

The NORMAL REVIEW

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FIRST YEAR VOCABULARY IN LATIN.

Some years ago the writer began the selection of a list of words for intensive drill in beginning Latin and in second year Latin. This list was somewhat modified about 1907, upon the appearance of G. H. Browne's *Latin Word list* and Lodge's *Vocabulary of High School Latin*. The list given below is substantially the first year section of this list, modified slightly during the subsequent years that it has been in use.

The words were selected in the belief that the vocabulary acquired during the first year should be of value for any author, and not exclusively for Caesar. At the same time, in view of the fact that Caesar would continue for years to be the first author read, the vocabulary was so selected as to give a rather better preparation for Caesar than for Nepos or Cicero. As this list contains no proper names, all references to the number of word occurrences will be to the number exclusive of proper names. This vocabulary contains six hundred words and of the total word occurrences in passages examined, averages in Caesar 85 per cent., in Nepos and in Cicero 75 per cent., and in Virgil 55 per cent. In other words, if a beginner who has mastered these words, first reads Caesar, he will know in advance eighty-five of the first hundred words; if he begins Cicero or Nepos, seventy-five; if Virgil, fifty-five.

Of these 600 words about 400 are primitives. The rest are derivatives. In learning these words, the pupil should be led to note English cognates, the force of prefixes and, to a lesser degree, of suffixes; but the teacher must remember that nothing takes the place of intensive drill. The same methods that fix the multiplication tables or the correct spelling of English words, will be effective in the mastery of a Latin vocabulary.

The phrase "essential words" has been used. What does it mean? All English words are not of equal importance. Some are frequently used by large numbers of people, while others are seldom employed or are limited to a few people. A foreigner preparing to enter a high school should be thoroughly familiar with such words as *book, class, pencil, paper, teacher, begin, write, study, and, to,* etc. There are other words that are not so necessary, and the learning of them may be post-

poned. Such are *tome, quill, pedagogic, peruse, meditate*, etc. A foreigner entering business would need a somewhat different vocabulary. Every vocation has its own special words, and sometimes there are several words to express practically the same thing. Moreover, independent of any calling, there is a fairly well defined body of words common to all men and to all lines of work. These words may be called the essential words of the language.

That there exists a body of essential words in Latin, is equally true. That these essential words constitute a large part of all Latin words, is evident when one realizes the small number of words used by a Roman. In Caesar's *Gallic War, I-V*, Cicero's *Manilian Law, Archias*, and the four orations against Catiline, and Virgil's *Aeneid, I-IV*, the total number of different words, according to Lodge, is 4650. The following quotations are also from Lodge. "1347 words occur but once. 691 words occur twice, 373 words occur three times, 277 four times; leaving 1954 words which occur five times or more. The total word occurrences is 77,142, of which the words occurring less than five times (4,956) make up less than seven per cent." "The words that occur five times or over are the essential words in the Latin language; for examination of a relatively equal amount of material selected from Caesar's *Civil War*, Cicero's orations other than those read in schools, and Ovid, showed the occurrence of more than nine-tenths of these words." "The total vocabulary of Caesar and Cicero is approximately the same, Caesar 2106, Cicero 2117; that of Virgil is 3214."

In view of these facts, the following list makes possible a great saving of time and effort, especially for the Caesar pupil. In the *Gallic War, I-V*, 2100 different words are used 26,000 times; but these 600 give 22,000 of those 26,000 word occurrences, while the other 1500 give but 4000. In other words 28 per cent. of the effort gives an efficiency of 85 per cent. in vocabulary.

The writer of this article desires not so much to call attention to the accompanying list of words as to suggest the desirability of the teacher's being able to make up similar lists for himself and to use them when they are prepared. Two lists ought to be in the hands of teachers of Latin: G. H. Browne's *Latin Word List*, published by Ginn & Company, Boston; and Gonzalez Lodge's "*Vocabulary of High School Latin*," published by the Teachers' College, Columbia University, New York. Mr. Browne's list is based on Caesar's complete works, Cicero's orations, Nepos, Sallust, and Virgil's *Aeneid, I-VI*. Mr. Lodge's list is based on Caesar's *Gallic War, I-V*, Cicero's *Manilian Law, Archias*, and the four orations against Catiline, and Virgil's *Aeneid, I-IV*. While they overlap each other, they supplement each other, and each makes the other more valuable.

"Forms, syntax, vocabulary" make up the story of elementary Latin. Forms and syntax have been adequately treated in our grammars, but the vocabulary has been largely a matter of guesswork until recent years. The acquisition of vocabulary has been too often undirected by the teacher. The pupil has thumbed his vocabulary rather than studied it definitely, as he did his forms and syntax. With these two books it is now possible for teachers to be well-informed as to the value of particular Latin words, and there is no longer any excuse for blind leading of the blind.

Those who are familiar with the Hurlbut list, which was published recently in the *Classical Weekly*, may be interested in knowing that the Hurlbut list contains about 75 per cent, of the words printed below. This means that the two lists taken together give about 750 words and that they agree on 450 out of this number. Browne indicates a first year list that differs somewhat from both of these. A study of these three lists points to a group of about four hundred generally accepted words, but indicates that the final dictum has yet to be spoken.

In selecting the words many conflicting claims had to be considered. Some words appear which occur rarely in Caesar or Cicero. A few examples will illustrate. *Tendo*, which Lodge postpones to the Virgil year, is here given, because in Caesar's *Gallic War, I-V*, it occurs some seventy times in compounds. *Gradior*, according to Browne, does not occur in Caesar's complete works or in Cicero's orations, but it is included because it occurs some forty times in compounds in Caesar's *Gallic War, I-V*. On the other hand, where the primitive is a poetic word and is rarely used in compounds, the ordinary prose word is given. *Demonstro*, *defendo*, and *relinquo*, will serve to illustrate. In other instances the appearance of a word is due to the "personal equation" and to the demands of the reading done.

This list, as the writer has already indicated, was prepared for his own use and not for the *Normal Review*. That it appears here is due to the persuasive powers of the editor of the *Review* and not to a desire to foist another list upon "much enduring" Latin teachers.

A closing word. The live teacher must be behind forms, vocabulary, and syntax, to make them vital to the pupil. Word lists are valuable as machinery, but the teacher must control the list and not the list the teacher. Teaching is anything but mechanical. Link the new word with something already known in Latin or English. Trust pure memory only when all else fails.

* First Year Latin Words.

Related words are grouped together.

Derivatives are usually placed under primitives and indented.

a, ab	audio	cohors	do
acer	aut	collis	de-do
acies	autem	colo	deditio
ad	barbarus	in-colo	man-do
administro	bellum	communis	tra-do
adolescens	bonus	compleo	doceo
aedificium	brevis	concilium	domus
aequus	cado	conor	dubito
iniquus	casus	consido	duco
aestas	ac-cido	consilium	dux
ager	caedo	consuesco	ad-duco
agger	oc-cido	consuetudo	de-duco
ago	capio	consulo	e-duco
cogo	captivus	consul	re-duco
red-igo	ac-cipio	contra	tra-duco
agmen	occupo	copia	dum
aliquis	re-cipio	inopia	duo
alius	caput	corpus	duodecim
alter	castellum	creber	e, ex
altus	castra	credo	ego, mei
altitudo	causa	cum, prep.	meus
amicus	cedo	cum, conj.	emo
amicitia	ac-cedo	cupidus	sumo
amplus	con-cedo	curo	enim
angustus	dis-cedo	curro	eo
animus	ex-cedo	cursus	ad-eo
anim-adverto	pro-cedo	oc-curro	aditus
annus	celer	de	in-eo
ante	celeritas	decem	initium
appello	centum	decimus	iter
apud	centurio	defendo	subito
arbitror	certus	deinde	trans-eo
arma	circiter	demonstro	equus
armo	circum	dexter	eques
at	citerior	dico	equester
atque, ac	civis	condicio	equitatus
auctoritas	civitas	dies	eruptio
auxilium	clamo	dimico	et
audeo	clamor	diu	etiam
audax	coepi	divido	exercitus

* From a Latin Word List, Copyright 1910, Ernest A. Coffin.

existimo	gratia	ius	mitto
experior	gravis	iuro	a-mitto
exploro	habeo	con-iuro	com-mitto
explorator	pro-hibeo	iniuria	di-mitto
exterus	debeo	iu-dico	inter-mitto
facilis	hiberna	labor	prae-mitto
facile	hic	latus	re-mitto
facultas	hiems	latitudo	modus
difficilis	hiemo	latus, -eris	moneo
difficultas	homo	legatus	mons
facio	nemo	legatio	mora
con-ficio	hora	lego	moror
de-ficio	hortor	de-ligo	mos
ef-ficio	co-hortor	intel-lego	moveo
inter-ficio	hostis	legio	com-moveo
per-ficio	iacio	liber	multus
fere	con-icio	liberi	multitudo
fero	de-icio	libertas	complures
con-fero	iam	licet	munio
in-fero	ibi	littera	munitio
re-fero	idoneus	litus	murus
fides	ille	locus	nam
con-fido	imperium	loco	nascor
filius	impero	con-loco	natio
finis	in	longus	natura
finitimus	incendo	loquor	navis
fio	incolumis	lux	navigo
firmus	inde	magnus	ne
firmo	inferus	magis	ne . . quidem
con-firmo	insula	maiores	negotium
fluo	inter	magnitudo	neque
flumen	interea	maneo	nihil
in-fluo	interim	re-maneo	nisi, ni
fortuna	intra	manus	noceo
fortis	ipse	man-do	non
fossa	is	mare	nosce
frater	idem	medius	co-gnosco
frumentum	iste	memoria	nomen
fugio	ita	mercator	noster
fuga	itaque	miles	novem
genus	item	militaris	novus
gero	iubeo	mille	nox
gladius	iungo		numerus
gradior	con-iungo		
e-gredior			
pro-gredior			

nuntius	peto	puto	senatus
nuntio	impetus	quaero	sentio
e-nuntio	pilum	quam	septem
re-nuntio	polliceor	quantus	sequor
ob	pono	quartus	con-sequor
oceanus	pro-pono	quattuor	in-sequor
octo	pons	que	servo
omnis	populus	qui, Rel.	servus
omnino	porta	quicumque	sex
opinio	porto	quidam	si
oportet	trans-porto	quidem	sic
oppidum	portus	quinque	signum
opus	post	quis, Int.	silva
ordo	postea	quis, Ind.	similis
orior	postquam	quisquam	simul
oro	posterus	quisque	sine
oratio	postulo	quod	singuli
palus	potis	quoque	sisto
par	potestas	rapio	con-sisto
pario	potior	e-ripio	socius
parens	pos-sum	rego	sol
a-perio	praemium	regio	solus
re-perio	praesertim	rex	spatium
paro	praeter	regnum	spes
com-paro	praeterea	relinquo	spero
pars	premo	reliquus	de-spero
parvus	op-primo	res	specto
passus	primus	res publica	ex-specto
pater	princeps	respondeo	con-spicio
patior	priusquam	ripa	con-spectus
pauci	privo	rogo	per-spicio
paulum	pro	rursus	statuo
pax	probo	saepe	con-stituo
paco	proelium	salus	in-stituo
pello	proficiscor	satis	sto
ex-pello	profectio	scio	prae-sto
re-pello	prope	scribo	statio
per	ad-propinquo	con-scribo	statim
periculum	propter	scutum	struo
persuadeo	publicus	secundus	in-struo
pes	res publica	sed	studium
pedes	pugna	sedeo	studeo
ex-pedio	pugno	con-sido	sub
im-pedio	ex-pugno	obses	sui, sibi
impedimentum	op-pugno	praesidium	suus
	oppugnatio	subsidium	

sum	terra	unus	vetus
ab-sum	terreo	undecim	via
ad-sum	per-terreo	ut, uti	vicus
de-sum	tertius	uter	video
pos-sum	timor	uterque	pro-video
prae-sum	timeo	utor	vigilia
supero	tollo	usus	viginti
superus	totus	valeo	vinco
supra	traho	vallum	victor
tam	trans	vasto	victoria
tango	tres	vel	provincia
tamen	tribunus	venio	vir
tantus	triginta	adventus	virtus
telum	tu, tui	con-venio	vis
tempus	tuus	per-venio	vita
tendo	tum	ventus	vix
con-tendo	turris	vereor	volo
os-tendo	ubi	verto	nolo
teneo	ullus	versor	voluntas
con-tineo	nullus	anim-ad-verto	vox
ob-tineo	ulterior	con-verto	voco
re-tineo	unde	re-vertor	vulnus
sus-tineo	undique	vester	vulnero

Ernest A. Coffin

A BITE OUT OF THE CLASSICS

In one of several interesting conversations with Wendell Phillips he told me that it was a habit of Charles Sumner's always, before retiring for the night, to "take a bite out of the classics." The phrase was Mr. Sumner's own. The occasion of this conversation was a casual meeting soon after the return of Mr. Phillips from Washington, where he had made a stay of a week or thereabouts with Mr. Sumner, during a period of the latter's illness.

The conversation of Mr. Phillips, always very attractive, was, on this occasion, charged with no less than his usual intellectual, not to say, spiritual elevation and came with characteristic, unhurried diction from the eloquent lips and "splendid personality" that made one almost feel as if talking with Apollo.

Mr. Sumner's turning to the classics was not the prompting of a fad, nor was it only "to quiet the restless pulse of care", although such motive would appeal strongly enough to us all. Neither was it due to a feeling of need to find material to fortify his will against the unceasing antagonism of those who, willfully or blindly, were opposed to all political

action that did not take orders from the interests at that time controlling the legislation of the country. The senate was dominated by those who, accustomed to rule their slaves, brought the same spirit into Congress and expected to subdue this newest Massachusetts senator by ignoring him and by treating him as their inferior. In this the pro-slavery senators were joined by their northern allies, but never did any set of men commit a greater blunder. This kind of antagonism was perhaps the easiest of all for Mr. Sumner to meet; for while he was "artless and affectionate" in his nature, yet in him, more than in most men, the shafts of his towering spirit ran down deep into the invisible substances that support great souls. Did his feet stand in that sure place and his eye hold fast to the "ever-fixed mark" that his conscience had set for him and to which his constituents and the great cause of "liberty and union" had called him, then no frowns of single or of allied foes could move or shake him. Moreover, by culture at home in his own New England, and by opportunities abroad, especially in his ancestral England, he had achieved a distinction and had been made the recipient of unsought-for honors, which, though they had been coveted, could not have been attained by most of those who attempted to overawe him by insolence, and by studied machinations to rob him of proper recognition in the appointments of the Senate and to deny him opportunity to present that cause for the embodiment and expression of which he had been commissioned by his own great commonwealth, as well as by the greater constituency of the new-born, rising party of resistance to disunion.

So these things could not subdue him; and when it became him to do so, he could speak to the domineering antagonists with a natural dignity and even at times with such apt and just criticism of their manners as they had not the resources to meet in fit parliamentary retort. It was not then in anxious search for some sure support for unsteady feet that he turned to the classics daily, nor ever in the "idle strumming of a lute", but, betimes, as was fitting in an ever diligent student, betimes "in search of deep philosophy, wit, eloquence, and poesy" such as marked the wide and sometimes rapid flow of his own eloquent diction.

His daily communion with the classics, though only a "bite," was to satisfy the intellectual appetite of the student, a demand of the spirit which Mr. Sumner never ceased to feel, and which no one who has ever sought and gained admittance to the shrines, especially of the severer muses, will ever desire to give over. The literary man, the thinker, the actor in the world's broad field of battle, will all seek to live within ready call of whatever voice of the muses may haunt them from sunny hill or babbling brook.

But we must not confine the term "the classics" to the great Greek and Roman literatures alone. While those ancient works will probably ever retain their high place they are no longer the sole depositories of wisdom, passion, and song; and to modern literatures, also, he had given his best devotion in study.

Mr. Sumner has never been spoken of as given to the study of the scientific thought and discoveries of his time. He was devoted to the science of government and the law of its development and expression; and the progressive evolution of society, civil and social, not to say religious, finds an expression in Mr. Sumner's works that answers back to its earlier expression in the great productions of the world's masters in prose and verse. Indeed, is it not the fact that the evolution of the race has proceeded as the loud trumpeting of the perennial scriptures, both sacred and secular, especially of the immortal bards, have been heard and obeyed? Are they not the fore-appointed historic preceptors of the world's progressive forces in every listening nation? Mr. Sumner had the ardor of a reformer with the tastes of the scholar. By his unbroken literary study he nourished his soul and animated his faculties.

While he was strong in his purposes and assured in his conclusions, yet there were times when the mists came down on his pathway, when hard difficulties confronted even that determined spirit. George Ripley, one of the Brook Farm Association and afterwards the celebrated literary writer of the New York Tribune and personal friend of all the reformers of his day, says of Mr. Sumner: "I have often noticed that he seemed to find relief in literary inquiries and discussion, from the excitement of political debate." Mr. Sumner was not a melancholy though a serious man and, unfortunately for him, without an adequate sense of humor. If he could have appreciated the great humorists even of his own day, it might have been some relief to the occasional weariness of his spirit, but it seems as if it had been his mission to stand as the embodied conscience of the people which he represented. I recall no complaints of his loneliness, though he was without the sweet companionship and beguiling entertainment of such a home circle of his own as was enjoyed by others both before and after him. Doubtless his solitary life also added to the frequency of his resort to the great company of those who being dead yet speak to us who are still sojourners here. Mr. Sumner set out to travel on a high moral and political level. To such it happens that they do not have much company. They may at first have the support of the multitude but can scarcely retain it. The everlasting type of these is found in the divine man of Nazareth. The multitude followed him at first and doubtless sincerely, but the merchants who profited by the immense returns from the traffic in animals for the sacrifices in the temple and were driven out of their dishonest and defiling business by the Nazarene, succeeded in poisoning the minds of the people and in detaching them from this preacher of righteousness until at last he was left alone and "of the people there were none with him". In this world we must learn to "stand unpropped or be laid low." No scholar or student can fulfill his rightful destiny or properly round out his life who does not nourish his soul on the contents of the literatures enshrined in the classics of the ages. Let Cicero express it all: "Haec studia adolescentium alunt, senectutem oblectant,

secundas res ornant, adversis perfugium ac solacium praebent, delectant domi, non impediunt foris, pernoctant nobiscum, peregrinantur, rusticantur.”

C. L. Ehrenfeld.

INSTRUCTION IN FRENCH IN NORMAL SCHOOLS

The best method of teaching a modern language has probably not yet been determined, as modern language instruction is of comparatively recent date, and sufficient data with regard to the learning process are lacking. We hear a great deal of the natural or direct method as opposed to the older grammatical method. The latter grew out of the method of teaching Latin and Greek and consists of a study of the rules of grammar, followed by translations into the mother-tongue. In the so-called natural method there is no translation, no formal study of grammar; and the new language alone is spoken. This method is desirable for the child; he learns the new language as he has learned the mother tongue. For the adult student the exclusive use of either method is not desirable. The direct method alone does not suffice, because he needs the elements of grammar. He wants to know the reasons for making changes in words and should be told in the quickest and most intelligible way. The grammatical method—reciting rules, paradigms, and vocabulary, and translating into the new language and into the vernacular—prepares the student for the ordinary examination, but it is very dry and calls for little original effort on the part of the tacher. A combination of these two methods seems to give the best results.

The proportion of the two methods must depend on the length of the course and the future needs of the student. In a High School course of four years, after which many are expecting to take the college entrance examinations and to continue the study of the language in college, a solid foundation of grammar is desirable; but in a Normal School, where the course in a modern language is but two years (four periods a week) and the large majority of the students are to have no subsequent class-work in the language, the work should be different.

In planning a course in French in a school like ours, one must consider the question, where should the emphasis be placed, on speaking or writing, or on reading? Which method will give the student the greatest pleasure and profit in the future? We could not give him the ability to speak fluently if we devoted the whole time to that purpose. Perhaps one in a class of twenty-five will travel abroad later and use his spoken French. A few will find opportunities to use spoken French in this country, but will scarcely have enough practice to prevent their gradually losing whatever skill they might have acquired. The spoken language, then, is not of primary importance. If the emphasis were laid on composition, the student could learn to write accurately within a

certain limited field, but this accomplishment is not useful to the student who is not preparing to teach the language or even expecting to continue his study beyond the two years. If speaking or composition were made the chief aim, there would be little time for reading.

This reading is undoubtedly of greatest importance. In the first place, power to read is more quickly and easily acquired than ability to speak or to write, for the reading requires only a receptive knowledge of vocabulary while the writing and speaking require the productive knowledge. Then it is of great benefit to the student to have some knowledge of French literature and French life. The study should not be simply of the language, but it should deal with the geography, the history, the current history, the art, the customs, and especially the literature of France. French should be taught as a living language and made as interesting as possible. No other study offers better opportunity for variety in subject matter and in treatment.

In this school the work in French during the past three months has covered the following divisions:

I. Grammar.

One period a week. Review of the previous year's study.
The partitive article and the subjective mode.
Exercises translated into French and into the vernacular.

II. Reading.

Three periods a week. Text: Laurie's *Memoires d'un Collegien*. 150 pp. This text has good characterization, simple style, and sustained interest; and it is also valuable for the subject matter, since it gives an excellent portrayal of the life of the French boy in the secondary schools of France. The first five minutes of each class period were devoted to answering the questions of those who found difficulties, and the pages studied were usually not re-translated in class, but instead the subject matter was discussed in French. Emphasis was placed on sight-reading.

III. Composition.

A review of the book read, and other short papers.

IV. Special Topics.

About ten special topics on the city of Paris were presented in French by individuals and reproduced by the class in the form of notes. These topics were illustrated by post-cards and pictures used with the reflectoscope.

V. Memory.

A number of poems were explained and recited by individual members of the class.

VI. Dramatizing.

A drama appropriate to the Christmas season is being written by two students and will be played by others. Later, while studying the tragedy of "Hernani" by Victor Hugo, the modern

THE MODEL SCHOOL

Room One—November.

Community Work on the Sand Table—Historical Literature.

Holland.

1. Outline of country.
2. Dikes and Canals.
3. Wind Mills.
4. Dutch men, women and, children.
5. Cows.
6. Dutch Houses.
7. Canal Boats.
8. Kites, etc.

England.

1. Outline in sand.
2. Physical features.
3. English houses, churches, etc.
4. King.
5. Pilgrims.
6. Small ships.
7. Mayflower.

America..

1. Outline of Pilgrim country.
2. Physical features.
3. Plymouth Rock.
4. Pilgrim houses.
5. Church, Common house.
6. Wigwams.
7. Pilgrim men, women, and children, dressed by class.
8. Cradles.
9. Forest.
10. Indians,—Braves, Squaw, and Papoose.

This constructive work includes sand modeling, paper folding, cutting, pasting and sewing, clay modeling, painting, and arrangement of material. It gives the children early lessons in history in a concrete and interesting manner, and furnishes excellent material for oral expression and language lessons.

Anna B. Thomas.

The pupils of the Eighth Grade have completed an interesting set of booklets, which picture the movements and counter-movements of the opposing armies in the French and Indian War. The drawings, even though crude, tell the story of the war clearly and graphically. The pupils have missed very much Miss Edith Ulery's delightful reading lessons on the Indians. This popular young practice teacher has been confined to her room with tonsillitis this week.

"In Witchcraft Days"—the play to be contributed by the Eighth Grade to the Thanksgiving program—is causing the children to realize the terrifying scenes of Salem.

Ada M. Neal.

Paper Tearing in the Primary Grades.

Our experience in paper tearing has been of so much pleasure and profit to us that we feel it may be of help to some other teacher.

Paper tearing is an occupation which is exceedingly interesting to the little folks, and lends itself admirably to the illustration of every subject in which drawing or paper cutting might be used. The lines are not so exact as those made by scissors and therefore they give more natural outlines to the objects. We have used it in connection with paper folding to illustrate parts of almost every subject taught.

This kind of "manual training" may be used even in the most poorly equipped schools, for there is no expense in connection with it outside of the paper used, unless you so desire. The unruled tablet paper upon which our written work is done is just the proper weight to tear nicely.

If one has such material as neutral shade mats, the little objects may be mounted upon them to be hung upon a wall or saved with the daily papers to be put into folders at the end of the month. If the blackboard is of slate, they might be mounted upon it to make a border showing the work done in school.

Last spring while studying about Japan, we tore out women and children in kimonos, lanterns, parasols, screens, pagodas, and trees; then colored them with crayons. The older children colored theirs with water colors. From these we made Japanese villages upon the slate blackboard. We used pink tissue paper blossoms on bare branches for cherry blossoms and with these decorated the corner of the room.

Cora G. Miller Frazer.

All the Model School took part in the Thanksgiving Exercises presented on Wednesday afternoon, November 29, in the Normal Chapel. Parents and other friends of the children as well as many of the Normal School students were in the audience.

PROGRAM

Song, "Pennsylvania" Whole School

Room One

Song Little Jack Pumpkin Face

Recitation Thanksgiving

Class Thanksgiving Coming

Thanksgiving Wish

Thanksgiving Prayer

Room Two

Recitation By Twelve Boys

Song Winter Days

Song	Thanksgiving
Recitation	A Thanksgiving Wish
Room Three	
Harvest Song	
Thanksgiving Song	
Room Four	
Spinning Song	
Room Five	
Recitation	The First Thanksgiving Day
November Riddles.....	By Four Pupils
Impersonation of Puritans and Indians.....	By Ten Pupils
Room Six	
Indian Dance	
Room Seven	
Dramatization of "The Courtship of Miles Standish"	
Room Eight	
"In Witchcraft Days"	
Song, "America"	Whole School

THE DRAWING DEPARTMENT

The students in Academic Drawing are working at present in charcoal. In anticipation of this work Miss Rothwell gathered some fine apple sprays from the orchards this fall and with these as studies the class is gaining some good results.

The Drawing work in the Training School is centering around Christmas gift making. The September and October study of flowers, leaf, seed, fruit, tree, and landscape, was made the basis of work in design during November. The work in design will be followed in December by constructive and decorative work such as calendars, gift books, blotting pads, boxes, bags, etc. The Senior teachers have entered into the work heartily, and we are expecting good results from them. The group includes the following persons: Miss Prosser, Miss Reeves, Miss Redding, Miss Porter, Miss O'Brien, Miss Proellochs, Miss Riddle, and Mr. Rickard.

The Normal Review

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The remaining quarterly issues will be the March and the May numbers. It is our plan to devote the pedagogical portion of the March issue to the teaching of science, and the corresponding pages for May to fine and applied arts in the grades and in high school. We intend to put the emphasis in all our numbers on the problems of teachers in the grades and in ungraded schools. At the same time we remember that there are high school teachers, and we hope that, among our subscribers, their numbers may increase.

Much interest was manifest in the Memorial Services of November nineteenth. By those who have been longer in the school and in town Professor Beard is remembered with great respect and affection and all gladly joined in the exercises which commemorated a noble life and important service to the school.

"If you are looking for that which is best in the men and women with whom you come in contact; if you are seeking also to give them that which is best in yourself; if you are looking for friendship which shall help you to know yourself as you are and to fulfill yourself as you ought to be,—then you are surely on the ascending path."—Henry Van Dyke.

 IN MEMORIAM

REV. GEORGE PETRIE BEARD

Principal of Southwestern State Normal School, 1877-1883

Died November 10, 1911.

On Sunday evening, November 19, memorial services were held in the chapel of the Normal School. With the members of the school there gathered many friends from the immediate neighborhood to honor the memory of this former Principal of the Normal. The program was as follows:

Hymn,	"Jesus Savior, Pilot Me."	Gould
Scripture Reading		
Prayer—	Dr. H. B. Davis	
Anthem,	"Consider and Hear Me"	Pflugger
Address—	Dr. C. L. Ehrenfeld	
Address—	Prof. G. G. Hertzog	
An Appreciation—	Mr. George Jeffries	
Hymn	"Crossing the Bar"	Tennyson
Responsive Reading		

 An Appreciation

When I came to this institution, thirty-one years ago, the first person that I met was Dr. Beard, with his magnificent person, tall and large, and a bright, piercing eye. The impression made upon me, just a young boy from the farm, has been with me all these years. As I passed him in the hall day by day and met him in the class-room at recitation, the character of the man became more visible to me; and long before I graduated, his noble character, his manhood, and Christian life, stood out in bold relief before me. His instruction came to me more from his life and his conduct than from the books. His aim seemed to be the making of character and manhood, rather than the accumulation of knowledge. He was quiet, calm, yet strong and confident. He was my leader, inspiring utmost confidence in all that he was and did. He was to me, who had never known a father, a guide; he was a father to me and he considered me one of his boys. How often after school hours, did I place my hand in his arm, and we would walk by the College, I getting inspiration from him and he giving me advice as a father would give to a son. How his life has impressed me. Last spring, when I went to Commencement, I knew he was to be there. He was a magnet that drew me. In going to the College, I found him in what used to be the Model Room. He knew

me and placing his arm around my shoulders, he said, "God Bless you, my Boy"; and big as I was, strong physically, used to seeing things, yet somehow, without knowledge on my part or notice, there came trickling down my cheeks, tears. Some people who watched may have thought it weakness on my part; yet when I recall what effect his life had upon mine, and how he cherished me as one of his boys, I thought it nothing but manly, for I loved Dr. Beard. He and Dr. Noss, the late lamented, have a strong control upon my life, for they taught me and led me and guided me when I was a boy. He was firm, but kind, intellectual but not egotistical; proud but not vain—proud of his manhood and character. He lived, not for himself so much as to help others, and the kind deeds done will live when, perhaps, his name is forgotten.

"In the fall time when the leaves begin to take on their varied colors.

And the gentle sprinkle of snow is silently falling,
 And nature is going to sleep for the long winter months,
 He, the once large and strong man, fell asleep,
 Falling asleep as gently and calmly
 As the fleecy clouds pass over the midnight moon.
 In the spring time when nature awakens,
 And the grass begins to grow, and the flowers bloom,
 Sending their fragrance everywhere, the earth taking on a new
 and beautiful coat;
 So he, in the Spring time of Eternity,
 Will arise with a new body, celestial,
 Free from all earthly tears and sorrow,
 Enjoying that home in the skies, which is prepared for all those
 who love and serve here upon this earth.
 May his Dust rest in Peace."

Geo. B. Jeffries.

A Biographical Sketch

In the Journal and Tribune of Knoxville, Tennessee, of Saturday, November 11th, an obituary gives the main facts in Professor Beard's life. It says:

"Rev. George Petrie Beard was born at Orange, Vermont, June 3, 1832, of a Scottish family which migrated in 1650 from the lowlands of Ayrshire, the district in which Robert Burns was born, to Massachusetts. Eight of his ancestors fought at the battle of Lexington. He was educated in the common schools at Orange and at Spalding Academy at Barre and at the University of Vermont, from which he graduated in 1860. He received the M. A. degree in 1863, was licensed to preach in 1864, and ordained in the Congregational ministry in 1865. In 1872 he became a communicant in the Presbyterian church.

"Rev. Mr. Beard preached as a Presbyterian minister under the

Board of Home Missions in Pennsylvania, South Dakota, Nebraska, Florida, and Tennessee. In September, 1908, he was placed on the honor roll of the Presbyterian church in North America. He was taken ill several days ago, and from that time was confined at the home of his daughter in Knoxville, where he expired last night, the tenth of November, 1911. He is survived by his widow and three daughters and eight grandchildren. His remains will be taken to Orange, Vermont, to be there interred.

"During seventeen years before he entered on the home mission work he was principal of normal schools, first at Warrensburg in Missouri, and afterwards at Shippensburg, California, and Lock Haven, in Pennsylvania."

I first met Professor Beard at Harrisburg, in 1873, at a meeting of our State Normal School Principals, shortly after he had taken charge of the newly recognized school at Shippensburg. I think he made a pleasant impression upon us all by his noticeable large presence and intellectual expression. While he and I did not become intimate, our relations were altogether cordial, and when I was about to resign as principal of this school, I sought an interview with him as to his becoming my successor. He was then at Jersey Shore, in a position which was not such as his abilities ought to have commanded, and I felt he would probably be available for the headship of this institution. The result was his election and entrance upon his duties here, in February, 1877.

The instruction to me from Dr. Wickersham, the State Superintendent, was that my resignation should not take effect till a successor was secured. Professor Beard was admirably equipped for the position, and as the state had changed its policy as to appropriations to her normal schools, the prospects were for a larger support from the state and larger patronage of the schools. He was gratified by his election, and the new outlook cheered him.

It was a happy thought and a graceful thing on the part of this school to invite him to attend the re-union at the last commencement. He appreciated it and enjoyed it greatly. It was perhaps a little the more enjoyable as one of his grandsons was here as secretary of the present principal; but he met also a number of his old students, to the very great pleasure of all. He had greatly changed from the time I had last seen him as still the tall, noticeable man, and had become stooped and frail. But he straightened and improved while here, and left realizing that the visit had been a blessing to him in body and spirit. We parted in the corridor, not saying much besides wishing, each to the other, the blessing and protection of our heavenly Father, but realizing that we were not likely to see again each other's faces on this side the veil.

Adapted from the address of Dr. C. L. Ehrenfeld.

The Administration of Principal Beard.

In 1877 on the 17th of March, Rev. George P. Beard entered upon

his work as Principal of the Normal School. Three years earlier the school had been recognized as a State Normal School, and beginning with 1875, classes of two, of six, and of nine students were graduated in successive years. Lack of funds was largely responsible for these very small numbers. At the close of his first complete year of office, Principal Beard reported to the State Superintendent: "The total number enrolled for the school year 1877-1878, was 502, an increase over the previous year of 208." He modestly added, "The increase was the result mainly of an increased interest in the school on the part of teachers and the general public in this part of the state." The number of graduates had also advanced from nine to twenty-two. That Mr. Beard had been able, so early in his administration, to bring about such growth, is quite in accord with an insight which led him to use the following almost prophetic words: "If, in the good time coming, the state will relieve this school of debt, furnish and equip it fully, and then make tuition free to all professional students, and in other respects re-organize the whole state system, so that it shall be in fact what it is in name—a state system—I have great confidence in the progress and complete success of this and other schools of the system."

Professor Beard in the conduct of the school, showed a broad intelligence, good executive ability, and excellent business tact. The work of instruction was divided into departments, and for each line of work a teacher was provided who became responsible for that department. His purpose in government is expressed in the following direct words: "The rules of the school are few and simple; self-control is the ideal, self-help the habit sought." His statement of the aims of the school still remains our standard and goal. He calls for "an harmonious adjustment of graded school and an elective course of study; great prominence to right primary instruction in both theory and practices; special care for the health and physical training of pupils; vocal drill in elocution and singing for all pupils; skill in expression and execution in every variety of subject and work; good opportunities, under proper restraints, for social culture." Equally broad and far-reaching is his conception of the office of the teacher. "To teach is the noblest function on earth; and to teach aright requires the mastery of one of the profoundest and sublimest of sciences and one of the most elevated and refined of arts. As to give is nobler than to receive, so is teaching higher than acquiring knowledge. Not every one that can acquire successfully, can impart knowledge with like success. No professional instruction and training can make equally good teachers of equal scholars. The true teacher is 'born,' and so called of God to teach; and yet he must be 'made' intelligent in the science and skilful in the art, in order to utilize his gifts and wisely use his powers."

Such aims, such sentiments set before students and teachers, could not fail. Under the inspiration of his leadership the school took an onward move and attracted attention in this normal school district and even beyond. Professor Beard was held in high esteem, not only by his

faculty, but by the students as well. He was loyal to his students and they in turn were loyal to him. Wherever they went they praised the school, and as a result, new students were continually added. He himself was an indefatigable worker, not only as a teacher, but as an officer of the school, putting in long hours and staying by his work even in the summer months as few men have done. He was in frequent demand at teachers' institutes and other educational meetings, and his numerous addresses were listened to with pleasure and interest.

The power to see clearly what is the supreme purpose of life and to aim at fulfilling this purpose must be a source of strength. This power, this strength, Mr. Beard had, and his life embodied the aim which some one else has put into words for us: "There is but one great thing on earth, and that is man; one great thing in man, and that is mind; one great thing in mind, and that is conscience; one great thing in conscience, and that is character. The supreme end of life is the conquest of self with all its powers, and their consecration to the ministry of Christ."

Adapted from the address by

Professor George G. Hertzog.

Y. W. C. A.

The regular meetings of the Y. W. C. A. have been very good and well attended. The work done in the Bible classes each Tuesday evening is not only conducive to a clear understanding of the Sunday morning lesson, but also leads to a general discussion of the lesson by many of the girls,—an essential factor in making the meetings interesting and beneficial. The meeting on November 26 was of especial interest because of the reports from two delegates, Miss Dearth and Miss Gayman, to the Conference of Student Volunteers for Foreign Missions held at Allegheny College, Meadville, Pa. The excellent reports made by delegates both to this conference and to the Granville Conference of this summer, made the Association feel that it is really worth while to send girls to these conferences. Each member receives almost as much benefit from the reports as if she had attended personally, and the delegates themselves declare that theirs is an experience never to be forgotten.

Our four delegates to Granville have been giving the Association much of the excellent material which they gathered while there, and their supply of notes is by no means exhausted. The general plan of the conference was as follows: Several evening Platform Meetings were held. Among the speakers may be mentioned Rev. Thomas H. White, who spoke on "Why Study the Bible?" and Rev. Charles E. Burton, whose subject was "Jesus Christ as Our Example." The essence of each of these talks has been profitably given in our meetings. Rev. James R. Swain spoke on "Christ's Appeal for a Disciple," also "The Plus Sign of the Christian."

After the Platform Meetings the girls broke up into delegation groups. The Pennsylvania Normal girls formed one group and thus became very well acquainted. Miss Sara Kirk, who had been a Normal

School teacher, conducted these meetings.

The Bible and Mission Classes were important features of the conference. Mrs. Harriet Taylor held a mission class, using as a text-book, Mott's "The Decisive Hour of Christian Missions." In this class a general review of the mission field was taken, and the encouraging and discouraging features were noted and discussed. Other mission classes were conducted by Mr. Charles O. Bemies on "Rural Problems," and by Miss Van Dorn on "India's Awakening." Miss Van Dorn has just returned from India and is enthusiasm itself. The Bible classes conducted by Miss Belle Morrill took up "The Study of the Psalms." Miss Sara Kirk's class studied "The Parables of Christ." Each of our delegates enrolled in a different class so as to bring back to the Normal as much as they could for our work during the year.

The Technical Councils, at which the work of each department of the Association was fully explained, were very helpful especially to the new officers. They gained an insight into the method employed by such a large organization as the Y. W. C. A. in doing effective work for the Master.

The Pie Social held in the Main Hall of the Normal on Friday evening preceding Hallowe'en was welcomed especially by the young men of the school, and was both seasonable and remunerative.

Sewing Bees have been held every Wednesday and Saturday afternoon in different rooms to prepare for the Bazar to be held in the North Parlor, Saturday, December 2. It has been decided to make the Bazar an annual affair.

The Association has welcomed as visitors Mrs. Wood, Mrs. Dearth, Miss Estelle Heath, Miss Margaret Frost, and Miss Mary McClellan.

Helen Proellochs.

Chairman Inter-Collegiate Committee.

Athletics.

On Saturday, November 4th, in response to a challenge from the underclassmen, the senior football team defeated their opponents by the score, 17-0.

The first score came in the first period, when an elusive punt got away from the underclassmen and rolled over the goal-line, where Hackney fell on the ball for a touchdown. No try at goal was allowed because the ball changed hands in being carried out. In the second period honors were about even, and the period closed with the ball in possession of the seniors on their own forty-yard line. At the beginning of the third period one of Scott's long punts was missed by Wm. Edwards and was caught on the first bound by S. Cowell who ran forty yards for the second touchdown. Scott kicked the goal. Score, 11-0. A few minutes later Scott intercepted an attempted forward pass by the underclassmen and ran nearly half the length of the field for the third and last touchdown. He then kicked the goal making the score 17-0. During the fourth period

neither team seriously threatened the other's goal.

Although two of the scores of the game were the result of what are sometimes called 'flukes,' nevertheless the seniors clearly outclassed their younger, less experienced, but hard-fighting opponents.

The lack of wholesome rivalry in cheering on the sidelines was noticeable. Such games should furnish the natural and normal outlet for enthusiastic class rivalry. As it was, very few, except the boys, saw the game.

Summary

Score—Seniors, 17; Underclassmen, 0. Length of game—four eight-minute periods.

Seniors		Juniors
Roberts	L. E.	R. Keyes
Blackburn	L. T.	Humphreys
Reckard, Yothers	L. G.	Lutes
Long	C.	Fuller
Weigle	R. G.	Groleau
Hackney	R. T.	Drum, Chapman
S. Cowell	R. E.	Darroch
Howard	Q. B.	Wm. Edwards
Scott	L. H.	Coatsworth
Braden	R. H.	Stewart
Wilbur Edwards	F. B.	Mehaffey

Basketball.

As the season for indoor athletics draws near, the interest in basketball is rapidly developing in the school. Already a number of inter-class games have been played. Thus far the senior team has not meet defeat, although the middlers in one game held them to a 7-4 score. The game on November 22nd, between the middlers and a so-called junior team, was most hotly contested and resulted in a 7-7 score. The "junior" team won the play-off on the night following, but had changed its line-up to include a member of the senior class.

Those who have played on the various teams are, seniors, Dannels, Scott, Griffith, S. Cowell, Howard, Hackney, Wilbur Edwards; middlers, Chapman, Stewart, Wycoff, Winnett, Crago, R. Keyes, H. Roberts; Juniors, Wilson, Long, D. Fuller, Humphreys, Drum, Wm. Edwards, J. Fuller. The Academics of last year lost so many of their players by premature graduation that the team has disbanded.

It is planned this year to organize a league within each class which will play a schedule of games so that all may have an opportunity and incentive to learn to play this best of indoor games. Later in the season a series of interclass games will be played to decide the class championship.

The scores for the last four games follow:

Nov. 18th, Seniors 7, Middlers 4.

Nov. 22nd, Middlers 7, Juniors 7.

Nov. 23rd, Middlers 1, Juniors 3.

Nov. 25th, Seniors 17, Juniors 3.

The senior basketball team added another victory to their already long list by defeating the middlers on Tuesday, November 28th, by the score of 7-5. The line-up was—Seniors, Cowell and Scott, forwards; Dan-nels, center; Hackney and Edwards, guards; Middlers, Wycoff and Win-nett, forwards; Crago, center; Roberts, Stewart, and R. Keyes, guards.

Western Pennsylvania Physical Directors' Association.

On Wednesday, November 29th, occurred the monthly session of the Western Pennsylvania Physical Directors' Association. Dr. George M. Martin of Chicago, was the speaker of the day. His morning theme was "The Organization and Development of a Leaders' Corps." Follow-ing a clear and forceful exposition of the subject, Dr. Martin put the directors through their paces on the gymnasium floor in demonstration of his theories. The afternoon session was occupied with a discussion of the Cook County Amateur Athletic Federation, which has set a stand-ard for this type of organization. The questions discussed had largely to do with athletic administration and were inspiring and very practical.

C. W. Nethaway.

Here and There.

Mrs. Edwin C. Mead, a delegate to the Hague Conference, address-ed the Normal in behalf of the School Peace League.

The State Inspector of High Schools, Prof. W. Hertzog, visited the school recently and addressed the faculty in their regular meeting. He discussed the occasion, so soon to become a practical demand, for a Summer Session of this school.

On November 4 Dr. Davis went to Greensburg to speak to the teachers of Hempfield township, Westmoreland County. He will be an instructor at both the Washington and Fayette County Institutes in De-cember.

Glorious weather gave a good beginning for the Thanksgiving holiday. The Model School Program on Wednesday afternoon drew many interested hearers and spectators. That evening the teachers and the young ladies of the third floor of Dixon Hall invited all the school to the gymnasium. The whole thing was an impromptu carrying out of a late suggestion and no attempt was made at formality. All joined heartily in the plans proposed and the hour and a half passed quickly and happily. Thursday, after the much appreciated late breakfast, there were walks, and good times in the gymnasium. The generous feast of the two o'clock dinner was appropriately enjoyed. Various plans occupied different groups of people in the afternoon. The day closed with a joint meeting of the Christian Associations in a Praise Service in the Chapel.

The Shakespearean Plays.

The three plays, "The Merchant of Venice," "Hamlet", and "Julius Caesar", played by Frank McEntee and Millicent Evison and their company on November 11th and 13th, afforded to many students their first glimpse of Shakespearean drama; and to those who had seen the plays before, these actors gave a new interpretation of the characters. "The Merchant of Venice" was presented Saturday afternoon to a fairly large and a very expectant audience. The play as a whole was good. Jessica, as given, was the only role which called forth adverse criticism. "Hamlet" was played in the evening to a full house. The interpretation of the title role was of unusual merit, though true depth of feeling was wanting in some of the most beautiful lines. Ophelia was charmingly real, and the minor characters were well played. An additional treat came in the form of the tragedy, "Julius Caesar," given Monday evening. The great Caesar was shown in all his majestic strength and power of personality. Cassius was indeed a hard-hearted man of Rome. The part of Brutus, usually so attractive to actors, was not rendered convincingly. The stage setting was simple. The excellent attention during all the performances was sufficient evidence of the success of the presentation.

Wilma Crowe.

The Lecture Course 1911-1912.

All are looking forward with much interest to the attractive entertainments of the annual lecture course.

December 6, 1911. Mr. Leland T. Powers in "David Copperfield."

January 29, 1912. The Kneisel Quartet.

February 8, 1912. Mrs. Harriet Chalmers Adams in an illustrated lecture on South American conditions.

The fourth entertainment will be announced later and will be of the same noteworthy quality as the earlier ones.

Exchanges.

Normal College News—Probably the most important column is that headed "8288 Teachers Assemble for Big Convention." Several of the speakers presented ideas which ought to be of interest to the readers of this paper. Some of these ideas are: that the more advanced pupils should help teach those of the lower grades; that there should be more oral recitation instead of so many written exercises; that there should be better sanitation in the school rooms, for too often, instead of preparing children for life work, the schools prepare them for an early grave; and that aliens can be Americanized more easily by teaching them the patriotic songs, which give them a love of the American flag and American institutions.

Washington Jeffersonian—We find much of interest in your November number. The writer of "Foot Ball in Tom Brown's School Days"

shows marked talent. Since education does not consist solely of foot ball, it should not dominate school papers.

Wah Hoo—Your monthly shows much care in the selection and arrangement of material, and is one of the neatest that has, as yet, come to our exchange table.

Wilbur Edwards.

We are glad to add to our list of exchanges "The Pharos," from Wesleyan College, for it contains some valuable articles. The first editorial is especially worth reading, because it applies to every student no matter in what school he may be. The magazine also contains Dr. Doney's address, delivered at the inauguration of Pres. Hodges at Morgantown, on November 3, 1911.

Grove City College sends us the "Collegian", which has many good qualities. The material is well organized. Two original stories are given and a very interesting article on "Types of College Students."

We acknowledge the receipt of the "Beaver" among our November exchanges. It is especially well planned as a Thanksgiving number. Thanksgiving stories are an interesting feature of the paper. We miss the exchange column in this number, but hope it has not been abandoned.

The following November exchanges have been received,—The Normal College News, The Washington-Jeffersonian, The Beaver, The Kiskiminetan, The Mansfield Normal Quarterly, The Purple and Gold, The Bethany Collegian, The Waynesburg Collegian, The Pharos, The Grove City Collegian, The Amulet, The Wha-Hoo.

Jennie B. Boose.
