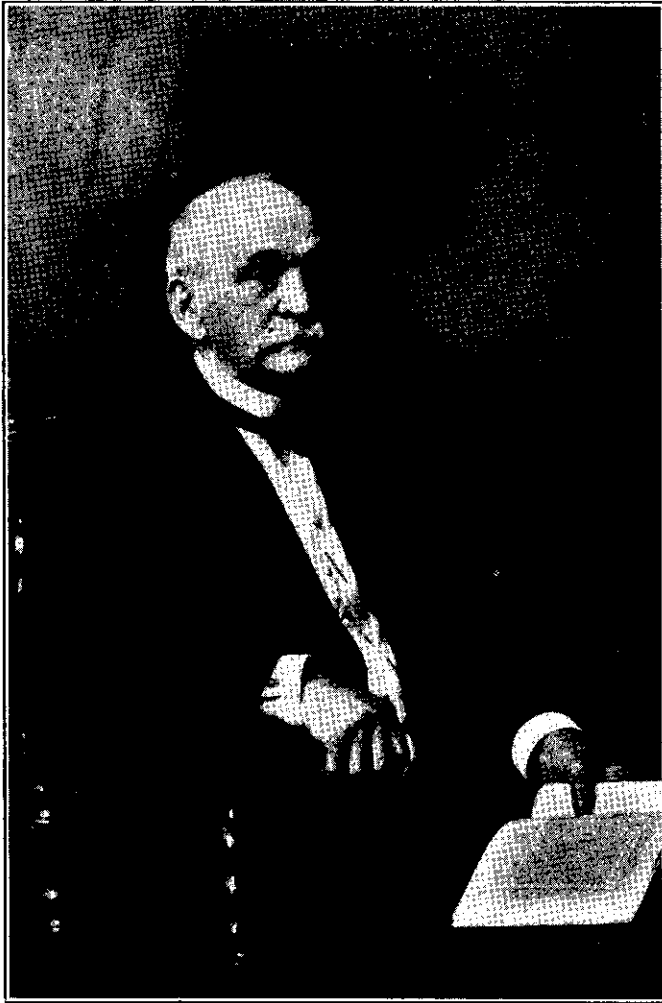
Very sincerely, J. H. SUTHERLAND.

Presidio of Mount View, California, Major and Captain 12th U. S. Inf.  
Oct. 14, 1911.

P. S. As to Prof. Murphy's Cow: the class of '83 took no chances; we hoisted the cow into the bellry. J. H. S.







GEORGE PETRIE BEARD