

HARDWARE

Not
Odds and Ends
but
Everything
in the
Hardware
Line

C. N. Savage Co.

Peoples Bank

California, Pa.

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

Your Patronage is Solicited

Piper's Drug Store

Our stock of proprietary articles is larger and better than is usually found in a town of this size. Generally, we have what is called for.

Our Soda Fountain is an Attractive Feature of Our Establishment.

GROCERIES

If you don't like stale groceries deal where the trade is so brisk that fresh supplies must be supplied every day. If there is one business that must go with vim from the special bargains to its delivery wagons, it is the grocery business. Our trade is increasing daily. Will you endorse us with an order?

Winfield Brothers

Corner Union and Third
California, - Pa.

Go to

Wallace Bakery

For your Warm Doughnuts, Cookies and Pies.

Fine line of Confections
always on hand.

Wallace Bakery
Third Ave. California

THE NORMAL REVIEW.

**THE ELEMENTARY
SCHOOL TEACHER**

A Journal of Educational Progress edited by the Faculty of the School of Education of the University of Chicago.

"The time for mere inspirational reading in education is over. Facts are what we need. This journal stands for empiricism in education; for clear statement of practices and very little theory; for systematic, detailed expositions of courses of study rather than pious hopes for educational reform."

Published Monthly except in July and August, \$1.50 a year. Single copies 20 cents.

**THE UNIVERSITY OF
CHICAGO PRESS
CHICAGO, ILLINOIS**

A Recommendation Agency

Although paragraphs 5 and 6 of our contract refer respectively to Recommendations and Notifications yet this Agency is almost entirely a Recommendation Agency. Since we sold our publishing business, 1905, our time has been devotee to selecting and recommending applicants for positions we have been asked to fill.

We give no time to hearsay or newspaper vacancies. When a friend or a member of the Agency reports an actual vacancy, we take it up.

We are in need of more teachers to supply the direct calls from school authorities.

The Teachers' Agency

R. L. MYERS & Co.

Lemoyne Trust Bldg., Harrisburg, Pa
Co-operating agencies in Denver and Atlanta.

Here you'll find
complete lines of
Dry Goods, Hosiery,
Gloves, Underwear,
Notions, etc.

C. E. GOODRICH

Third St. California, Pa.

Morgan & Co.

Fresh

Groceries

Candies

Cakes

and

Fruits

Third Steet, near College Ave.

CALIFORNIA, PA.

The Normal Review

Contents for December

Geography in the Country School—Bruce U. P. Cobaugh	55
The Daily Program—L. R. Crumrine	58
H. D. Freeland	60
Busy Work in the Country School—Edith E. Ulery, '12	61
Games in the Country School—Blanche Griffith, '12	63
From a Teacher's Book Shelf.	55
In Memoriam—Mrs. Charles L. Ehrenfeld	66
Here and There	67
Athletics	70
Literary Societies	70
Y. M. C. A.	71
The Student Volunteer Convention	71
Y. W. C. A.	74
Visitors	74
Alumni Notes	75
Exchanges	77
The Library	79

Rensselaer Established 1824
Troy, N. Y.

Polytechnic

Engineering and Science Institute

Courses in Civil Engineering (C. E.), Mechanical Engineering (M. E.), Electrical Engineering (E. E.), and General Science (B. S.). Also Special Courses.
Unsurpassed new Chemical, Physical, Electrical, Mechanical and Materials Testing Laboratories.
For catalogue and illustrated pamphlets showing work of graduates and students and views of buildings and campus, apply to

JOHN W. NUGENT, Registrar.

Philo-Clio Contest
in the next two student numbers.



Clio number in February
Philo number in April

The *NORMAL REVIEW*

VOL XXIII.

CALIFORNIA, PA., DECEMBER, 1912

No. 3

GEOGRAPHY IN THE COUNTRY SCHOOL.

This article is written, not for the purpose of outlining any special method for work in geography, but rather to suggest variety and originality on the part of the teacher. The writer has attempted to hold to the practical side. Some of the suggestions may not appeal to each individual teacher; but if any one suggestion will help a single teacher to present the subject more clearly, the article has not been in vain.

The study of geography in the rural school should be a live issue. The school possesses a natural advantage by reason of its location. The adjoining country, as well as the environment of the pupils, will contribute to the interest in the work. Here we have the school surrounded by open fields and productive farms; or, perhaps, the school is situated in a mining or lumbering region; another school may be near a large manufacturing center. Even the village school will have these same advantages. The pupils should be taught to make use of the materials at home before going out in search of others. Local geography may be the means of arousing interest and enthusiasm in the work.

Geography is the study of the earth, but in its relation to man; hence, geography is closely allied with science, industry, commerce, economics and history. It is usually divided into three branches: political, physical and commercial. The last division should include the industrial phase of geography. These divisions cannot be taken as final, however, for study shows them to be interdependent. Political geography involves commercial, as well as physical elements; physical geography has many practical applications; and commercial geography becomes mere statistics when not taught from the physical standpoint.

The study of geography, like charity, should begin at home. It is not given in the lower grades as a formal study. The child's idea of the world is usually bounded by the horizon, and we should not make the mistaken attempt of getting our examples from distant lands when we have a wealth of material at hand. Geography with the younger pupils should be incidental to nature study. Followed for its own value, nature study is more than worth while, but it also contributes directly to geography. For instance, in the study of plants mention will be made of the seasons; plants begin to grow in the spring; they mature in the summer; the ripening period comes in the autumn; and they die or sleep through the winter. Similarly, in the study of animals we note their habits and the reason for their existence. These facts call attention to the wants of man and the manner in which they are supplied. Care should be taken, however, that only familiar plants or animals be taken and only the most striking features of these should be noted.

Additional topics preparatory to the study of geography could be mentioned, as the learning of the cardinal points, distance, and form. All teaching along this line should be, as far as possible, by the use of objects. A true north and south line should be established; or, in the absence of this, if the pupil stands with his back to the sun at noon, the shadow will fall to the north. Distance is to be determined by actual measurement; while a draft of the school room, as well as of the school yard, will give some idea of form. The drawing should be made on a paper laid on a desk or table, instead of on a blackboard. Later the position of the paper can be changed. In making a plan of the school room the pupils will also learn the idea of a scale, which will be of direct benefit in later map reading.

Natural features of the land should be studied early in the geography course. This can best be done by trips and excursions with a definite end in view. Nothing is too small or insignificant to warrant the teacher in passing lightly over it. The writer recalls studying about great divides; but it was never pointed out that the ridge of land above the school house was in any way similar to those divides. There was a small creek near the school yard, but the likeness to the river was never pointed out. Every country school is so situated that, with very little time and effort, first-hand observations can be made which will furnish material for class discussions or splendid written descriptions. In fact, it is difficult to see how the physical features of the land can be taught without observations of local surface conditions. Certainly the teacher who overlooks local aids of this kind is missing a good chance to develop the powers of observation in the child. The child should learn to recognize and name the different kinds of rock native to the home region, as well as the minerals which are found there. Specimens of these should be secured for use in class.

This brings us to the collection and use of a good school museum. Naturally this will have its limits in the country school, but it is surprising to see how serviceable a collection can be secured with the cooperation of the pupils. A suitable case may be built at a small cost. Smoothed poplar boards are recommended. The case may consist of shelves built against the wall of the school room and stained to the color of walls or school furniture. A few dollars invested in bottles and labels will complete the preparations for the collection.

The materials may be of great variety. The collection should begin with home materials. Ores, metals, woods, fibers, rock, cereals, soil, and coal may form the beginning of the collection. It may be extended to include zoological specimens. If this is done, small glass-topped boxes are recommended to hold the individual collections. Chiclet boxes may be secured at a local store and are very serviceable. The insects are pinned to the bottom of the box, and the box may then be stood on edge in the rear of the case. Other specimens must be bottled and preserved in alcohol.

Above all, the collection must be well labeled. India ink should be used, as it does not fade with age. One or more of the advanced pupils should be appointed to care for the collection. They will usually regard it as a privilege.

Local manufacturers and merchants may be interested. They can add various products, which will be of great interest. Samples of the materials should be shown, if possible, in the raw state and at various stages of the manufacture. The collection may be further extended by exchanging materials with other schools. The pupils of Western Pennsylvania could readily secure a sample of gold ore from a pupil of the western mining states, in exchange for a sample of coke. The exchange should be accompanied by a letter describing the manner in which the material is obtained. The reply may be read in class and will form an interesting basis for a class discussion.

A working library may be built up at small cost. Our own State Experiment Station at State College will furnish bulletins free of cost. A list of these may be had on request to the director. The Department of the Interior at Washington will also send a list of bulletins on request, most of which are free. The maps and reports of the United States Geological Survey are of direct interest, while the school may also have a copy of the late census reports. These may be secured from the Department of the Interior. Catalogues are often of direct help, especially in teaching commercial and industrial geography. The illustrations are of direct interest. The reference set should include a late year-book or atlas. If it is possible to extend the reference set further, publishers' catalogues should be secured, and books will generally be sent on approval. Picture postcards will form a valuable addition to the reference set, as will also illustrations and articles from magazines. The **National Geographic Magazine** is particularly helpful to any teacher.

Of greatest importance is the teacher's preparation for the presentation. The teacher should see clearly the aim of the lesson. All details should be gone over, and examples should be selected which will be apt illustrations. The teacher who cannot bring matter outside of the text to bear on the subject will have missed a good opportunity of quickening the interest of the class. It should be borne in mind that geography is always to be taught from the human side. Hence, in presenting the subject the relations between geography and history should be referred to, wherever possible. It is difficult to see how the one subject could be taught without the other; but unfortunately many pupils reach maturity without ever getting an idea of this relation, simply because they were taught from a book by a book teacher.

Bruce U. P. Cobaugh.

THE DAILY PROGRAM

Among the many problems that confront the teachers of the rural schools, perhaps none are more difficult of solution than the classification of the pupils and the devising of a schedule of work that will properly correlate the material, that will place each subject where the greatest good can be obtained from it, that will recognize the rights of all grades of children, and that will work smoothly.

It is not the purpose of this article to discuss the relative importance of the different subjects, to assign reasons for the order of subjects, or to consider in detail any of the problems, involving the adjustment of the determining factors, but to state briefly some directions that may be found helpful in the classification of the pupils, and to submit a program that may be successfully used in rural schools.

As many rural schools have no pupils in certain grades, all suggested plans of grading must be more or less flexible. The plan here suggested is based on a school of 30 to 35 pupils, with some in each grade. In reading there should be five classes. The chart or primer class should recite daily, three or four times; the first reader class, three times; the second reader class, two times; the third reader class, one or two times; the fourth and fifth reader classes, each one time.

In spelling, there should be three or four classes, each with a daily recitation. The pupils in the primer and first reader should not use a speller. Their spelling should be limited to words from the reading lessons. If the text is suitable, pupils in the second reader may use a spelling book, otherwise it is best to defer the introduction of the regular speller until the third reader class.

There should be two classes in language and one in grammar, with a daily recitation in each class. The pupils in the third and fourth grades will form the C language class; those of the fifth and sixth grade the B class; the seventh and eighth grades the A class, and will study technical grammar.

In geography, there should be two or three classes. The fourth grade may be given oral work in home geography; the fifth and sixth grades will form the B class, and will use the primary text; the seventh and eighth grades will form the A class and will use the advanced geography.

Arithmetic requires four classes. The pupils in the second and third grades will compose the number class; those of the fourth grade the C class; those of the fifth and sixth grades the B class, and those of the seventh and eighth grades the A class.

In addition to what has been suggested, there will need be two classes in history and two in physiology. Sufficient has been said to indicate that in this plan of grading, in order to cover the work of eight years, the classes must recite in blocks of two grades after the first year.

All admit that work in the school room cannot succeed unless there

be system. To secure system every teacher must have a well arranged program. This program should answer two requirements; first, the time of each recitation, and second the lessons others should study during that time.

The following program is being successfully used in some of our rural schools.

Hour	Recitation	Minutes	Study Period
9:00	Opening Exercises	10	
9:10	Primer or Chart	8	Seat and Blackboard Work
9:18	First Reader	8	Copy Work
9:26	Second Reader	10	Copy Number Work
9:36	C Arithmetic	10	Copy Language Work
9:46	B Arithmetic	15	Geography
10:01	A Arithmetic	20	Geography
10:21	Number Class	9	Seat Work
10:30	Recess	10	
10:40	Primer or Chart	8	Copy Work
10:48	First Reader	8	Copy Work
10:56	Second Reader	10	Copy Work
11:06	B Geography	10	Spelling
11:16	A Geography	20	Spelling
11:36	B Spelling	5	Language
11:41	B Physiology	10	History
11:51	A Spelling	9	History
12:00	Noon	60	Noon
1:00	General Ex.	10	
1:10	Primer or Chart	10	Blackboard Work
1:20	Firt Reader	10	Copy Work
1:30	Second Reader	10	Copy Work
1:40	B History	10	Language
1:50	A History	15	Grammar
2:05	C. Language	10	Reading
2:15	Writing or D	15	All Pupils
2:30	Recess	10	Recess
2:40	Primer or Chart	5	Copy Work
2:45	B Language	10	Spelling
2:55	A Grammar	20	Physiology
3:15	B Spelling	5	Reading
3:20	Third Reader	10	Arithmetic
3:30	A Physiology	10	Reading
3:40	Fourth Reader	10	Arithmetic
3:50	Fifth Reader	10	Arithmetic
4:00	Dismissed		

L. R. Crumrine.

Editor Normal Review,
California, Pa.

Dear Madam:—

You have undoubtedly opened a difficult question when you propose to conduct a symposium on "The Daily Program for the Rural School." Yet my experience as superintendent has already taught me the great importance of having a workable program conveniently arranged.

The following program is submitted as a model which we believe makes a fair division of time for the respective classes in schools having all grades of work in the single room.

Suggested Daily Program.

9:00	Opening Exercises	1:00	Primer or Chart
9:05	Primer or Chart	1:05	First Reader
9:15	First Reader	1:15	Second Reader
9:25	Second Reader	1:25	B. Language
9:35	C. Arithmetic	1:40	A. Grammar
9:45	B. Arithmetic	2:00	C. Language
10:00	A. Arithmetic	2:10	Writing
10:20	Number Class	2:30	Recess
10:30	Recess		
10:45	Primer or Chart	2:45	Third Reader
10:50	First Reader	2:55	B. Geography
10:55	Second Reader	3:05	A. Geography
11:05	Civil Government	3:15	B. Speller
11:15	B. History	3:20	Physiology
11:30	A. History	3:30	Fourth Reader
11:45	C. Speller	3:45	Fifth Reader / Alternate
11:50	A. Speller		Mental
12:00	Noon		

A study of the above program will reveal the fact that less time is assigned to work in mathematics than is customary. We believe that the period of time spent in mathematics as compared with that spent in language and grammar work is entirely too great. Every day we see evidence of the need of more drill on practical language work. Too much of the work in mathematics today is written work. Mental arithmetic still has its place in the business world if not in the curriculum of the common school of Pennsylvania.

Civics is given a prominent place in this program because we realize that ninety per cent of our citizens must study it in the common school or not at all as they will never have the advantage of higher education.

In the schedule of classes it will be noticed that the primary classes have no recitation after the last recess. It is a commendable practice to permit the small children to go home at recess. At most they should not be kept longer than the time necessary for a short recitation by them immediately after the last recess.

Many children are driven to hate the subject of physiology by being required to study it while yet too young to comprehend it. No normal pupil needs more than two years' study in our common school text on physiology.

The importance of a time schedule cannot be over estimated. Teachers should ever practice and have their pupils cultivate the habit of performing their respective duties at the proper time. Better work will always be accomplished when the pupils know just what they will be doing each hour of the day.

We hope that no student or teacher may be narrow enough in his vision of school work to undertake to apply this program literally. It is only intended to be suggestive. Excellent programs may be very different in different schools. They only come as the product of diligent study on the part of the teacher who strives to acquaint himself with conditions in his school community.

Respectfully submitted,
H. D. Freeland.

BUSY WORK IN THE COUNTRY SCHOOL.

The lack of equipment for busy work in the country school calls for a great deal of extra planning on the part of the teacher, but with care in outlining her schedule one may be able to provide instructive and pleasant employment for the little folks who must be left to themselves for the greater part of the day.

One can make the busy-work period of greater value and much less trouble if the use of the rule is taught at the beginning of the year. A few carefully given lessons will teach the children to rule their papers into squares and oblongs. The drawing of the lines and the coloring of alternate blocks will furnish occupation for some time, and the ability to use the rule will be helpful in the design work that comes later in the year. On Saturday the teacher may make the busy-work scheme for the following week. Let the pupils help in the gathering of supplies. Abundant material is available in the country and collecting it brings the pupils into direct contact with nature. Seeds, grains, grasses, and leaves furnish means for an almost endless variety of busy-work. During the fall months leaves may be gathered, assorted, traced, colored, cut, and pasted for borders on booklets and folders. The brown wrapping paper that comes around school supplies makes pretty mats for mounting single leaves. Seeds and grains make excellent material for number work. The children may be happily occupied by being allowed to separate a mixture of different kinds of seeds and grains. Then these supplies can be arranged so as to make borders, flowers, outlines of fruit, trees, houses and the like. Spools, too, furnish a great deal of employment for little

people. A generous response will always follow a request that each child bring an empty spool to the school room. At first these may be used simply for tracing circles; later the circles may be colored. After the hands become trained in tracing, bunches of grapes, scallops and borders for dresses and aprons, designs for wall paper, rugs, couch covers and the like can be made. The children may be guided, at first, by blackboard drawings, but they will soon invent designs for themselves.

Better work will be obtained if only the very best results are placed on the walls for display. The teacher may economize time for her other classes by giving some reliable child the responsibility of distributing and collecting material.

Edith Ulery, '12.

GAMES IN THE COUNTRY SCHOOL.

Playgrounds and directed games are receiving much attention in the city schools of today; school authorities realize fully the value of play and the necessity of directing play activities in their crowded schools. But it is taken for granted that country boys and girls, whose playgrounds are wellnigh unlimited in extent have a large repertoire of games and therefore do not need to be taught such matters. But a few weeks of teaching in a country school will demonstrate that this idea is wrong. The country children, living in isolated homes, know few, if any, games demanding team-work or interplay of ideas, and it is practically thru games of these types only that the social instincts of the isolated rural children can be developed, and the slow, clumsy movements induced by farm work can be changed to quick, alert movements.

For these reasons, the rural teacher should consider the teaching of games a part of his regular work, and should give as much thought and study to this subject as to any in the curriculum. He cannot excuse himself from this duty by saying there is no place to play in, for the large grounds around most country schools would gladden the heart of any playground enthusiast. As for the time, the regular recess of fifteen minutes affords time enough in which to play most games; for the longer games, the noon period can be used, as most of the children bring their lunches. The time and the place being provided, it remains with the teacher to make this period a success; right here on the playground is where the personality of the teacher counts for more than during any other period of the day. Play with the children; do not think, because you are director, that you must stand aloof and see that the rules of the games are followed implicitly. The manner in which you play the games is going to determine the attitude of the children when questions of fair play arise. If you are able to show them that you are playing the game

for the game's sake, and not for the sake of winning, you will have very little trouble with dishonest methods. A game affords the greatest chance in the world to teach fair play, honesty, and consideration for the rights of others. A boy who can play a good game, a straight, honest game in the face of defeat, is not going to go far wrong when he enters the serious game of life.

The kind of games taught will depend largely on the average age of your pupils. A type of game suitable and popular with all ages is the relay race. It can be varied to suit almost any condition, can be played indoors or out, encourages friendly rivalry, and tends to make children quick and alert.

Ball games also will admit of so many variations that they are particularly good for country schools. Starting with simple throwing and catching, these games increase in difficulty to basket-ball, captain-ball and our beloved baseball. These latter games demand the highest, fullest development of teamwork and require not only alert movements but quick mental re-action as well. Singing and dancing games are excellent for fostering an ease and grace in movement that may counteract the awkwardness of the average rural child.

In this work keep in mind that play in the country school is to develop the higher social instincts, to make the children alert and quick of sight and movement, and to break down the isolation of country life.

Blanche Griffith, '12.

FROM A TEACHER'S BOOK SHELF.

In a recent monograph* on the improvement of rural schools, Mr. Cubberley has made a valuable contribution to the discussion of this important question. Any attempt to consider the rural schools of our whole country in a book of seventy-two pages must necessarily be limited to general propositions and statements, to which there are numerous and important exceptions. At the same time Prof. Cubberley sees the situation clearly, and succeeds admirably in setting before his readers the reasons for bettering the country schools, the difficulties in the way, and his scheme for overcoming these obstacles.

The book has four chapters; of these the first is devoted to a consideration of the needs of rural schools. The author concludes that improvement must come along three lines, first, more money; second, a larger school district with centralized administration; and third, better supervision. One chapter is given to elaborating each of these proposed reforms.

* The Improvement of Rural Schools. By Elwood P. Cubberley, Riverside Educational Monographs. Houghton, Mifflin & Co., Pp. x and 72; 35 cents.

The need for more money is to be met, not by increased local taxation, but by a re-distribution of the school funds, the state giving to the cities less and to rural districts more. The keynote of the arguments justifying this, is struck by the editor, who says in substance that the training of a boy is not a matter of merely local interest like good roads or police protection, because tomorrow he may leave the country to become a citizen of a town or city, and wherever he may live, he will be as much a moulder of our national life as though he had been born and trained in a city.

It seems to the writer that the most vital part of Mr. Cubberley's scheme is the proposal to change from the district unit, which prevails in a very large part of our country, to the county unit. This change would not be so great in states like Pennsylvania where we have long had the township system, and where the county superintendent has had enough authority to allow us to call ours the mixed system. Briefly stated, the main features of the plan, if adapted here, would greatly increase the powers and duties of the county superintendent; he would become the executive officer of a board of education and this body would exercise about the same functions as those of city boards. "Such a board would have power to arrange and re-arrange school districts; to form union schools and consolidated central schools, and to provide transportation; to provide high schools for all; to employ, fix the salaries of and pay all teachers; to determine the local taxes, and exercise a general supervision over the schools." Local directors or trustees would still have the care of the school buildings, supplies and many other details. It is argued at length that this plan would be more economical than our present system and would increase and equalize advantages.

The discussion of supervision in the last chapter offers little that is new, but the evils that arise from the lack of it are forcefully stated.

The author allows himself to make irritating remarks about people living in the country, which may be true, but were better left unsaid. On the whole, however, the plans set forth in this book deserve the serious consideration of all who are in any way concerned with our rural schools.

A. B. B.

A recent volume of the Rural Science Series has been written in the interest of farm boys and girls. It discusses the physical, the moral, and the intellectual side of the lives of these children from birth to manhood or womanhood. The author tells how the boys and girls of rural communities may be made to feel satisfied with country life by being given proper surroundings and equipment and time for play both at home and at school, and by being furnished with reading matter and allowed to take part in young people's societies. The author emphasizes the neces-

*Farm Boys and Girls, by William A. McKeever, Professor of Philosophy, Kansas State Agriculture College, Manhattan, Kansas. The Macmillan Company, 300Pp. \$1.50.

sity of organizing the boys and girls into societies, such as the Y. M. and the Y. W. C. A., Boy Scouts, and literary societies, and explains how the minister, the teacher, or any other individual can start these associations and overcome the difficulties that arise. The boy may be interested in farm life by being given a piece of soil to till from which he shall have the profits, or by an opportunity to help sell the farm produce. The girl could be the family accountant. The advantage of educating farmers is shown by comparing the results of farming done by college and high school graduates with that of farmers who have received less training. A list of reading material is given and at the end of each chapter are references for further help on the subjects treated. The author has been very successful in analyzing rural problems and in suggesting the remedies needed.

Edwin D. Snyder, '12.

The Wide Awake series of readers by Miss Clara Murray consists of a primer, a first, a second, and a third reader. The aim of the author is to amuse and interest as well as to instruct, and to this end the books are profusely decorated with pictures of child life. The color in the pictures of the primer and the first reader adds to the attractiveness. The lessons in the primer deal with objects familiar to the primary boy and girl. A teacher would find this an advantage. The subject matter throughout the series shows careful selection and is fresh, varied, and entertaining. The short narratives and poems are not the usual ones which have been found in readers for year after year but are new. In the third reader there are some entertaining accounts of children in foreign lands, which impress one as very interesting and attractive. Among the contributors are several men and women of our own century, famous for stories for children. The series is just what its name implies, and to use these books ought to prove a pleasure for both teacher and pupil.

E. E. J. '13.

*The Wide Awake Series, by Clara Murray. Little Brown and Company.

The Wide Awake Primer, Pp. 112; 30 cents.

The Wide Awake First Reader, Pp. 128; 30 cents.

The Wide Awake Second Reader, Pp. 191; 35 cents.

The Wide Awake Third Reader, Pp. 224; 40 cents.

The Normal Review

Published each month of the school year, except September and January, by the Southwestern State Normal School, California, Pa. Subscription, fifty cents a year; single copies, ten cents. Address all communications to THE NORMAL REVIEW, Lock Box 202.

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

Editor ISABEL GRAVES

Associate Editors.

CHALMERS H. GOSHORN, '13

KATE CRAVEN, '13

RALPH E. DICKEY, '13

JOHN LOWERY, '13

BEN CRAVO, '13

BERNICE HUFFORD, '13

ETHEL JACKSON, '13

No one who, from necessity or otherwise, is interested in country schools need seek far for books and articles on that topic. The magazine articles are unnumbered and useful. Of books, we named several in the October, 1911, number and among the additions to our library during November, 1912, are several more. Two topics we should like to suggest for serious thought on the part of every teacher in a country school. These are the responsibility of such teachers in helping on the crusades against insect carriers of disease and against tuberculosis. Blessed, indeed, shall be that community in which the ruling majority have been taught from childhood to avert these evils by removing the causes.

IN MEMORIAM.

To old and recent friends the death of Mrs. Ehrenfeld has brought a deep sense of grief and personal loss. Though the routine of school life did not permit of frequent association with her, yet her brightness and lovable spirit had endeared her to the school family.

Mrs. Ehrenfeld's early home was in Ohio and in that home she was married in 1860. Dr. and Mrs. Ehrenfeld first come to California in 1871 and remained here six years. Later their home was in Harrisburg and in Springfield, Ohio, and since 1893 they have been in the Normal School.

The close of this long and beautiful life came on November 14. Mrs. Ehrenfeld had been seriously ill and her husband and three sons knew that she could not long be with them. The burial was at Springfield in the family lot.

We grieve for Mrs. Ehrenfeld's absence and extend to Dr. Ehrenfeld heartfelt sympathy while yet we know that "blessed are the dead who die in the Lord."

Here and There.

Principal Hertzog is one of the speakers at the Educational Conference held in Pittsburg during the Thanksgiving recess. He will also address the State Educational Association during their meeting at Harrisburg, December 26-28. At Harrisburg he will speak on the subject, "College Credits for Normal School Work."

Mrs. Noss will speak before the Modern Language Section in the Educational Conferences in Pittsburg, November 30. She and Miss Noss gave addresses at the Latrobe Institute earlier in the month. Miss Noss spoke on "Music" and Mrs. Noss's subjects were "The Balkan Peninsula—a Geography Lesson" and "The Comparative Method in Teaching Geography."

Miss Thomas entertained Mrs. C. B. Cummings of Pittsburg and Mrs. Olena R. Smith of Slippery Rock at dinner and at the Century Club.

At the fall meeting of the Pittsburg Section of the Association of Teachers of Mathematics in the Middle States and Maryland, held November 9, Prof. Shultz gave an address; his subject was "The Study of Geometry."

Miss Thomas was one of the instructors at the Connellsville Institute, November 29 and 30. Her subjects were "Devices, a Part of the Teacher's Equipment," "Stories and Story Value," "Literature for Children," "Primary Language," "Composition for Intermediate Grades," "Composition for Grammar Grades."

Professor Dobson has been and will be on the program of several teachers' conventions. He was the director of music and a soloist at the Monroe County Institute at Stroudsburg, and at the Juniata County Institute at Mifflin. In December he will assist in the same way at the Butler and Crawford County Institutes.

Professor W. S. Hertzog is to be one of the speakers at the Monessen Institute. This is the first annual session for the Monessen district and speakers are coming from different parts of this state and from Ohio.

Dr. O. G. Hertzog of Hiram, Ohio, who has often visited the school in past years, was a welcome guest in November. In a Vesper Service address he told us of some of the things which had most vividly impressed him during his year of residence and travel in China. On Monday morning, also, we had the good fortune to hear him in a chapel address. These addresses were of all the more interest because to many of the students Mrs. Noss had previously shown, in the lantern room, many views of China and her people.

Professor J. Harrington Cox of the University of West Virginia was one of the chapel visitors in November. In addressing the school he quoted the words of Chaucer's vivid portrait of the scholar and urged each of his audience to imitate the "poor clerk" in his glad eagerness to learn and to teach.

We have all been enjoying the special music which has been a part of.

the chapel exercises. An "Air de Ballet" by Rubinstein was played by Miss Stewart, Miss Masters and Dr. Veon; and a "German Dance" by Waltenfel was played by some of the youngest music pupils, assisted by Dr. Veon; they were Misses Lucreatia Poletz, Margaret Weaver, Sylvia Winer, Virginia Lewis, and Master Robert Rothwell. Miss McClary, rendering "Carnival" by Schytte; and Miss Stewart, Miss Masters, Mr. Robinson, and Dr. Veon, a "Military March" by Schubert; and Misses Burrie, Pillsbury, and Krause and Dr. Veon, a "March" by Hollander, have given much pleasure to all present at chapel.

Miss Buckbee has also contributed to the chapel in three very profitable exercises. Under her direction a group of seniors have given concrete illustration of the working of one section of our governmental machinery. A simple arrangement of chairs and screens indicated a lawyer's office and an ante-room. In this setting a reporter, representatives of a Woman's Club, a recently naturalized Englishman, and the lawyer, asked or answered questions or related personal experience in the convention in Baltimore. On three different mornings there was given by this dramatic device, an exposition of the manner of choosing a delegate, of the nomination of a party candidate, and of the actual procedure in voting in a federal election.

Members of the German classes, assisted by Miss Noss and Mrs. Bowman, delighted a select audience by their rendering of a modern German comedy "Jugendliebe" by Wilbrandt.

The senior English classes, who are studying "Midsummer Night's Dream," had a special treat November 18. Dr. Veon, visiting the class, first called their attention to some of the descriptive musical phrases to be used and then he and Miss McClary played part of Mendelssohn's "Overture" to "Midsummer Night's Dream," and also the "Nocturne" and the "Wedding March" composed for this play. This music was followed, in one division of the class, by a very simple presentation of Act III, Scene 2 of the play, and, in the others, by an account of an especially interesting production of the play. This production was under the charge of Tieck. It was given before Friederick Wilhelm IV and for this production Mendelssohn composed his lovely music.

As usual there was celebration of Hallowe'en and much satisfaction therein. There were masking and special programs in the Model School, and it is rumored apples and other good things to eat. At night the Dixon Hall dining-room took on unusual dimness and mystery and uncanny sounds were emitted by white-clad spooks. More light revealed decorations and souvenirs and besides the substantial dinner, candy and fruit. Saturday evening the gymnasium was the scene of much fun—masking, of course, and a grand march and games and conversation by the way.

Dixon Hall has entertained; North Hall has given an afternoon tea; South Hall has gathered its guests in the gym. and offered them

stunts and refreshments. Nor is that all; North Hall parlor is hospitably open on Tuesday evening and a pleasant time there is among the things to be accepted and taken for granted.

On November fifth a straw vote for president was taken in chapel; the results showed a majority for Wilson with Roosevelt a strong second. Public opinion certainly followed our lead! But suppose the vote had been on Woman Suffrage?

Thanksgiving Program—The Model School.

America	School
	Rooms I and II.
Jackey Frost	
Recitations	William Dixon, George Cobaugh
Thanksgiving Exercise	
	Willis Smith, John Kennedy, Helen Schultz, Eunice Fowler
Song	Alice Laight
Recitation	Florence Naugle
	Room II
The One Hundredth Psalm	
"Thanksgiving," Poem	
	Room III
Song, We Plough the Fields.	
Story of the First Thanksgiving.	
Song—Thanksgiving.	
	Room IV
Song	
Why Mr. Gobbler Changed His Tune.	
Reading—Neddie's Thanksgiving Visit	Helen Lamb
Dialogue—Thanksgiving	
	Room V
Dialogue—The First Thanksgiving Day	
Song—First Thanksgiving Day.	
	Room VI
Dutch Drill	
Song—Jack O'Lantern	
	Room VII
Indian Dance	
	Room VIII
The Spinning Lesson	
A Pilgrim Interlude of Plymouth Town.	
	Rooms VII and VIII
Song—Thanksgiving	

Athletics.

Basket-ball is now the word in athletics for the boys. Captains were appointed and five teams arranged before Thanksgiving. During December there will be games between the different teams and inter-scholastic games will be scheduled.

Hockey

As a conclusion to the hockey season of this year we have had a series of interclass games, which have decided the championship and also the possession of the championship hockey banner for this year. Each class team has played the team of every other class, and the two teams who had the most victories to their credit, engaged in one last struggle for the banner.

The record of the games is:

Nov. 6.....	Seniors, 2; Juniors, 1.
Nov. 18.....	Sophomores, 3; Freshmen, 2.
Nov. 19.....	Juniors, 0; Sophomores, 2.
Nov. 20.....	Seniors, 2; Freshmen, 1.

This record, of course, shows that the Seniors and Sophomores were the ones who were privileged to engage in the last contest for the precious championship banner. The game was called for two o'clock on Saturday, November 23. The day was clear and snappy, just right for hockey. At the appointed time the players took their places on the field, over which floated both Senior and Sophomore colors. The teams were well matched, and during the first half neither scored, although both sides worked hard. But near the last part of the second half, when excitement was at its highest, the Sophomores made a goal. From that time on, they gained in self-confidence, and did so much good work that when the game was over the score was 3-0 in favor of the Sophomores.

In celebration of their victory Miss Bowman entertained the winning team at dinner in the dining room of the Normal. Principal Hertzog congratulated the Sophomores and presented the championship banner to Miss Elizabeth H. Long, the Captain of the Sophomore team.

M. B. C., '14.

Literary Societies.

The Program Committees of the different societies have had conferences with the Literary Committee of the faculty and have been helped to secure greater unity and better organization in the weekly programs. There was aroused in advance much interest in the program in which representatives of the three societies were to take part. The subject was "Western Pennsylvania" and the date November 22. The different numbers were followed with pleasure and gratifying attention. The subjects and participants were the following:

Male Quartette

Book Review—Sim Greene	Margaret Decker
Story—White Rocks	Lorena Williams
Essay—George Washington and Western Pennsylvania	
Trips	Sarah Hileman
Speech—How Coke is Made	Ralph Dickey
Speech—Western Maryland Railroad.....	Rusch Boucher
Description—Cheat River Dam	Raymond McClain
Song	Chorus
Extemporaneous Class	Wesley Bradford
Periodical	Eva Minford
Debate: Resolved, That the industrial development of Western Pennsylvania has been beneficial to her institutions.	
Negative:	Affirmative:
Jessie Nieman,	Helen Wilson,
Lloyd Mehaffey.	Wayland Zwayer.
Song—Parody on Pennsylvania.	

Y. M. C. A.

The 37th District Convention of the Young Men's Christian Association of the second district of Pennsylvania met at Washington, Pa., on October 25, 26 and 27. The following delegates from our Y. M. C. A. were present: Prof. H. A. Murta, Raymond McClain, Otto McDonough, Wayland Zwayer, John Lowery, Chalmers Goshorn, Donald Jacobs, Wesley Bradford, Byrd Fox, and Ralph Dickey. The delegates were given two banquets in the Y. M. C. A. hall at Washington, and the rest of the time were hospitably entertained in various homes.

The entire program of the convention was in charge of the following strong team of Association leaders: Messrs. Lyman Pierce of Pittsburg, W. K. Cooper of Washington, D. C., J. L. Alexander of Chicago, F. S. Goodman of New York, and Ira D. Shaw of Pittsburg. The chief aim of the convention was to impress upon the minds of the delegates what their duties are both in and out of the church. The leaders of the convention presented some very interesting addresses, in which they showed us how the Bible can be taught to those who do not have the opportunity to attend church services on Sunday. The convention was a great success; each delegate came away with a new inspiration. R. E. D., '13.

The Student Volunteer Convention.

The Third Annual Conference of the Western Pennsylvania Union of Student Volunteers for Foreign Missions was held at Westminster College, New Wilmington, Pa., on November first, second, and third.

Delegates were present from all the colleges and normal schools of western Pennsylvania. The speakers and workers were Mr. J. Lovell Murray, Educational Secretary of the Student Volunteer movement; Dr.

Chas. R. Watson, Secretary of the United Presbyterian Board of Foreign Missions; Miss Lucy Robinson, Traveling Secretary of the Student Volunteer movement; Mrs. Alice McClure of India; Miss Eleanor Richardson of the Y. W. C. A.

On Friday evening, November the first, Dr. Russell, President of Westminster College, gave the address of welcome. After his hearty greeting Dr. Russell spoke at some length upon the broadening influence of bringing students of different schools together. Following the address of welcome the president of the Student Volunteers read the first chapter of Colossians.

The opening address was by Mr. Murray; the thought of this address may be summed up as follows:

"Go ye into all the world and preach the gospel." This command is given not only in the direct command but in the character of God, for God is love in the personality of Jesus, and in the teachings of Jesus. People sometimes talk as if they believe that Jesus Christ is the saviour of the white race and that he does not belong to our dark-skinned brothers. If Jesus Christ does not belong to the Chinese, the Japanese, the African, and the native of India, he does not belong to us; he belongs to the Nazarene, and *Thou art thy God, O Anglo-Saxon*. If one church member out of every thousand members would volunteer, the world could be christianized. Mr. Murray offered this verse for the Conference motto,—"*Whoso hath the next world's goods and seeth his brother in need and shutteth up his compassions from him, how hath he the love of God in him?*"

On Saturday morning, Dr. Russell lectured on the subject, "The Coming of the Kingdom." By the Kingdom of Heaven in the gospel sense is meant the redeemed world; in a larger sense, the universe. There can be no kingdom without a king, and Jesus has proven himself, by his life and works, the only one fit to be king of such a kingdom. The Kingdom of Heaven cannot come, if prophesy be true, until the entire world has been evangelized. This is the work of the church, not the conversion of the world but the evangelization. Noah evangelized the world yet he had only eight converts as steps in the coming of the kingdom. The parables in the thirteenth chapter of Matthew were taken up and fully explained. When Jesus Christ comes to his kingdom, the day of judgment like the day of grace will be a long era of time. We shall be examined and assigned places according to our merits. Jesus Christ came first for his saints and he will come again with his saints. "*Be ye ready, for ye know not the day nor the hour when the Son of Man cometh.*"

H. A., '13.

On Saturday forenoon at ten o'clock, following Dr. Russell's talk on "The Coming of the Kingdom," the missionary hour was led by Mrs. Alice E. McClure, who was formerly a missionary in India. She brought to us India's great need of Christ. There are 300,000,000 people in India who are calling out for that which we received in our childhood. Some schools for girls have been established, but as soon as the spirit of God

begins its work, the girls are taken from school. The boys and girls in the mission schools have tenacious memories, "The darkness in India," Mrs. McClure said, "will be turned to light when the Lord comes."

From eleven o'clock till noon, Mr. J. Lovell Murray gave us part of a Mission Study program, which he continued in the afternoon. In beginning his talk Mr. Murray gave us four watchwords, Know, Pray, Pay, Go. One must know in order to pray; one must know before he or she can go. We have no right to give service without knowing why, and no right to refuse without knowing why. We should plan systematic, methodic giving. In prayer we should not be mechanical, neither should we be haphazard. "Pray that you enter not into temptation, pray for the laborers of the harvest." When you pray say, "Thy Kingdom come, Thy will be done," and then ask for the things that you wish for yourself. Prayer should be the habit of every member of the association. The missionary committee should meet not merely to discuss questions but also to pray. Mission study should be opened and closed by prayer.

Mission study should be participated in by the entire school. Our chief aims are to enroll students, to hold them, and to get leaders. Although it is difficult to find time for the study of missions we should be willing to sacrifice to this work some of our less important activities.

The missionary committee should be strong, for it has three times as much work as any other committee. Great care should be used in arranging the course of study. Several years ago a mission class gave as its course of study, "Ivanhoe," "Hunchback of Notre Dame," "Black Beauty," "Little Shepherd of Kingdom Come," "Jubilee Song Book," and "Ten Night in a Bar-room." The missionary library should contain reference books, a volume of maps, biographies, magazines, and travels of missionaries.

1. Mission study gives us the information that we need in order to invest our lives most profitably.
2. It shows what work Christianity is doing in other countries.
3. It develops unselfishness.
4. It increases our faith in God.

Bessie Moore, '13.

Dr. Charles R. Watson, Secretary of the United Presbyterian Board of Foreign Missions, gave an address on "The Unoccupied Mission Fields." There are one and one-half million of people in China, six millions in Tibet and four millions in Afghanistan that have never heard of Christ. There are twenty millions of people in Asia and seventy millions in Africa that have no missionaries.

Bengal of India has in it fifty-three divisions; eight of these have just one missionary, five of the divisions have one missionary to one-third million of people; three divisions have one missionary to nine millions of people; one division has one missionary to two millions of people; and one other division has five millions of people without a missionary.

The chief reasons why these unoccupied fields are still without the Gospel is the lack of faith and enterprise in the church. This question may be raised: Has the church made more than a beginning in the evangelization of the heart of the Dark Continent?

H. M., '15

Y. W. C. A.

The Week of Prayer, November 10-17, was observed by our association. The meetings were well attended and much benefit was derived from them.

A joint meeting of the Y. M. and Y. W. Christian Associations was held October 27. After a short missionary lesson, all assembled in the lantern room, where a number of interesting views of China and Chinese life were shown by Mrs. Noss. In the Vesper Service of November 17 Rev. O. G. Hertzog of Hiram, Ohio, who has just returned from his trip around the world, gave an account of Chinese life and customs. This was very interesting to the Mission Class, who this year are making a special study of China.

Our association sent two of her members to the Westminster Conference which began November 1 and ended November 3. The delegates chosen were Miss Bessie Moore and Miss Helen Aiken. On November 10 a joint meeting was held in which the delegates from both associations gave their reports.

The association is very thankful for donations from some of her former members. The following girls contributed for the purpose of sending delegates to the convention: Miss Edith Ulery, Mrs. Pansy Laub Clister, and Miss Nell Penn. The Social Committee has been busy helping the Financial Committee. A sum of \$8.95 was added to the treasury from socials held on Friday evenings.

Bernice Hufford, '13.

Visitors During November.

Mr. Armour Haines, Miss Helen Thomas, Mr. Emery, Miss Edna Fitch, and Miss Bertha Donaldson paid visits to their sisters in North Hall.

Mrs. S. B. Walters of Vances Mills, Pa., visited her daughter Mabel. Mrs. Woods of California, Pa., visited her niece, Miss Margaret Hopkins. Miss Mary Barr and Miss Anna Inghram of Monongahela visited Miss Jean Strause. Miss Bertha Higinbotham and her friend, Miss Dunn, visited Miss Elizabeth Higinbotham. Miss Mary Bartley of Monongahela City visited Miss Ruth Bradshaw. Mrs. Alice Love visited Miss Jean Louage. Mrs. H. C. Howarth of Monongahela City visited her sister, Miss Elizabeth Hall. Miss Agnes Myers and Miss Fleeta Gillespie visited Miss Elizabeth Evans. Mrs. Dague and her son visited Miss Marie

Emery. Mrs. O. E. Muffett visited her sister, Miss Augusta Griffiths.
Mrs. Amin Colcord was a guest of Miss Buckbee. C. F., '13.

The visitors received by the girls on the third floor of Dixon have included Mr. and Mrs. H. L. Hewitt and Miss Sara Hewitt of Carmichaels, Mrs. J. G. Crossland and Miss Edith Crossland, Miss Gwendolyn Burrie, and Mr. P. H. Yorke. Miss Clara Mitchell, '10, and Miss Louise Frazier of Monessen were guests of Miss Eoline Mitchell. Miss Martha Todd was visited by her aunt, Mrs. W. A. Colburn. Miss Jane Scott of Dunbar spent the week-end here as a guest of Miss Ruth Baer. Miss Irene Hixon was visited by her aunt, Miss Williams of Finleyville.

Girls on the second floor of Dixon Hall have had several visitors, including Miss Martha I. Romesburg, Miss Edna Williams, Miss Flora Williams, Mr. F. A. Lesnett and Mr. A. M. Lesnett. Miss Lucile Wolfe spent Saturday with Lorena Williams, and Mr. George Conn spent a day with his niece, Elizabeth Ganoe. Mr. and Mrs. J. B. Kirkpatrick visited Bessie Moore. Mrs. Enock James visited Jessie Murdock. C., '13.

Messrs. Reckard, Braden, and Martin, all of last year's class, have revisited their old haunts and their friends in the South Hall. The dormitory boys have also entertained Mr. George Grolean, Messrs. B. M. Fuller and Arthur Fuller, Mr. and Mrs. Spencer Snyder and Messrs. Harry Brooks and Wm. C. Suter.

Alumni Notes.

1882.

Mr. Donald C. W. Birmingham, son of Mr. and Mrs. ('82) L. L. Birmingham of Hazelwood, Pa., married Miss Helen Brown, daughter of Mr. and Mrs. Joseph Stewart Brown of Pittsburgh, Tuesday, November 14, 1912.

1888.

Attorney William A. Applegate, a former resident of California, Pa., died at his home in McKeesport, Pa., in November, from heart trouble. Mr. Applegate was born in Forward township in 1862. He graduated from the Normal in '88 and later from the law department of the University of Michigan. He came to McKeesport in 1893 and became one of the best known attorneys of Allegheny county. He is survived by a wife and four children.

1891

W. D. Brightwell visited the school during November and made a pleasing talk in Clio.

1892.

Attorney Archibald W. Powell was elected Auditor-General of

Pennsylvania on the Republican ticket, in the recent election. Mr. Powell is the son of J. R. Powell, one of the best known citizens of California, Pa., and of a large family, five of whom graduated from the Normal. Mr. Powell graduated from Yale and was admitted to the Allegheny county Bar. He was a member of the 10th regiment under Col. Hawkins in the Spanish-American War. He was wounded while in active service in the Philippines.

1893.

Mr. Dave Mitchell, president of the University of Lebanon, Tenn., is North, visiting friends in Coal Centre, Pa.

Mr. Bernard C. Sloan, a mining engineer of Cartersville, Ga., came north to attend the funeral of his brother, John Sloan, of Granville, Pa. Mr. Sloan married the daughter of the famous evangelist, Sam Jones. While north Mr. Sloan visited Principal Hertzog and other members of the faculty of the school.

1897.

Dr. Bert F. Ober, a physician and surgeon of Latrobe, Pa., attended the Latrobe Institute.

1902.

Thomas McLean, head of the Business School of Latrobe, was at the Institute.

1903.

Mr. and Mrs. Simon A. Schlafly announce the marriage of their daughter, Aura K. ('03), to Mr. Fred P. Drumm, Sunday, November 3. Mr. and Mrs. Drumm will make their home at No. 1020 South Market St., Canton, Ohio.

1905.

Miss Edith Rose Corter ('05), of Monongahela, Pa., was married to Mr. Francis Guild Hoskins. Mr. Hoskins is a graduate of the University of Pennsylvania and is now located at Foxburg, occupying the position of Assistant Division Engineer of the B. & O. Railroad. It is at Foxburg that Mr. and Mrs. Hoskins will make their home.

1907.

Mrs. Beatrice Reibling Corbitt is a member of the Pittsburgh Ladies' Orchestra under the leadership of Albert D. Leifield.

Miss Florence Williams, a teacher, of Uniontown, Pa., visited her sister, Miss Lorena Williams, a senior of the Normal, Saturday, November 23.

1909.

Miss Ethel Hawthorne is doing substitute work in the Charleroi schools.

1912.

Misses Redding, Galloway, and Wycoff visited the Normal during November.

Where Some of the 1912 People Are.

Brown, Rose.....	Roscoe
Guswiler, Francis.....	Roscoe
Howarth, Clara.....	West End School
Kirk, Freda.....	Merrittstown
MacBurney, Marie.....	Vanderbilt
Minerd, Bess.....	Uniontown
Moore, Mary.....	Fredericktown
Noel, Anna.....	Hastings, Cambria Co.
Stockdale, Florence.....	Stockdale

Exchanges.

The **Red and Black** seems to be interested in two kinds of great activities; foot ball and politics. Since the election of Dr. Henry W. Temple as a United States Congressman, Princeton is not the only college that can boast of an educator who is a politician. Do not take it so seriously, W. and J., that Penn State's colors were burned. Take care of your own colors lest they meet a similar fate.

The **Normal College News** of Ypsilanti, Michigan, treats a wide variety of current topics, social, moral, literary, and athletic. You can rejoice over the fact that the voters of your state deemed it wise to extend the use of the ballot to women. This shows the Wolverine State to be foremost among the states of the Union. Now, since your women have the right to vote, let them make good use of it.

J. L., '13.

The **Kalamazoo Normal Record** is a magazine which always deserves a word of praise. One article entitled "Rural Education" is just now especially worthy of mention, for the question of education in rural districts is much studied by educational readers. This number would be worth keeping for the "Thanksgiving Bibliography" alone. Our librarian has been giving similar lists to the members of her library classes, and we expect to find them very helpful.

The **Recorder** from the Francis W. Parker School was examined from "kiver to kiver" but no mention could be found of either the school or town from which it came. Had it not been for the kindness of one of our faculty we would not know yet. Some of the narratives are quite interesting, but the magazine is in decided need of variety.

The **B. S. N. S. Quarterly** from our sister normal at Bloomsburg can hardly be termed a school magazine but rather a leaflet report. The school instituted a new department, that of Domestic Science, as required by the new course of study. A large number of the Seniors have enrolled and the undertaking promises to be successful. The **Quarterly** gives a list of the students now in attendance whose fathers or mothers

are alumni. This list is quite interesting and the plan might be tried by our own paper.

We have received the following exchanges: The Red and Black, Orange and Blue, The Normal College News, The Millersvillian, The Bethany Collegian, The B. S. N. S. Quarterly, The Kalamazoo Normal Record, The Normal Vidette, The Recorder, The Athenaeum, The Duquesne Monthly, The Mirror, Wah Hoo, The Lutheran Normal School Mirror, and The Northern Illinois.

Ethel Jackson, '13.

A Flyless City.

We have the authority of the United States Consul at Prague that he has discovered a flyless city there. Mr. Brittain, who holds that post, is evidently sincere, since he sends his report in order to let American manufacturers of fly-paper know that it is useless to ship that commodity to Prague. There is no market for fly-paper because there are no flies. He concedes that three or four flies may visit the ordinary dining room in the course of a summer. They are not kept out by screens, the demand for fly screens being as non-existent as that for fly-paper. But the scattering flies become discouraged by the scarcity of their food and either seek more hospitable localities or give up the ghost.

How is this happy immunity attained? Not by fly-swatting campaigns, which attack the evil at its symptoms instead of the source. The consul reports that all the buildings, pavements, docks and sidewalks are of brick, stone or concrete. "Decayed or decaying vegetable or animal matter is not left exposed." The streets are cleaned several times each day. No open drains are allowed, and consequently flies cannot breed. In short, the places where flies can breed being abolished, the flies disappear.

This is certainly a valuable example for other cities. We may not accept the theories about the transmission of disease by flies to their full extent in order to concede that they transmit considerable disease and that they are an unmitigated nuisance. If they are not permitted to find breeding places and all refuse is kept closed from them, they must disappear. The sanitary condition produced by such measures will be certain to lessen disease even from causes apart from the fly nuisance.—Ex.

THE LIBRARY.

In addition to sixty volumes of recent fiction the following books were added in November.

The following volumes were added to the library in September.

Cheyney, History of England, five copies.

Cheyney, Industrial History of England.

Andrews, History of England, two copies.

Harrington Cox, Translation of Beowulf.

Kingsley, Greek Heroes.

Church, Stories of the Old World.

Carpenter, Hellenic Tales.

Furness, Midsummer Night's Dream.

Bennett, Master Skylark.

Clemens, Personal Memoirs of Joan of Arc.

Carlyle, Past and Present.

Carlyle, Essays, five volumes.

Dowden, Transcripts and Studies.

Ruskin, Mornings in Florence.

Howells, The Rise of Silas Lapham.

Graves, Great Educators of Three Centuries.

Bennett, Critical Period of American History, two volumes.

Fiske, American Revolution, two volumes.

McMurry, Large Types of American Geography.

Rawlinson, Ancient Egypt, two copies.

Grant, Greece in the Age of Pericles, two volumes.

Monroe, Encyclopaedia of Education, Volume 3.

Rogers and Aubert, Industrial Chemistry.

Morley, Miscellanies.

Stephenson, Shakespeare's London.

Richards and Woodman, Air, Water and Food.

Robinson, Readings in European History.

Plunkett, Rural Life Problems of the United States.

Bailey, The State and the Farmer.

Bailey, Nature Study Idea.

Bailey, Country Life Movement.

Ingersoll, Animal Competitors.

Field, The Corn Lady.

Fairchild, Rural Wealth and Welfare.

McKeever, Farm Boys and Girls.

Stern, Neighborhood Entertainment.

Butterfield, Rural Progress.

Burbank, Training the Human Plant.

Foght, Report of the Commission on Country Life.

Perry, Wider Use of the School Plant.

Grayson, Adventures in Contentment.

Goldsmith, Deserted Village.

Lappenberg, Anglo-Saxon Kings—2 volumes.

Davis, Productive Farming.

THE NORMAL REVIEW

You are invited to do business with the
First National Bank
 Capital \$50,000 Surplus \$100,000
 Undivided profits \$24,700
 Wm. H. Binus, President
 Wm. S. Nicodemus, Cashier

February
Normal Review
Clio Number

DR. A. B. LINHART
 Dentist
 Over Piper's Drug Store
 Wood St. California, Pa.

"On one hand," said the teacher, "we see the vast plains of the West, and on the other hand—what do we see on the other hand, Tommy?"

"Fingers," said Tommy.

Miss T. (to innocent Virgil class): What name is applied to a line of poetry in which there are four feet?

Clever Student: A quadruped.

H. R. HARRIS'
STUDIO
 Framing and Copying
 2nd St. Near Normal

Chas. Silvestro
 Boot & Shoe Maker
 Third St. California

M. Mahaney
 Livery Feed and
 Sales Stables
 Second Street, California

Williams Hardware
 Store
 Corner Third and Wood

Coatsworth Bros.
 The City Store
 For anything in the Grocery
 Line.
 Country Produce in Season.

Calvert's Fish and
Oyster Market
 Stock Fresh Every Day
 CHAS. P. CALVERT, Prop.

Mrs. Jenkins
 Millinery
 Second and Wood Streets

Look for the Union Card
City Barber Shop
 W. B. FRENCH, Prop.
 Next Door to 1st National Bank

MIKE BELL
 Fruits and Confectionery
 Imported Olive Oil
 Wood St. California

"Jane," said the mistress, "how was it that I saw you treat your friends to cake?"

"I can't tell, ma'am, for I'm sure I covered the keyhole!"

Tired Pupil (laboring at an unfinished drawing): Miss Clements, I can't draw any more than a fish can!

Artistic Neighbor: That's not saying much because a fish can draw water anyway.

L. SCHNEIDER
 Second near Wood St. California

Cleaning, pressing, dyeing and repairing for ladies and gentlemen. Men's Suits made to order.

ALL WORK
GUARANTEED

Good Goods

Reasonable Prices

Johnson's Jewelry Store

For Your
 Christmas Presents

Select your present now and we will lay it away.

All Goods Engraved Free.

Fair Dealing

WOOD ST.
 CALIFORNIA, PA.

Public Confidence

Bucknell University

COLLEGE—Courses in Arts, Philosophy, Jurisprudence, Science, Biology, Civil, Mechanical, Chemical and Electrical Engineering.

**SCHOOL OF MUSIC
ACADEMY INSTITUTE**

For Catalog and information write to

JOSEPH M. WOLFE

Registrar

LEWISBURG, - PENN'A.

American Book Company

*Publishers of the best
and most popular School
and College Textbooks*

New York Chicago

Cincinnati

Washington and Jefferson College Washington, Pa.

Facts About W. & J.

Oldest College west of the Alleghenies.

First building erected on Campus, 1793.

Charter granted in 1802.

Origin of College Library due to gift of fifty pounds from Benjamin Franklin.

Washington and Jefferson College united by Act of Legislature, March 4th, 1865.

There have been graduated from W. & J.:

4 Cabinet Ministers of the United States.

11 United States Senators.

10 Governors of States.

84 United States Congressmen.

230 State Legislators.

83 Presidents of Colleges and Universities.

34 Moderators of General Assemblies.

20 Judges of State Supreme Courts.

125 Judges of County Courts.

1784 Ministers.

1118 Lawyers.

570 Doctors.

Also many Engineers, Teachers, Chemists and Business men.

6 out of the 15 Judges at the Pittsburg bar are W. & J. men.

In all there have graduated from W. & J., 4690 men.

Fashionable Silks, Dress Goods

and

Dress Accessories

*Interesting assortments of
exclusive patterns in all
lines that are in demand
for dress and street wear.*

Pittsburgh Mercantile Co.

Wood Street

California, Pa.

A. B. WARD

The Up-To-Date Store

To The Students

When you want to do your shopping
you want to come here.

WALK OVER SHOES
3.50, 4.00, 4.50 & 5.00

QUEEN QUALITY SHOES
3.50, 4.00 & 4.50

BOSTON FAVORITE
2.50, 3.00 & 3.50

HATS & CAPS

MEN'S FURNISHING GOODS

Suits Made to your Measure at a
lower price than you can buy ready
to wear Clothing. Everything of
the very latest styles.

A. B. WARD

Next Door To Post Office

STETSON HATS

REGAL SHOES

FAULTLESS SHIRTS

HART SCHAFFNER &
MARX

L. SYSTEM AND
SAMPECK CLOTHES

EVERWEAR HOSE

Better things to wear are
not made.

IF YOU DON'T TRADE HERE WE
BOTH LOSE MONEY.

Max B. Yoffee

The Store That Satisfies