

The NORMAL REVIEW

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No. 6

A Translation From Heine.

Thou art as a lovely blossom,
So fair and pure thou art;
I look on thee and sadness
Stealeth within my heart.

My hands I would lay in blessing
Upon thy head, in prayer
That God may ever keep thee
So lovely, pure, and fair.

W. Z. 1913.

A CURRENT TOPICS CLUB.

In the busy life at a normal school few have the leisure time to read much on topics of current interest. We become so engrossed in the lives of the ancients that we remain almost ignorant of the lives of the great men of the present. Wars are fought without our knowledge. Vital questions of the day are brought forward and settled while we hardly have an opinion on one side or the other. We even get so far away from the problems of the day that when they are brought to our notice, we have little interest in them. In the establishment of a Current Topics Club, our aim would be to meet this sore need.

How shall we conduct a Current Topics Club so as to bring about the realization of this aim? In the first place the success will depend largely on the leader of the club. He or she must be an individual of strong personality and one who is not easily discouraged. He must be able so to plan the work as to get the greatest returns at the least possible expenditure of time and effort. He must be so alive to the questions of the day that all the members of the club will be inspired to their greatest efforts. He must know something of past history and have a keen insight into men and human affairs, in order that he may be able to bring forward current history in its true relation to human development.

The meeting of the club should be weekly. As in any other literary club, the work should be divided into departments, each with its special head. To keep up interest, the program must be varied and full of life. Frequently, a whole meeting may be taken up by some one topic of special interest. At other times the program may be miscellaneous in character. Upon important questions an opportunity for general discussion should be given. Debates may be

used to advantage. The reading to the club of clippings from daily papers or magazines should be very infrequent. If this method is extensively used, the club may be sure of an early death. Let the work be as original as possible; always remember that content is of more importance than mere outward form. The work should be kept above the newspaper level. If there is a high moral and literary standard, an appreciation for the best in life will be developed. Beware of making the club too prosaic. Let there be plenty of humor. Give the idealistic side of life due consideration. If the leader of the club is able to read human nature, and knows the members of the club and their varied talents and preferences, he will be able to plan the work so as to give to each member what he is especially fitted for. For example, some member may have special talent in writing. Why not let him have charge of a paper in which the current topics discussed at each meeting are summed up? This may be used for reference by various members of the club. No one can deny that in a normal school we have material to make such a club a success. We believe that if a Current Topics Club is rightly conducted, normal graduates will go out into the world better able to meet its problems.

Mary Piersol, 1912.

SUGGESTIONS FOR THE SAND TABLE.

Esquimo Life.

Each teacher will think out for himself many devices in the use of the sand table; I will give details of a plan worked out in our Model School under the supervision of Miss Thomas, to illustrate Esquimo Life.

After several lessons in which you described the Esquimo and his life and habits, have the children in their industrial work draw igloos with pencil and paper. This gives them their first real idea of the kind of houses in which the little Esquimo children live. Then after they have drawn other objects connected with the life of the Esquimos, they are ready to begin their work for the sand table. The teacher may have the children mould the igloos out of clay or she may make them of cocoanut shells. If she uses cocoanut shells, she should cut them into two different sizes, making the large part of the igloos out of two-thirds of the shell. Then the one-third will make the small part of the igloos, and in this she cuts a little door. After she has prepared these, she may give them to some of the children to whiten with chalk, while others mark off the squares with black crayon to give the effect of blocks of ice.

They may next make the people. The teacher first prepares, in paper or clay, patterns of the Esquimo people, and gives each child a pattern. Then the children make the outlines under the teacher's direction from a picture on the board. The little people will be skillful enough in drawing to do this work nicely. One will be surprised at the results of such a lesson. In the same way the dogs, sleds, bears, seals, and reindeer may be made. It is best to have the icebergs made from clay or cardboard, so that they can stand. Clay may be used in forming all these objects, but those cut from paper or pasteboard do very well.

After all of the objects are made, the construction of the sand table may be begun. Lay one part of the table off for the Esquimo village. If brown sand is used, whiten it with flour to give the appearance of snow. Set the igloos around and place the Esquimos with their dogs and sleds. Totem poles may be made from pencils or little rounded sticks; at the top of each, place the head of an animal moulded from clay, then put stripes of colored paper around the poles to give the effect of the writings.

At the foot of the village is the ocean. This idea may be carried out by using crayon to color the boards of the table blue. Here the icebergs, seals, and bears are placed. On the other side of the water is a reindeer field, which is enclosed by small sticks. The reindeer ought to be cut in different sizes so that the children will not think all are of one size. The table is now complete.

This table shows the children the customs of a distant and very interesting people in such a way that the impression will last through a life-time. Besides being beneficial in this respect, it gives the children pleasure. They love to make the sand table because they have some tangible object for the reward of effort and they take unbounded pleasure in this kind of work. One might think it is a waste of time to do such things, but no one would ever say so after seeing a group of happy children around a completed sand table. They look carefully over it, not only while it is new, but every day they will come up to it to see again how the little Esquimos live.

Elizabeth Bales, 1912.

Alexander's Siege of Tyre.

Children of the lower grades gain much of their early knowledge through the senses of sight and touch. A child hears, hears continually, but cannot gain a clear idea of a subject until he is given something that he can see and touch. The illustration may be of the very crudest kind, but the ready little mind will grasp the idea and build upon it. For these lower grades there is probably no more successful way of demonstrating a lesson than by the use of the sand table. Give the teacher a bucket of sand, a level space to work upon, a revival of her former interest in mud-pie making, and many happy, interesting lessons will be the result.

Let us take for an example of such work a history lesson for third grade that tells of Alexander and his famous siege of Tyre.

Here on this side, we will build the city, the proud city with its high walls, against which lap the waves of the Mediterranean. The sea is a space free from sand. On the one side, is the mainland, with its high mountains and long level shore. Just across from the city is Alexander's impatient army, represented by numerous rows of toothpicks, all in battle array.

Now, how is Alexander going to reach that city? A chorus of little voices will reply, each with a different answer. No, no, there was just one way. He built a causeway by driving great logs of wood into the sea-bottom in two long

straight rows right toward the city. Then he filled the space between the two rows with earth and great stones. Now, let us build the causeway ourselves. See these sharpened matches; we will place them in the moistened sand just as Alexander placed the trees, and fill the open space with sand. Our road leads right up to the city walls. But the people of Tyre were brave and determined to protect themselves. They sent a fire ship—a piece of burning paper—against Alexander's roadway, and burned it every bit. Alexander was not discouraged; he called his men together and began all over again. This time he succeeded; the causeway went right across the water and up to the city. Then the army tore away the proud, high walls and climbed down into Tyre.

So here our lesson ends, with the causeway complete, the walls of the little sand city in ruins, and Alexander's toothpick soldiers triumphantly marching in. Prepare for a bombardment of questions: "What became of the people in the city?" "When will you tell us another story?" "Was Alexander a truly man?" Yes, Alexander was a "truly" man. Each child feels that he is thoroughly acquainted with the gentleman. Did not the whole class help this general besiege the city of Tyre? Best of all, so little is required to make a dry history lesson interesting; just a little time, a little work, and a great deal of love for the children.

Wilma Crowe, 1912.

HOW TO INTEREST BOYS AND GIRLS IN CURRENT HISTORY.

A Conference.

There are various reasons why the discussion of current events should be given a place in the regular work of the school, especially in the upper grades. The type of pupil we desire is the alert, wide-awake boy or girl who is quick to perceive and eager to know what is going on around him,—not the type whose only lessons are derived from textbooks. To many children, school and life out of school are two distinct worlds, bearing no relation one to the other. To such a child school is a dreary volume whose covers he gladly closes with the dismissal bell. He needs to be awakened to the fact that this volume is but a gateway to the interesting world of which he is a unit.

One of the best ways of uniting the life of the school with that of the outside world is by talking over interesting current happenings in the school-room. There are papers on current events that are published especially for the use of elementary schools. But exclusive dependence for news on these papers discourages search in the daily papers and the magazines, and thus one of the chief aims,—that of discriminating between the useful and the valueless, especially in the newspapers,—is overlooked.

There are various ways in which the subject of current history may be taken up. A few minutes at the opening of each day's work may be spent in discussing different events that have come to the children's notice. The spirit of free intercourse between the pupil and teacher created in this way will go far toward making the work of the day pleasanter and more helpful. I think

that the best time for the discussion of current topics, however, is in direct connection with the different subjects on the program. This plan connects the work of the world directly with the lesson. Each pupil should be encouraged to be on the lookout for articles bearing directly on the lesson and at the recitation should give the class the benefit of his reading.

This leads us to the question of the kind of topics suitable for class discussion. Let us consider them in the suggested relation to the subjects of the curriculum. We are about to have a lesson in geography. The country we are studying, let us say, is South America. The papers and magazines are full of material on this subject if we but look for it. We may be studying the industries of that continent, and an article on the present output of Brazilian coffee, or an illustrated description of the alpaca industry catches our eye. Again, railroads may be the subject, and here pamphlets sent by railroad companies give much up-to-date and interesting material. By means of maps found in these the children may take imaginary journeys, both by railway and steamboat to various cities of South America. Here again the magazines are invaluable sources of information.

The history lesson furnishes opportunity for the discussion of a wide range of topics. Civics is seen as a new light in connection with leading political questions. Present wars and rebellions may be compared with those of the text, both as to cause and result, and as to the manner of warfare. The movements of the Peace Congress are followed with interest. Articles on historical research change ancient history from a myth to a reality. How can the result of past history be more clearly shown than through the observation of current history?

In many schools elementary science or at least nature study is required. Here is the place for the discussion of inventions,—wireless telegraphy, airships, topics of economic importance, and subjects of a similar nature.

There is no need of enumerating topics for the lesson in literature or art. It is certain that reference to familiar authors and artists in the current magazines will give much pleasure and benefit to the child who has been trained to look for such articles rather than for the worthless short stories which the magazine often contains.

A teacher with a little ingenuity can think of various devices for arousing the interest of the class. There follow a few suggestions.

H. P. 1912

At the beginning of the week, the teacher may ask the pupils to look for information on some current history topics in the late magazines or even in the newspapers and to select what they think will interest the entire class. This material should be presented to the teacher, who looks over it and selects the best, to be used on Friday afternoon, as a part of the literary program. The other cuttings may be pasted on a large card-board chart kept fastened somewhere in the room for that purpose. Some Friday afternoon, when it might be suitable to have a miscellaneous debate, a current history subject might be chosen as the subject in question. Impromptu classes might easily be introduced into the literary meetings. In this case the teacher would give a

week's notice in order that the pupils might read up on important and interesting current history topics in certain designated magazines.

Laura Upton, 1912.

In some schools this plan has been carried on, that of having a "Reading Table" in the school. The teacher should subscribe for several magazines himself, and ask the other teachers in the building to contribute to it by giving magazines. These should be placed on a table in the room, and each pupil should be assigned his regular reading hours.

Edna Rhodes, 1912.

In preparing a geography lesson to present to the class the teacher should present the latest current topics concerning the country which is being studied in connection with the lesson in the textbook. This part of the lesson should be given with the necessary maps and blackboard sketches. In this way the pupils will become so interested in what is taking place at the present time that they will eagerly search the periodicals either in the home or the school library. The reading of current events may be a part of the supplementary reading done by the class.

Hannah Walker, 1912.

A club might be started holding their meetings on Friday afternoon instead of the usual routine of classes. At these meetings current topics that have been noticed through the week could be discussed. Once a month the meeting could take the form of a literary society, and to these meetings the parents should be invited. At some time near the close of the year a contest might be held in which all the pupils, or certain ones chosen by the pupils themselves, should take part. For this contest the pupils choose a topic of current interest and write a theme upon it, using not more than three hundred words and not fewer than two hundred and fifty.

Clara Sneed, 1912.

Children in the seventh grades are generally well enough equipped by their previous training to appreciate a good historical lecturer. The teacher could have some one of note come to the school to give an interesting lecture. This should be illustrated by means of magic lantern slides of rivers, cities, canals, bridges, battles, and many other historic pictures.

Bertha Springer.

One teacher stretched a wire horizontally across a wall space about five feet from the floor. On this wire she hung copies of a little paper called "Current Events." At recess, in the morning, or at noon before school began, the pupils were at liberty to read these papers. A bulletin made from a large sheet of manila paper tacked to the wall may have clippings concerning current topics pasted upon it. Another bulletin may be kept for pictures from all countries where events of public and national importance are occurring.

Florence Stockdale.

Select one hour of some particular day of each week for current events. Reserve one slate or space on the blackboard for current event subjects, and as soon as each pupil finds a current topic of interest have him write on the board this subject, followed by his name; this prevents several pupils from taking the same subject and, as well, secures a variety of subjects. After all

have explained some topic of current interest, have the entire grade elect an editor and an assistant editor, who will gather the clippings that have been read and formulate them into a paper for the school. The grade may give the paper some appropriate name. These papers, prepared each week, should be kept on file, and often they can be referred to later when such subjects may arise for discussion. This elected board shall act for one month, and then another staff is to be elected; new editors should be chosen each time until every one in the grade has had the honor of being editor of the school paper.

Frank E. Nyswaner, 1912.

FOR THE KINDERGARTEN.

Lina's White Rooster.

Once upon a time, a setting of very fine eggs was bought and set to hatch. Five of these eggs hatched five little white roosters. These roosters grew and became great pets as well as the admiration of different neighbors. One rooster in particular seemed to grow so much prettier than the others. His name was Dick.

Among these neighbors there was a little girl, whose name was Lina. Lina admired this one particular rooster very much. After much coaxing, she became the happy little mistress of this white rooster.

Now Dick had one very bad habit, and that was his love for the ash-pile. This was the one sore point between Dick and his little mistress. One day he appeared at his pen-gate, as dirty and dusty as a rooster could be. Lina's little brain became very much troubled. Company was coming that day, and she wished to show Dick off with the rest of her well-behaved farmyard pets. And here he was in disgrace! Quickly catching up the surprised rooster, she plunged him into a bath, from which he came out forlorn, but very clean. To dry him, his little mistress put him in the sun, and as she thought, far away from any ashes. But out of sight is out of mind. Dick took his advantage. Over his pen-fence he flew and made straight for the beloved ash-pile, where he enjoyed himself in dusting to his very small heart's content.

Lina's company came. While they were admiring the other chickens, Lina sought for Dick both high and low. At last she came upon a dirty, much bedraggled, and sleepy rooster, who was having such a good time, happy in being in the sun and in the ashpile. He blinked at Lina in a lazy manner as she scolded, for Lina's small feelings were much provoked. The company enjoyed a hearty laugh, in which Lina finally joined. Dick walked away much offended, and Lina then and these decided to leave him to himself in the future.

Dick rewarded his mistress by growing large and fat and pretty as well. If you were to go to the Smith Farm at Candor, Pennsylvania, you would probably see a fine large rooster, as white as snow, scratching around in the ash-pile.

Martha Lester, 1913.

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Editor - - - ISABEL GRAVES

Associate Editors.

BESS V. MINERD, '12

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After all, even if most of us are looking forward to being teachers, during the interval we are also individuals. As individuals existing just as the present time, we should take the opportunity to live now as well as be offered chances to prepare for the oft proclaimed responsibilities of the teacher. As such individuals, bound to live even while we are looking toward different future surroundings, it is well for us occasionally to have our say before our neighbors.

So the matter appears to the editor, and she would, therefore, rejoice to have the **Review** to a greater extent an open field for the expression of student interests and of student thought. From this particular number the faculty have been for the greater part excluded, and the contributors are students. This number is, therefore, experimental and a means of trying out the editor's theory that, while four numbers make up a quarterly issue which shall consist of pedagogical articles and of news about the school and the alumni, the other four numbers should belong especially to the student body. And these four numbers should be of the students—both alumni and undergraduates—for the students, and by the students. Such a plan can be worked out only gradually, but we believe it is practical. Throughout this year the reports for the different student organizations have come from the students, and in this matter there has been prompt and cordial response.

IN MEMORIAM.

The members of the school were greatly shocked to hear of the death of Miss Kathryn Cross, of the class of 1915. Her death occurred on March 28, in the Johnstown Hospital, following an operation for appendicitis. She had left school but a short time before in apparently good health. Miss Cross was of a bright and sunny disposition, that endeared her to her schoolmates and teachers. Sincere sympathy is extended to the bereaved family.

THE SPECTATOR.

Corridor and Class-room Echoes.

Ting-a-ling-ling rings the rising bell in the morning. This is the first echo which resounds through both corridors and class-rooms.

In the course of ten minutes or so, there is a sound of hurried foot-steps through the corridors, in the wild attempt to be ready in time for breakfast. At the breakfast table you hear such expressions as, "Oh! do you have your English done?" "I'm scared about German," "If Greek History were only over," "Isn't our Chemistry hard for today?"

There are few comments heard in the corridors, but they are generally, "I feel as if I was going to my death," "I wish this class was over."

In class-room, if the teacher is a few minutes late, you hear excited snatches of talk, "I'll wager he isn't coming!" "Oh! I wish he wouldn't." He generally does, and then the echoes cease.

During the study hours there are few voices heard, only an occasional whisper until the 9:45 bell rings; then the echoes are too numerous to mention. When the 10:00 o'clock bell rings, there again is the sound of hurried foot-steps, and soon all is quiet for the night.

Jessie Murdoch, 1913.

Suggested by a Musical Program.

One of the musical numbers of the program of Monday evening reminded me of a little brook flowing lazily through a large quiet forest. Then another part was like chimes far off in the distance, which, by and by, grew lower and lower until they faded away. The last few strains of Mozart's Menuetto sounded like the wind sighing ever so lightly in the trees, and as if the leaves were rustling with the weight of little birds resting in their branches.

Kate Michener, 1913.

What the Normal School Means to Me.

When I stepped from the train to the little station platform at California on the first day of my boarding school life, it was raining and my umbrella was packed in my trunk. With a heavy suit-case, and a heavier heart, I turned to follow a merry, laughing group of boys and girls, who seemed to be some of last year's students, and who, I judged, were going to the school. In spite of the dripping trees on the campus and the very dismal-looking buildings, I was favorably impressed with the first sight of the school, which was to be my home for a time and which I learned to love very soon.

Isn't it easy to get acquainted at school? It was not long before I found myself surrounded by just the kind of people I had always wanted to meet. In the teachers I found men and women whose college and teaching experience had made them broadminded and scholarly, interested in the individual student, and sympathetic with each one. My companions were friendly, cheerful, and diligent. I found that the Normal School is a place in which to study and

develop good character, to broaden one's views of life in general, to raise and live up to high standards, besides gaining the benefit of diligent work in the different branches of study. Training in social life is an important feature in boarding school, and is made interesting for the students at California. Again, where could be found such a source of pleasure and interest as the big library, —a little world in itself, where only the cultured and refined men and women of different times speak to us on the printed page?

Besides the selfish pleasure one has at school—the kind that one enjoys all by one's self—is the enjoyment of being one of the many who try to make others happy. Is this not one of the most beneficial everyday works?

Now that I belong to the class of "last year's students," I always come back to California after vacations with a feeling of loyalty and love for "our school"; and no matter if the dear old buildings look gray and dismal from the outside, I am always glad to see them, for they, and the people in them, mean a great deal to me

1913.

An Evening in Camp.

One cool September evening when all the rest of our camping party were out yachting, Madge and I were left to watch the camp fire. As it got later and later, we wondered why the others did not return.

Madge and I were not very large and, as the country was new to us, we were timid at being by ourselves after dark. We could hear the branches of the trees cracking and the leaves rustling noisily, and even now and then a noise as though some one was coming. We would sit up close together by the fire and hide our faces in our laps, but soon one of us would get courage to raise her head and then laugh over our silly fancies. But the next time we did hear some one approaching and could see a man coming among the trees just a little way from our camp. What should we do? Madge and I scrambled to our feet as soon as possible and ran into the nearest tent, Madge to get under one of the beds and I to squeeze down back of a lot of empty boxes. Everything was still for a few seconds with the exception of the sound of the footsteps. I spoke to Madge in a very low voice to keep very still, although I could hear nothing but those footsteps and the gasping breaths of Madge. Next I could see plainly through a crack of the boxes a man standing in the doorway. Soon he broke out laughing. Half dead with suspense, we recognized our uncle, who had come to stay with us until the rest of our party should return.

Winona Coatsworth, 1913.

Frogs' Legs for Breakfast.

We were camping one summer near a creek which abounded in turtles, fish, snakes, and sunken logs. The creek could be entered in a canoe, from the river and was navigable for about a half a mile. Muddy Creek they called it, and we soon found it was well named, for we were always running into sunken logs.

As you know, the best time to hunt frogs is at night, and so one of the boys and I started out after them one night. I was paddling, and he was in

front with a gun and spot-light ready for the frogs. When we thought we heard a frog, I would paddle to the bank from where the sound came and he would get out and shoot them and throw them into the canoe. When we had enough for breakfast, I paddled back to camp. And I wasted no time, either, for the bats, which were attracted by our light, and an owl hooting in a tree nearby made us shiver. We decided not to examine our prize until daylight. When morning came and with it breakfast time, I went to prepare the frogs' legs, but I guess we hadn't been able to see well in the dark, for they weren't frogs. You can guess what they were. We decided to have bacon for breakfast.

Smith Huston, 1913.

The Entrance to the Camp Ground.

On the last Sunday of Camp-meeting, it is amusing to sit down by the main entrance and watch the people from all parts of the country as they enter. Such a scramble and excitement! People of every description wait anxiously to present their tickets, and then rush through the crowd to escape being hurt by the passing automobiles, for the chauffeurs are not often polite enough to stop their cars. The suspense grows so great at times that all the people hold their breath.

Near the main entrance is a small stream which flows under a little bridge. Each child delights to escape from his mother and then run quickly to paddle in this stream. By and by the mother comes and, delighted to find her long lost child, she joyfully spansks him.

After the crowd has ceased coming the people take their lunches and sit on the grass near the entrance. Every one has a ravenous appetite, after such a long journey. As they enjoy the well prepared lunch they watch the entrance, for it would be a tragedy if some of their friends should enter unseen. The little benches scattered around the entrance are covered with initials. People returning from year to year delight in seeing the old initials, which remind them of the good times they have had.

In the evening the young men bring their lady friends. As they drive in, the young lady takes the lines while the gentleman searches for the twenty cents; this found and handed it to the ticket agent, the gentleman again sits up erect and pulls tightly on the lines so as to make his horse hold his head up and look fractious.

The evening bell rings, and every one, tired from the strenuous day, goes home to dream of the pleasant happenings on the camp ground.

Francis Colvin, 1913.

A LITTLE NONSENSE.

Sidelights on the Class-room.

In my first year at school I was in a spelling class of three members. Our teacher always gave out the words in the order in which they stood in the book, and each studied only the words she knew would come to her. One day the teacher started at the last instead of at the first of the lesson. So Dorothy,

the first little girl, misspelled her word, and when the teacher scolded, Dorothy looked scornfully at her and said:

Well, no wonder, that wasn't my word."

One day in school the teacher placed a letter on the board and asked some little folks if they knew what it was. As no one volunteered an answer, she spoke to a little girl who was at school for the first time, "Do you know, Mary?"

Mary looked questioningly at her and asked, "Do you know?"

The teacher said that she did.

"Then," replied Mary, "what did you ask me for?"

A young teacher, in her endeavor to teach her boys to be more polite, had been telling them to take off their caps as soon as they came into the school-room. Finally her efforts were rewarded. Every lad pulled off his cap before he entered the door. One day the principal happened to come to this room and in his hurry he did not take off his hat. One little boy was still in the room, and he edged over to the principal quite slowly and said:

"If you please, Mister, we always take our hats off in the house."

Gail Miller, 1913.

During this particular recitation in the Normal, when one boy was opening a window, most of the class seemed to think it necessary to assist by watching him.

Teacher—Some day I may grow impatient and tell you that the people whose attention is most easily diverted by trifles, are children and idiots. It might be well for you to keep the recitation in mind. Er - - - er - - - I don't remember - - - What was the question I had just asked, Miss ——?

Recent Discoveries in Biology.

"Parasites live on other animals, as the mistletoe."

"Morphology is the form of anything before it changes."

Mr. Murta—On what does a frog live?

Student—Why, on hops, I suppose.

Familiar Quotations—Name the Author.

Let me call your attention to the fact that——.

Master this.

Isn't that so, now, class?

Mr. Monroe and I differ.

Concentrate.

The assignment, please.

Chest high, head erect, chin in.

Get the central idea?

When I was in the war.

Pass on to the next.

Tres bien.

Which is it—debit or credit?

Don't be afraid of your voice; count the time.

No w, class, you got to get this.

The library is not a place for a social gathering.
 Guten tag, meine Herrschaften.
 Book room bills are now due.
 I can hear you talking when I turn the corner at North Hall.
 1912.

"The Common Lot."

Many a student lost must be
 In the deep, wide sea of misery,
 When he first comes here, worn and wan,
 To labor hard, to struggle on;
 Day and night, and night and day,
 Plodding on his weary way;
 With the teachers' glances black
 Hovering round his sleepless track,
 Saying gruffly, "You must hie
 If more hard you do not try
 To get your Trigonometry,
 Your Latin, French, and History."

Lela Shupe, 1912.

Unheroic Couplets.

I sat so long and tried and tried to write
 A little verse that never would come right;
 The lines, you see, I couldn't make to rhyme;
 The words, they wouldn't come, though late the time.
 The verses wouldn't suit, the lines too long;
 To me this life is not a lovely song;
 I always make too many sad mistakes.
 As this my little tale, you see, relates.
 I worked so long, so very long, I say,
 That you no doubt, will think a little pay
 In higher marks, you ought to freely give;
 For which I shall be thankful if I live
 Throughout the Senior year of this our class
 Of preparation to instruct the mass.
 Oh! sadly, sadly have I flunked this rhyme,
 For verse, with me, will never come to time.

Mary Piersol, 1913.

The Name of the Dew Drop Club.

One summer the girls of the Dew Drop Inn Club and their chaperon rented a small cottage in the country. A white sign board with the name of the club printed on it in black letters was placed in the yard. The girls had been in the country about two weeks when they received a new supply of food. This was stored away in the spring-house with greatest care and pleasant expectation.

The next morning the girls rushed out to get some of the food, but none was to be found. Things looked as if some one had accepted the signboard invitation, and had helped himself. Now, the members of the club are searching for a new name.

Leola McDonough, 1913.

A Modern Adaptation.

If a body meet a body
 Coming through the hall,
 Should a body stop a body?
 O! no, not at all.
 Everybody has to study
 Or else go to class;
 And so, just step aside and please let
 Everybody pass.

M. R. D. 1913.

THE NIGHT SCHOOL.

The evening school, which was opened early in October, has continued throughout the year. The classes are in charge of Miss Buckbee and Miss Thomas, who are assisted by other members of the faculty and by students from the Y. M. and the Y. M. C. A.'s. There is an enrollment of about thirty young men, and the attendance ranges from fifteen to twenty. The various nationalities represented include the Polish, Slavish, Italian, and Jewish.

These men came to us with practically no English, and the teaching was at first largely concrete. After completing the series of elementary reading lessons prepared by the Y. M. C. A., the work was continued in Isabel Wallach's "First Book in English for Foreigners." The more persistent ones have already finished this book, while the others will have completed it by the close of the term. Special drills are given in pronunciation, spelling, and sentence building. The members of the A classes are becoming quite ready in the use of suffixes and prefixes, pronouns, and words of opposite meanings. They are beginning to use our English newspapers quite well. There has been instruction, also, in business forms, geography, the history and government of the United States, and the fundamental principles of arithmetic with application to practical problems.

On several occasions the students have been admitted to entertainments in the chapel, and a few were sufficiently interested to buy tickets for the concert given by the Kneisel Quartette. They evidenced special enjoyment in Dr. Steiner's lecture and Mr. Manguio's recital.

Their attitude as gentlemen, their regularity of attendance, and the intense interest they manifest in their work, remove all problems of management. All who have charge of the teaching agree that they are fully repaid for their efforts by the appreciation of the students and the progress they have made.

Edith Ulery, 1912.

GYMNASIUM DEMONSTRATION.

The culmination of last term's physical training was reached Monday night, March 18. Promptly at half past six all the classes, together with the children of the three highest grades of the Model School, assembled in the gymnasium for their demonstration. As Professor Nethaway explained, the program constituted a demonstration of what could be done with large classes, not an exhibition of the skill of a few picked individuals. Nevertheless, on account of the careful and patient direction of Professor Nethaway, combined with the concentrated endeavor of each student, the performance had all the attraction, both of an exhibition and of a demonstration.

Program.

1. March Senior Girls
2. Robert's Home Dumbbell Drill Academic Boys
3. Vaulting Box, Horse and Mat Middler Boys
4. Indian Club Swinging Senior Girls
5. Potato Race—Relay Academies vs. Juniors
6. Free Hand Calisthenic Drill Pupils of the Sixth,
..... Seventh, and Eighth Grades
7. Scotch Reel Academic and Junior Girls
8. Heavy Wand Drill Senior Boys
9. Elementary Tumbling Academic Boys and Girls
10. Sailor's Hornpipe Middler Girls
11. Single Stick Drill Middler Boys
12. Inter-Class Basket Ball Game Seniors vs. Middlers
13. Light Wand Exercises Middler Girls
14. Highland Fling Senior Girls
15. Torch Swinging Miss Elizabeth Long

The potato race was won by the Seniors. The Middlers, Juniors, and Academies held second, third and fourth places respectively. One of the most enjoyable features of the program was the basket ball game. Both teams played with such zeal and vigor that the score was kept close. The Seniors won, the final score being eighteen to sixteen. Immediately after the game, the lights went out. Was the demonstration over? While all were debating this question, Miss Long stepped out upon the platform and gave the last number—the Torch Swinging.

There is but one adverse criticism that we can make. It is concerning the piano. The young ladies who played certainly did admirably, considering the instrument upon which they played. We hope that the future may bring a piano worthy of the name. Wayland Zwyer, 1913.

BASKETBALL.**Seniors are the Inter-Class Champions.**

By winning from the Middlers on the evening of the gymnasium demonstration, the Senior basket ball team overcame the handicap of two forfeited games and won the inter-class championship. They also have the distinction of not having been defeated during the season. In the championship game the

THE NORMAL REVIEW.

Middlers played the Seniors to a standstill, so that the outcome of the game was in doubt to the last second of play. The first period ended with the score 12-11, in the Seniors' favor, and the final score was 18-16.

Next to the Seniors the academic team played the best game of basket ball during the entire series of games. Their improvement in the passing game during the season was so marked that with the addition of weight and age the team should look forward to future championships.

Summary for Inter-Class Series.

February 28, Academics 26, Juniors 9; Seniors forfeited to Juniors.

March 2, Middlers 22, Academics 21; (two extra periods to decide game) Seniors forfeited to Juniors.

March 6, Middlers 16, Juniors 10; Seniors 33, Academics 14.

March 9, Seniors 21, Middlers 9; Academics 31, Juniors 11.

March 13, Seniors 49, Juniors 12; Middlers 16, Academics 14.

March 16, Juniors 17, Middlers 14; Seniors 18, Academics 9.

Teams	Won	Lost	Percentage
Seniors	4	2	.666
Middlers	4	2	.666
Academics	2	4	.333
Juniors	1	5	.166

(Seniors won the final game)

Summary of Championship Game.

Seniors—18

Middlers—16

Howard	Forward	Winnett
Griffith	Forward	Stewart
Dannels	Center	Crago
Cowell	Guard	Chapman
Edwards	Guard	Wycoff

Goals from field—Dannels 6, Winnett 2, Stewart 1, Chapman 1. Goals from free throws—Howard 3, Dannels 2, Cowell 1, Winnett 3, Stewart 3, Chapman 2, Wycoff 2.

In a post-season game the Senior team was defeated by the Methodist Church League team by the score of 23-19.

C. W. Nethaway,

Y. W. C. A.

The missionary committee of the Y. W. C. A. gave a pleasant social on the evening of March 9, in the library. The social took the form of an art exhibition, to which the admission was five cents. Some of the cleverest of the views were "The Early Home of Lincoln" (a small cradle), "Four Seasons" (salt, pepper, spice, and mustard), "View of Brussels" (carpet), and "The Deer Slayer" (bow and arrow). A Japanese booth, in which polite Japanese maidens served tea, chocolate, and nabiscoos was very inviting. At the Dutch booth, picturesque Dutch matrons, with rood collars and snowy caps satisfied your appetite with weiner sandwiches and excellent buttermilk. The red, white, and blue American booth was well patronized for its home-made candy

and its popcorn. The sum of \$15 was added to the treasury.

Several plays, to be given next term for the purpose of raising the budget for delegates to the summer conference, have already been selected and are being rehearsed with enthusiasm.

At the Sunday morning meeting on March 10, Miss Corinne Talbot gave a very interesting and beneficial review of the March number of "The Association Monthly." This number contained a report of the National Board Conference held in New York City. It also announced that the Summer Conference of the State is to be held at Eagle's Mere, Pa., June 25, to July 5. We hope to be able to send four delegates to this conference.

The annual pledge of \$10 to the National Board and \$30 to the State Board has been paid.

The Association was glad to welcome as visitors Mrs. Weir and Mrs. Lyons, the guests of Miss Edith Ulery, Misses Goldie Cary, Goldie Minchart, Louise Haulon and Gazelle Harrison. Greetings from Miss Nelle Hay were read to the association by Miss Thomas.

Helen Proellocks,

Chairman of the Intercollegiate Committee.

Y. M. C. A.

The following program has been arranged for the devotional meetings of April and May:

April.

April 7—Joint Meeting Y. W. C. A. and Y. M. C. A.

April 14—A Winning Start. Heb. 12:1-12.—Raymond McClain.

April 21—Our Relationship With God. Rom. 5:8-10; 4:25.—Thos. Leake.

April 28—True Wisdom. Jas. 1:4; Prov. 9:10; 1 Cor. 2:16.—Prof. C. E. Richardson.

May.

May 5—The Missionary Message of the Bible. Gen. 26:4.—Earl Bower.

May 12—The Obligation of Neighborliness. Gal. 5:14; Luke 10:29-37.—E. R. Boucher.

May 19—Life Building. Col. 2:6-7; Phil. 2:13; Eph. 4:15.—Prof. H. A. Murta.

May 27—Numerous and Dangerous Foes. 1 Peter 2:11; 1 John 2:16; Rom. 7:23; 1 Cor. 9:27; 1 Peter 5:8—Thomas E. Null.

The Social Committee has arranged the following program for the reception to be held in the gymnasium, April 9.

General Introduction.

Song America

Address Dr. Davis

Quartette

Five minute talks by members of faculty

Song Pennsylvania

Suggestions from new fellows

Potato Race Old Members vs. New Fellows

"Big Eats"

THE DELPHIC PLAY.

The play "Sunset," written by Jerome K. Jerome, was given by the Delphic Literary Society on Friday, March 15, 1912. The audience consisted of the Philo and Clio Societies.

The scene of the play was laid in England in the home of Mr. Rivers, a good-natured old gentleman. He had a daughter, Lois, whom he desired to marry into a certain wealthy family. There was also a stepdaughter, Joan Gasper, who had just returned from a "finishing" school on the continent. Aunt Drusilla kept the home for her brother, Mr. Rivers, and she was interested in having Lois marry Mr. Stodd, a sporting young countryman.

During the absence of her sister, Lois became infatuated with a young lawyer, Lawrence Leigh. Joan, the half-sister of Lois, while on the continent met this Lawrence Leigh, and each fell desperately in love with the other, Lawrence not knowing that Joan was related to Lois. After Joan had returned to England, Lawrence called to see Lois, and was about to embrace her, when Joan entered the room. The play showed how Lois, through her affection for her sister, Joan, gave up the love of her heart and married the man of her father's choice.

Very much credit should be given to persons representing the cast, as each carried out his or her part very well. The cast included the following Delphics:

Mr. Rivers	Wesley Bradford
Lawrence Leigh	Byrd Fox
Azariah Stodd	John Grimes
Aunt Drusilla	Miss Eliza Higinbotham
Lois Rivers	Miss Bessie Sloan
Joan Gasper	Miss Winona Coatsworth
	Sarah M. Hileman, Secretary

ALUMNI NOTES.

1884.

Dr. J. F. Bell was elected delegate to the National Convention of Elks.

Miss Anna M. Shutterly, librarian of our school, attended the meeting in Harrisburg, Pa., called by the State library commission. Eight Normal schools were represented. The purpose of the meeting was to prepare a course of study for the Normal schools of Pennsylvania. The course determined upon is to be presented at the next spring principals' meeting.

1898.

Miss Jennie Roley is substituting in Belle Vernon, grade 1.

1901.

From the **Westmoreland Journal** we quote the following:

Miss Lena Tillman, daughter of Mr. and Mrs. William Tillman, of Gaskill Avenue, Jeannette, who is now doing missionary work in Burma, India, writes interestingly of her work. At the Baptist Bible school, Sunday morning, Daniel W. Jenkins, superintendent, read the letter which Miss Tillman had recently written. Her letter described the annual picnic held February 1st.

She said the day was as warm as a mid-summer day here. Over 100 scholars attended the picnic, the trip to the grove a number of miles away, being made in launches on the river. She told that many of the children were so excited over the picnic that they slept little the night before and were up and ready for the trip many hours before the starting time, seven o'clock.

The picnic was held near a heathen village of several hundred inhabitants, and Miss Tillman states that almost the entire population came out to the picnic grounds and, congregating in groups, watched the Sunday school children all day. The return trip was made under the glare of a full moon. It was so light that Miss Tillman said she was able to read a letter she received, by the light of the moon.

Miss Tillman is very much interested in her work and asks the prayers of her former scholars and associates in religious work in Jeannette, her home town.

1905.

Mrs. C. A. Mildon, formerly Miss Bessie Guess, buried her husband in January.

1906.

Miss Cassie Crawford is doing excellent work at Oakdale, Pa.

1909.

Miss Jennie Stockdale is teaching at Stockdale.

1910.

Miss Stella Stockdale is teaching at Roscoe.

Mrs. Anna Melueckie Hay, of Berlin, Pa., visited the Normal, recently.

Mr. G. V. Lineburg visited the school.

1911.

Among the alumni visitors to the school were Misses Harrigan, Hanlon, and Mr. W. D. Moser

Miss Jean Cameron is the 1911 member of the executive committee of the Allegheny County Alumni Association. The committee has arranged for the annual banquet of the association, to be held at the Fort Pitt Hotel, Pittsburgh, Pa., on April 12, 1912, at 7:30 p. m. The members of the committee plan to have this the best and biggest banquet they have ever had. The officers of the committee are:

Chairman	Frank Brown, 1894
President	A. T. Morgan, 1891
Secretary	Elizabeth V. Llewellyn, 1893
Treasurer	Elsie Johnstin, 1898

Through the kindness of Dr. Davis we are able to print extracts from a letter written to him by a member of 1911.

Dr. H. B. Davis, Dear Sir:

With my studies I have no great difficulties, even though my Normal school course was not intended as a college preparation. With a little hard work even the most difficult subjects must yield. One of the best things that I have learned at the Normal was to know the value of work. This has proved of great aid to me.

It is no use to say that I like Yale. It could not be otherwise. Any young man must admire an institution which offers so many opportunities for advancement. The democratic spirit of the whole student body is worthy of notice. Throughout, I have found that work is always respected and, in fact, everywhere necessary to the success of any student.

With all of my courses, excepting mathematics, I am quite satisfied. In the latter course I do not feel as though I were getting all that there is in it. Perhaps, it is my own fault, but when the subject is always presented in an uninteresting way one is bound to lose interest in it. Forcing interest for it is like trying to persuade an Epicurean to fast during the forty days of Lent.

The Sheffield Scientific School is at present discussing the introduction of the honor system. The Senior and Junior classes have already voted in its favor, and it is now up to the Freshmen to do the same. There is little doubt that it will be adopted.

Besides my curriculum, I am taking a little part in singing and debating. At present I am a member of the Apollo Glee Club. Next Monday we give a concert in New Haven, and on Friday we sing at Ansonia. This furnishes a very good means of getting acquainted with some of the upper classmen.

As you can see from the enclosed clipping I have been chosen a member of the Freshmen Intercollegiate Debating Team. The preliminary trials were held last Wednesday and the final on Friday. It meant some stiff work against the total of twenty-five men who came out for the trials. Many of them were men from private schools like Exeter, Andover, and others, where they had good training in such activities. Mr. Martz, another of the men, is also a Normal School man, having attended West Chester.

You can see, from this, that last year's defeat did not prevent me from tempting Nemesis again. From now on, it will have to be hard, consistent work. Next Wednesday we have our first practice debate.

If any of the young men at California intend to try for the scholarship, let me hear of them. I may be able to send them some examination questions, and also may give them some information about the entrance exams. that I learned since I came here. By all means, let some of them try it. There is no harm in trying. It is no disgrace to lose, if a person works conscientiously, but there is much to gain if a person wins. A man can have very little idea of what a college education is until he is in it. It is always worth the struggle, at least that is the way I feel about it. Very respectfully yours,

G. H. Mika.