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The
Normal Review

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THE NORMAL REVIEW.



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THE MORNING EXERCISE AT THE FRANCIS W. PARKER SCHOOL

In many a happy and well ordered family there are times purposely arranged with the intention of uniting the family socially, by bringing the whole home circle together for closer mutual acquaintance and devotion, for exchanging news and the day's happenings, for keeping the parents in sympathetic relation with their children's growing and expanding ideas, with their daily trials and temptations, to correct their misconceptions and relieve their fears, to guide their hopes and counsel their ambitions. In many a family the press of other duties limits these vitally important occasions to the time of the evening meal; in some families the occasion lasts longer and includes "the children's hour" with play and romp as well as serious intercourse. In some families, unfortunately, the father is too often engrossed in business to enter into his children's inchoate mental life and sometimes even the mother fails to realize the duty she owes her children to know their ideas, fears, ambitions, yearnings, trials, temptations, failings, capacities, their loves and hates. Many a family is eventually broken up for lack of this social intercourse among its members. Many a father and mother fail to get properly and intimately acquainted even with their own children. Is it necessary to add that such families fail in one of the requisites for which families are organized, the proper care and guarded training of offspring?

The school, likewise, is a social unit. The morning exercise is our greatest unifying social force. We need to realize that we are a large family, that we must know one another, that we must keep in touch with the needs and capacities of all in order to work together effectively, that all human relations are mutual. It is, therefore, customary at our school, following the practice of Colonel Parker, to have the entire school come together daily, as to family devotion, for twenty minutes at eleven o'clock. The occasion is, above all else, one of uplift and inspiration by entering into the larger life of the larger social unit. The individual soul is expanded by socialization.

To make the character of these exercises clearer we may distinguish the following six social purposes illustrated in various exercises.

I. Exercises in which the chief motive is the desire to share news, information, or useful knowledge acquired in the class room or elsewhere. Thus, vacation experiences, travels, class excursions, or results of individual reading are reported in the morning exercise and shared by the whole

school. The choicest climaxes in the class room work are also here presented to all, thus reviewing and keeping fresh the work of all in the mind of each. The high school pupil presents the work in physics or in geometry so that the primary grades can at least follow him, and sometimes the the younger children ask questions that humble the pride and shame the conceit of the older pupil. It is a pity that the older pupils should ever lose the close touch and hearty sympathy with the fresh, keen joy in the early learning as shown by the younger pupils.

II. Exercises that are a natural stimulus to painstaking expression. Thus, a sixth grade German class gave "Hansel and Gretel;" a fourth grade class wrote and presented a play illustrative of Greek life; an eleventh grade acted out the oration of Cicero against Catiline; a fifth grade told the Sinbad stories in costume; an eighth grade drew pictures to illustrate "Gulliver's Travels" and presented them as they told the stories. Scenery, stage properties, costumes are prepared by the pupils. Our best and most painstaking work in elocution and art is done in preparation for the morning exercise. The pupils take more pains with the literary quality of their English here than in daily class work. It trains them to speak in public without embarrassment.

III. Exercises that involve the active participation of the whole school, or at least a large part of it. The school comes together sometimes as a "town meeting" to discuss some point of self-government, to formulate a courtesy code, or to consider a plan for beautifying the school grounds. Sometimes the classes come together at parties, at Hallowe'en or Christmas. Sometimes the work is laid out in a series of exercises, participated in by several different grades. Thus, a first grade told us how they made the candles for their Christmas tree; a third grade prepared an exercise on lamps and the lighting of Chicago; a sixth grade showed us their experiments with gas and other fuel; a high school grade presented some of the uses of electricity; and a former graduate of the school came back to give us two morning exercises on the wider application of electricity.

That mere fact of seeing one another once a day helps very materially to the development of the social consciousness. Announcements and school notices are also given in the morning exercises. Visitors to the school are present and sometimes speak to the assembled school.

IV. Exercises that raise esthetic ideals and hold up standards of taste. Thus, we have musical recitals, lectures, readings, an address by Jane Addams, a story told by Mrs. Thomsen, or a morning with John T. McCutcheon. Some mornings are devoted to keeping alive the joy in the best poetry, and favorite poems are recited.

V. Exercises that are for mere entertainment, as, for example, charades, magic, skipping parties, etc.

VI. Festivals, as the County Fair, May Day, Field Day, School Memorials, Commencement; and the exercises in which we take a part in a

nation-wide celebration, as Thanksgiving, Christmas, Lincoln's Birthday, Washington's Birthday, Memorial Day.

These morning exercises are planned and carried out by the pupils working with the teachers, before an audience of three hundred. The motivation of the work is quite different from that of the daily class work, altho the later is often strongly stimulated by the morning exercises. These exercises really represent the choice moments of the school life, when we actually realize our social relations to others; the only part of the day when we are all together, sharing our thoughts and feelings, stimulated to our best efforts by our larger unit, striving for our best possible expression; the assembled school considering the questions involved in its own self-government; stimulated by artists, musicians, lecturers, and readers, stirred by good literature or entertained by mere fun. It is the essence of our best culture material in the choicest setting. No other part of the school day makes so deep an impression on the pupils. No other part so fully represents the spirit and aim of the school.

Herman T. Lukens

Francis W. Parker School, Chicago.

HAND WORK IN RELATION TO MIND WORK

In discussing the relation which hand work bears to mental development, it is the province of this paper to show that manual skill, one of the aims of manual training, does not reside in the hand, as the name seems to imply, but in the brain and the mind; that it is the mental phase of the subject which should receive our especial attention; and that in rating the value of hand work as a school activity we should be guided largely by the service it renders in assisting the child to secure a full and harmonious development of his existing faculties.

To the biologist and to investigators in that highest and most subtle of all sciences, psychology, we are indebted for that which helps to a clearer understanding of the structure and functional activity of that wonderfully complex organ, the brain. Somewhat recently our ideas of the central nervous system, composed of the brain and spinal cord, have had to undergo certain rather marked changes. We no longer speak of two kinds of nerve matter, gray and white, for we have learned that all nerve substance is gray and that the white is only insulating material. The older books taught, too, that there were two kinds of nerves, cells and fibers; that the function of all cells was to generate nerve force, and the function of a fibre was to carry that nerve force from one cell to another. It was also erroneously believed that mental power was de-

pendent upon the number of nerve cells in the brain, and that educating the child increased this number.

According to our present understanding, however, of the central nervous system, there are glistening white cords called fibres which run to all parts of the body. These are prolongations of nerve cells and have no anatomical connection with any other cell, that is, they never enter another cell but there is a mysterious physiological connection. The cell with its outgrowths or fibres constitutes the unit of the nervous system. All mental activity is dependent upon two kinds of nerve fibres—the sensory, which transmit sensory stimulations such as sound and light, and the motor, which transmit impulses to move the muscles.

It is now known that different parts of the brain have different functions. Sensory and motor nerves that connect the surface of the body with the cortex, or thin outer covering of the brain in which human consciousness is supposed to reside, must connect that surface with a definite part of the cortex; they cannot terminate in the brain in general. We have, then, the localization of function, each sense having its special brain center or area. With the exception of touch and the muscular sense, all the senses have been quite definitely located. If the sense of sight is trained while hearing receives no education, the brain tract connected with hearing will not be proportionately developed. If the visual center, which is located in the rear of the brain, does not receive the proper stimuli from the external world, this brain area must remain comparatively undeveloped. We are told that where post-mortem examination has shown a deficiency in any sensory tract due to the loss of any sense, there has also been a deficiency in the number of fibres leading from this tract.

The smallest child who enters the public school has all the brain cells he will ever have, but many of these may never develop. Brain cells go to waste, we are told, just like those blossoms of a tree which never mature; and while no amount of education will increase the number of cells, training will develop the functional activity of those that otherwise would have lain dormant forever.

While the brain of the child is in this impressionable state, while his curiosity is so general that almost anything interests him for a short time and nothing can be done exhaustively, stimuli should pour in from every direction. He should receive that broad education which is characteristic of the kindergarten, and, in more recent years, of our best primary schools.

We believe that construction work and, indeed, any kind of manual training not only furnishes a mental stimulus different from that received from other subjects of the school curriculum, but a stimulus which is incomparably better than any other, unless we except nature study, because in hand work instead of impressions received through words or symbols chiefly, the stimuli, which are to assist in developing sensory brain tracts come to him in a concrete way through contact with material things.

Now in order that the entire nerve are be traversed in the process of learning there must be expression as well as impression; therefore, we claim the development of motor activity as another valuable feature of this school subject. As the natural tendency of a sensation is to cause motor action, there will be some exercise of the motor nerves as a result of sensory stimulation, but in the case of a great many people, motor action needs to be cultivated and directed to definite ends. If this is not done, we have as the result of a one-sided training, those who browse in books but never create, those who build castles in Spain but never build in the actual world; in fact that familiar type—the person who can always plan but utterly fails to execute.

Halleck says that "All action depends upon proper motor modification in the central nervous system, that the player on the piano or the violin spends years in modifying the motor cells controlling the arm and hand in order to secure movements exactly fitted to the case." If one is ever to become skillful in any muscular exercise, he must receive training very early in life, not because the muscles stiffen, as is commonly supposed, but before the plasticity of the nerve cells has forever passed away.

By aiding in the cultivation of the habit of attention, hand work again proves an invaluable factor in mental development. Psychologists recognize attention as the essential constituent in every mental act, as the instrument of education. Hughes says: "The power to fix the mind steadily on one subject is the most important intellectual power the teacher can ever develop in his pupils." We all know that the teacher might as well present a lesson to wooden images of boys and girls as to a class of inattentive children. In order that attention become a habit, it must be taught just as the various school subjects are taught, and before there can be effective teaching of anything else. It is well known that the natural way for children to develop is by means of their self activity, and that they love to do that which involves motor activity. In manual exercises, in order to do they must hear, so they immediately give intense instinctive attention and thus learn to give attention by giving it, just as one learns to do any thing by doing it.

As judging enters into all formal thinking, it is essential that children should be given those forms of mental activity which lead up to acts of the judgment. In constructing an article, not only must the pupil exercise his judgment, but, when the object is completed, he has an opportunity to see how accurately that judgment was exercised. Not only into selecting material, into drawing and constructing his model must judgment enter, but the use of this faculty is required again in creating and applying an appropriate design. In order not to violate the principles of balance and harmony in art, he must see that the design is not so small that it appears to be floating in space, nor so large that it seems to be crowded; that an oblong space be decorated with a design corresponding in general shape; and that in a curved surface only curvilinear lines be used.

When we consider the important part which constructive effort plays in the work of the world today, we are glad to find in manual training a valuable aid in our attempts to cultivate that faculty of the mind known as the constructive imagination. The Cologne Cathedral, the Venus de Milo, and the Sistine Madonna are products of the constructive imagination; so, also, are the marvelous inventions which today are revolutionizing the social and industrial world. These all existed in the minds of men of genius before they could be embodied in form and given to the world.

Some years ago Dr. Charles Eliot took for the subject of an address before the National Educational Association, "The Cultivated Man." After discussing three elements of culture—character, language, and the store of knowledge which humanity has acquired and laid up and which we must in part assimilate and improve—he said: "The only other element in cultivation which time will permit me to treat is the training of the constructive imagination. The imagination is the greatest of human powers no matter in what field it works, in art or literature, in mechanical invention, in science, government, commerce or religion; and the training of the imagination is, therefore, far the most important part of education."

If this were a plea for construction work in the public schools, I should tell how the subject appeals to children who are interested in nothing else, and that through this interest they become responsive along other lines; that it furnishes a relief from other subjects and makes school life more attractive, so that the pupil is kept in school longer. The last is a very important consideration when we remember that only about five per cent. of our pupils enter the High School, many of the boys leaving not only because they cannot afford to remain, but because school does not appeal to them and they prefer to work. I should say, too, that it provides opportunity for the most practical exercises in arithmetic and elementary geometry and furnishes the motive for original design; and that development of motor activity and experience in making articles based on modern industry, prepares for that life in the industrial world which a very large majority of our pupils will lead.

But mental growth is the subject under consideration at this time; summing up our consideration of that topic, we claim that hand work develops the structural growth and functional activity of both the sensory and the motor brain tracts; that it aids in the formation of that which is fundamental in all education—the habit of concentrated attention; that it renders excellent service in the cultivation of two very important mental faculties, judgment and the constructive imagination; that in all these ways it proves a most valuable factor in helping the teacher to develop those forces which God has implanted in the child.

Ellen Reiff.

Columbia, S. C.

THE SOUTHERN ILLINOIS NORMAL UNIVERSITY

The Southern Illinois Normal University at Carbondale is second in age and third in enrollment of the five Illinois Normal Schools. We have a large attractive campus with a variety of beautiful trees and a pretty little artificial lake, and have now in process of erection a fine new woman's building—our first dormitory. Our other buildings are the main main buildings, the science building, the library, and the training school, all of brick and of pleasing architecture.

The visitor from the California Normal School to our chapel in Normal Hall would feel quite at home in singing with our students from the familiar "Chapel Hymnal." Probably the visitor's first surprise would come in looking upon the large proportion of young men in our student body—about one-half of the total enrollment. This opportunity to influence the future manhood of southern Illinois is dearly prized by the faculty. These boys come largely from the farms, since ours is a rural community, for although the name Carbondale suggests coal and there are large coal interests not far away, the industrial influence is little felt among us.

This situation has resulted in developing some of the most characteristic features of the school. Of these I shall discuss only the vocational courses and the work of the training school. The academic and professional teachers' courses present work of high order, given by instructors of excellent ability, and the omission of their work from this report is because of limited space.

Our vocational courses include agriculture, domestic science, and manual training. All of these are organized, first, as is natural in a normal school, with a view to preparing students to teach the subjects of study, but also with a collateral, rather than a secondary, purpose of enabling those taking the courses to apply their attainments on the farm and in the home.

The agricultural courses include the study of soil fertility, crop production, seed selection, animal husbandry, stock judging, and kindred topics. The school owns an experiment farm of fifty-seven acres, where practical application is made of class-room theory and laboratory experiment. The classes in biology correlate their work with these courses.

The school farm includes the school garden tract of the training school, where all the children have practical nature study in the spring term under the instruction of pupil-teachers trained in the classes in agriculture, and under the supervision of the critic teachers. The school garden gives opportunity for correlation with other subjects in various ways. When possible, unfamiliar plants mentioned in geography and litera-

ture are planted in the school garden. Flax, alfalfa, cotton, thyme, sweet basil, and others may be mentioned as illustrations. The pumpkins for jack-o-lanterns, and the peanuts and pop-corn for the hallowe'en festivities of the primary children were raised in their garden. The seventh and eighth grade boys sent corn, sweet potatoes, beets, carrots, and a variety of other products to the state fair although these were barred from competition for prizes because from a state institution.

The work in domestic science includes not only practice but theory. Careful laboratory study of food values and food chemistry accompanies the instruction in cooking wholesome everyday food. The work in sewing is all carried out in the making of actual garments and household articles. The girls in the training school above the fourth grade take sewing under the instruction of the teachers and students in this department, and in the eighth grade girls are taught cooking under similar conditions. These girls make their own aprons, holders, and dish-towels in the sewing room before beginning the cooking lessons.

The manual-training work is also thoroughly practical, yet intelligently theoretical. Student teachers have charge of the younger pupils under supervision of the head of the department. Some of the students have been able to make book cases, cedar chests, library tables, and similar products and have sold them to help pay their expenses.

The students in the three vocational departments have recently formed a club known as "The Vocational Club," for the discussion of topics of common interest.

The training school houses the eight grades of the elementary school and the first two high school grades but practice teaching is rarely done in the high school. The faculty includes the principal, four grade, and two high-school teachers. Thus each grade teacher has charge of two grades and the student teachers assigned to her supervision. Pupil teachers must do three terms of successful teaching before being graduated. Because of the excellent co-operation of the normal department with the training department, the music, drawing, and, as before stated, the domestic science and manual training in the grades are taught or supervised by specialists.

Another satisfactory result of this co-operation is shown in the practice teaching. No student is permitted to teach a subject until he has the indorsement of the head of the department teaching that branch. This reduces the factor of defective knowledge of subject matter. Students choose their own subjects of instruction, subject to the consent of the head of the training school, and each is responsible for the progress and discipline of his class for the term. This system strengthens the work of the children, though it must be admitted that the student teacher may elect to become very narrow.

It is the policy of the training school to make the practical go hand-in-hand with the theoretical. To illustrate, the eighth grade boys last

year laid out the garden-plots using their newly acquainted knowledge of square root to secure square corners, and this year's class will do the same within a few weeks. They are now planning and preparing to make window boxes to demonstrate their faith in their new ideals of civic beauty recently derived from the text. The seventh grade geography class is just completing a carefully worked-out model of the Panama Canal, while the boys are making a model to illustrate the locks, in their manual training period. Many other illustrations might be drawn from the work of these classes and others as well.

The principal of the training department is just now inaugurating a new departure in the nature of rural extension work. The plan is to assist county superintendents in their rural schools by sending the critic teachers from the training school to visit such rural schools as the county superintendent may designate, to render such aid as may be found possible. The visitor may observe the teacher at work, confer with her, answer questions, criticise plans and programs, teach classes herself and make suggestions as to advisable reforms or recommend books or illustrative materials. It is hoped that this may result in showing the rural teachers wherein the normal school can help them, and in time be a source of inspiration and uplift to districts in need of better work.

In this sketch of some phases of our work many excellencies and all faults, have been ignored. We are trying as are all the normal schools, to "help on," and we feel sure that progress is being made all along the line.

Charlotte E. Truman.
Southern Illinois State Normal University, Carbondale.

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Editor	ISABEL GRAVES
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BEN CRAGS, '13	GERTRUDE WILKINSON, '13
BERTHA GRICE, '13	EDNA YORKE, '14
BERNICE HUFFORD, '13	MILDRED MASTERS, '15
	HORACE MCKEE, '15

An awakened mind or perfected mechanism—which is our aim in teaching? Shall we seek to develop the gifts of the spirit or concern ourselves chiefly with training efficient craftsmen and makers of an honest livelihood?

The imperative force of both the idealistic and the utilitarian motive found repeated expression in the various programs of the different educational bodies that met in Philadelphia through the last week of February. The session of the Department of Superintendence of the National Education Association was concomitant with the meeting of many affiliated departments and societies: these latter included the National Council of Education, the Department of Normal Schools, the National Society for Study of Education, Society of College Teachers of Education, National Committee on Agricultural Education, National Council of Teachers of English, Commissioner Claxton's Conferences, City Training School Conference, International Kindergarten Union, National Mothers' Congress, School Garden Association, Pennsylvania Association of Teachers of Education. Over 2500 educators were gathered from near and distant states for these sessions. The one program which attracted the largest audience was that of Thursday evening. Addressing the throng which filled the Metropolitan Opera House, President Hibben of Princeton and Meiklejohn of Amherst pleaded for that education which will teach a man to think independently and to evolve and give outward form to noble ideals.

In other sessions much attention was given to vocational schools, national support for agricultural education, more extended use of the school buildings and equipment by the community, and the need to increase the efficiency of rural schools. Discussion of the problems of normal schools was based on an assumption of at least two years of normal school work after the completion of four years of high school work and on a further assumption that in time there will be demanded four years'

work in normal school after a four year high school course. Other papers of practical purport had to do with measuring efficiency in teaching and in administration, with the alleged shortcomings of normal school graduates, and with compulsory continuation schools. The "Preliminary Report on English Composition Teaching" states as the conclusion of the committee that after conditions of English teaching are made known, the public will have the opportunity to choose whether it will or will not provide for efficient work in English teaching. Those conditions which the committee, after extended consultation, set forth as the proper conditions for efficient and successful work in English in secondary schools, may be summarized as follows: "Number of pupils to one teacher not to exceed 80. Number in one section 20. Number of recitations weekly, 3 or 4 for each section. Average number of written words in English exercises, weekly, for each student 400 to 450. All to be criticised thoroughly. About 30 per cent of the exercises to be rewritten and reread. Individual consultations once in two weeks with pupils who need them." To secure the conditions necessary to a satisfactory degree of efficiency in the teaching of English composition, there is required a marked increase in the number of English teachers, and, as a corollary, a larger appropriation for salaries; on this point the public will have to render its decision.

In addition to study of conditions and suggestions of administration, teaching problems were, of course, considered. Professor Hale of Chicago asked for co-operation concerning the report of the committees from different educational associations on "Uniformity in Grammatical Terminology;" agreement in this matter must result in great economy of energy on the part of pupils and teachers. In the report on a proposed national syllabus in English there was brought out the very fruitful suggestion that the basis on which English work should be planned may well be the activities of the child rather than the content of the subject. This was not a much discussed assertion—for it could not be refuted—and yet from one point of view or another, speaker after speaker repeated the fundamental principles: make your start where you find the boy and the girl; make them the center of the school world; not books, but the men and women to be, are your chief concern.

Here and There

The institutes in the adjacent counties have included on their programs many of our faculty. Principal Hertzog was at the Centerville Institute on February 21 and gave an address. On March 7 he will address the Teachers' Institute of Fallowfield Township and on March 8 the Dunbar Township Institute at Leisenring, Fayette County.

Professor Cobaugh attended the Annual Meeting of the Association of Secondary Schools of the Upper Ohio Valley. The section programs were given in the University of Pittsburg and the luncheon and accompanying program was enjoyed in Hotel Schenley. Professor Cobaugh turned

away from the afternoon pleasures in time to be at the Normal for the Washington's Birthday Banquet.

On March 8 Professor Cobaugh will be one of the speakers at the Orient Institute in Redstone Township.

Miss Mary Noss and one of the girls in French II. were present at the tenth anniversary of the founding of the Alliance Francaise Comite de Pittsburg. This occasion was celebrated by a reception, a banquet and a lecture at the Schenley. The lecturer, Monsieur Fiemin Roz, spoke on "Le Theatre d'aujourd' hui en France."

On March 15, Mrs. Noss attended the Principals' Round Table of Washington County and gave an address on "Moral Training in the Public Schools."

Mrs. C. M. Fraser, who was last year the critic teacher in the second grade in the Model School, was welcomed by many friends on the occasion of her recent visit to the Normal School. She was at the school for the celebration of Washington's birthday and for the following Sunday.

On March 8 Mr. Montaville Flowers will give a dramatic lecture recital on "Hamlet" in the chapel.

Mrs. Noss and Mrs. Scott were guests of the Conversational Club of Monongahela, February 22. Mrs. Noss delighted the club and other guests by her graphic account of visits she paid to the homes of Millet and Corot.

Miss Rothwell has received an appointment in the Allegheny High School; the initial salary is fifteen hundred, and there is a yearly increase up to a maximum of twenty-three hundred. Miss Rothwell will be greatly missed here because of the valuable work she has done and because of what her presence means to us all. We congratulate her on the appreciation evidenced by the new appointment.

On February 27 Miss Buckbee, Miss Livingstone, and Mr. Murta attended the Farmers' Institute at Centerville.

Miss Buckbee, on being urged to address the institute, responded with an informal discussion of one of the resolutions adopted in the afternoon, a resolution to the effect that it was the sense of the assembly "that the course of study in the schools is becoming too complex, and should be simplified and made more practical." Miss Buckbee, in a brief review of the history of education, showed that this increasing complexity has been the inevitable result of the growth in civilization. While life itself becomes more complex, the preparation to meet life cannot profitably be made less so. The present aim of the schools, much more than in the past, must be social education. The speaker urged the enriching of the school course by adding the study of commercial geography and the history of the commercial development of the past fifteen years, in order to prepare the children to cope with conditions as they will find them.

Miss Buckbee is a logical reasoner and a pleasing speaker; her brief talk was eminently practical and was cordially received. D. L.

The program rendered by the Gwent Glee Singers was an event long to be remembered. The ensemble work was of a high order. The shading, attacks, and interpretation of each number left nothing to be desired.

This organization is especially strong from the fact that each member is a soloist. The vocal gymnastics rendered by the basso, Mr. Lane, were fluent and artistic. Mr. Thomas, the baritone, deserves special mention for his gift of interpretation of comic selections. He possess a rich baritone voice of wide compass.

We hope we may be entertained again next year by these singers who left such a favorable impression on everyone by their masterful renditions.

PROGRAM

Destruction of Gaza.....	De Ralle
Choir	
Mr. L. J. Evans	
O na byddai'n haf o hyd.....	Wm. Davis
Sailors' Chorus.....	J. Parry
Choir	
Roll on, thou deep and dark blue ocean.....	Petri
Mr. George Lane	
Blue Danube Waltz.....	Strauss
Choir	
Tenor and Baritone Duet.....	Lane Wilson
Messrs. F. Sergent and W. J. Thomas	
Timbuctoo	Adam Geible
Choir	
Soldiers' Song	Mascheroni
Mr. W. J. Thomas	
In Absence.....	Dudley Buck
Choir	
In Sympathy.....	Sargent
Mr. F. Sergent	
O Peaceful Night.....	Edward German
Choir	
The Drum Major.....	
Mr. Tom Williams	
Quartette. Little Tommy.....	
Messrs. Edwards, Sergent, Williams and Davies	
Hallelujah Chorus.....	Handel
Choir	
Hen Wdad fy Nhadan	
Choir	

The Alliance gave a Victor Hugo program on February 26, to celebrate his birthday and the anniversary of the first performance of his tragedy, "Hernani," which fell on February 25. Poems, songs, quotations and scenes from "Hernani" were given. The Alliance was very much interested in the address of Victor Hugo and of Madame Sarah Bernhardt. A

- portrait of Hugo by a member of the Alliance, was unveiled March 15. The senior members of the society will give the play, "Le monde ou l'on s'ennuie," by Pailleron. Many of the alumni are expected back for this occasion. B.G., Secretary.

At the meeting of the Cercle at Miss Barnum's, California, on February 15, the following members were present: Georgina Gorleau, '08; Martha Wood, '12; Mamie Rockwell, '12; Prudence Trimble, '07; Vida Goehring, '10; Gertude Kelly, '10; Ruby Charles, '12; Helen Proellochs, '12.

The boys of South Hall had an unusual treat March 1 in being given a stag-party by their esteemed principal, Prof. W. S. Hertzog. They assembled in their newly finished and much-to-be-commended parlor and were escorted by the various professors of the dormitory to the house of the principal and his family. They were received in the most cordial manner and were made to feel at home. With a liveliness that, of itself, showed everybody to be enjoying the occasion, all participated in the social pleasures which had been so suitably and adequately planned by their host.

Dr. Charles Veon honored them with a musical selection, after which Prof. Paul Messersmith showed his skill at the piano. Joe Tucker sang a pathetic German song and was loudly applauded. Delightful refreshments were served to the boys who heartily played their part. The "encore" as it was called, was highly appreciated by the fellows.

After expressing their gratitude to their host and hostess the boys returned to their respective castles in the dormitory with thoughts of a night long to be remembered. T. E. N.

Washington's Birthday at the Normal

After the bell had rung for dinner you could see both young and old going through the main hall toward the dining room. We were dressed in colonial costumes with powdered hair, beauty patches, and blackened eyebrows. Entering the dining room, which was decorated in red, white, and blue, we passed to our own tables and remained standing. The sound of music was heard and next we saw Mr. and Mrs. George Washington, the members of the cabinet and their wives and the foreign diplomats and their wives enter and march to the large table in the middle of the dining room. After the music had stopped and after Dr. Ehrenfeld had asked the blessing, we were seated at the tables. A very acceptable five-course dinner was enjoyed by all. Then we were entertained by interesting toasts in honor of President Washington; to these speeches by the foreign representatives the President replied, expressing his appreciation and thanks.

The sound of the piano was heard again; we all arose and remained standing while the Cabinet and diplomatic groups moved toward the door

and forming in two lines made an aisle. Each of these ladies and gentlemen made a very deep and formal bow or curtsy as President and Lady Washington passed between the long rows.

Following the banquet these historical personages received the members of the school and their guests in the library and the Cabinet and ladies revived for us the old-time graceful steps of the minuet.

E. J. H.

1732.

The President, George Washington, and Lady, . . . Mr. Mankey, Miss Lester
 The Vice-President, John Adams, and Lady. . . Mr. Eberhart, Miss Hixon
 The Secretary of the Treasury, Alexander Hamilton, and Lady
 . . . Mr. Dickey, Miss Lucille Noss
 The Secretary of State, Thomas Jefferson, and Lady, Mr. Null, Miss Zundell
 The Postmaster General, Henry Knox, and Lady, . . . Mr. Lyon, Miss Hall
 The Attorney General, Edmund Randolph, and Lady
 . . . Mr. Caseber and Miss Helen Tannehill
Toastmaster—Thomas Jefferson.

Foreign Representatives.

Spain—Senior Delgado Montelvon, and Lady. . . . Mr. Zwayer, Miss Baer
 Prussia—Baron Von Steuben, and Lady. . . . Mr. McClain, Miss Silbaugh
 France—Monsieur De Comp Rochambeau, and Lady
 . . . Mr. Fox, Miss Varndell
 England—Sir Edwin Nelson, and Lady. . Mr. Calvin Goshorn, Miss Haines
 Holland—Prince Von Broeck, and Lady,
 . . . Mr. Boucher, Miss Katherine Donaldson
 Russia—Count Velosky, and Lady. . . Mr. McDonough, Miss Martha Brown

Y. M. C. A.

The meetings for this term as a general rule have been the best in spirit and numbers that we have had this year. Many interesting topics have been discussed; among these were the problem of the social evil, foreign immigration, and the work of Jacob Riis and of Jane Addams.

The members of the faculty that have been on the program during the month are Dr. Ehrenfeld, Professor Cobaugh, and Professor Shultz. Their assistance has added greatly to the interest and success of our meetings. Our aim in our meetings is not only to get results for the present but also to get such a general knowledge of the topics as will be of benefit in the future.

B. C.

Y. W. C. A.

The Young Women's Christian Association sent as delegates to the conference held in Pittsburgh February 7, 8, and 9. Miss Grace Lesnett, Miss Sincock, Miss Pritchard, and Miss Scannel. Most of the meetings were held at the Pennsylvania College for Women. Our delegates were greeted in an address of welcome by Chancellor McCormick of the University of Pittsburgh. On Saturday the girls were given a dinner by the wives of the faculty of the University. The speakers at the conference were Miss Conde, Miss Richardson, and Miss Hopper. Miss Hopper gave a talk on the Summer Camp where many shop and office girls have an opportunity for a splendid vacation. The Camp is located near Eaglesmere, the home of the summer conferences. Our delegates were very much impressed by the talk given by Miss Conde on the need that every girl shall choose a vacation. There were forty-six delegates at the conference, representing the Young Women's Christian Associations of the different normal schools and colleges. Two of our delegates, Miss Lesnett and Miss Scannel, gave their reports at our Sunday morning meeting February 16. On Sunday morning, February 23, Miss Pritchard and Miss Sincock gave their reports. These meetings were made very interesting and showed the earnestness and deep feeling of the association. The reports given were especially good, for the girls brought many helpful suggestions made by the speakers at the conference.

The association was pleased to have with them on February 16 some of their former members, Miss Wood, Miss Rockwell, Miss Groleau, and Miss Clark.
Bernice Hufford.

Resolutions

The seniors have been shocked and saddened by two tragedies in the families of their class-mates. Miss Jessie Murdock was called home by the sudden death of her brother, Mr. George Murdock. Mr. Murdock was killed in an accident on February 11 and was buried from his home at Wilmerding. Mr. Charles Keys, of Coal Center, father of Messrs. Roy and Ernest Keys, met with a serious accident and was expected to recover, but death resulted on Sunday, March 2. The following resolutions, submitted by the respective committees, were adopted by the senior class.

Whereas, An all-seeing Providence has called from earthly friends

and duties Mr. George Murdock, the brother of our class-mate, be it resolved:

That, we the members of the class of 1913, would express our sympathy with the bereaved family.

That as, in recent years, sudden death has repeatedly entered this family, we share the greater burden of grief and sorrow with the mother and the wife and the sister.

That we trust in the care of a Heavenly Father and commend to His love those who sorrow.

That we hereby extend our heartfelt sympathy to those who mourn his loss in the home circle and especially to his sister with whom we are associated daily.

Submitted by the committee.

Ruth Baer.

Ada Hawkins.

Whereas, Our Heavenly Father, who doeth all things well, hath called Mr. Charles Keys from his earthly labors, be it resolved:

That we mourn with those who were dear to him.

That we bow in humble submission to God's will. He is too great in his kindness to afflict where no good will come to his children.

That we trust the words of Christ, "I go to prepare a place for you," and we believe in a glad re-union.

That we extend our heart-felt sympathy to the bereaved wife and sons, who are left to mourn his premature departure from this earth.

Submitted by the Committee.

Femia Burrie.

Eliza Hewitt.

I cannot say and I will not say
He is dead; he is only away.
With a cheery smile and a wave of the hand,
He has wandered into an unknown land,
And left us dreaming how very fair
It needs must be since he is there.
And you, O you, who the wildest yearn
For the old-time step and the glad return,
Think of him still as the same, I say,
He is not dead, he is just away.

Class of 1913

The appointments for the various Senior Class programs are as follows:

Tree Day Oration Miss Ethel Jackson
Ivy Day Oration Miss Gail E. Miller

For Class Day.

Song Miss Grace E. McClary
Poem Mr. John Lowery
Oration Mr. Otto G. McDonough
Will Miss Ruth Baer
Donors Miss Bella W. Patrick, Mr. Ralph E. Dickey
Historians
Miss Gertrude Wilkinson, Miss Garnet Rhodes, Mr. Thomas E. Null,
Miss Edith L. Zundell.
Valedictorian Miss Margaret R. Decker

Class Organization

The first and the second year classes were organized on Monday, February 24th. The officers are:

President Mr. Dornan
Vice-President Miss Herron
Secretary Miss Ruth Gregg
Treasurer Mr. Countryman

The second year class elected the following officers:

President Mr. Roseberry
Vice-President Mr. McKee
Secretary Miss Hileman
Treasurer Miss Higinbotham

The third year class was organized several weeks earlier. Its officers are:

President Mr. Suter
Vice-President Miss Scannell
Secretary Miss Crowthers
Treasurer Miss Condon
H. W.

Delphic

Since the Delphic Literary Society has adopted the method of organized programs, the meetings have been much more beneficial to the society than they were previously. The term of office for the two members of the program committee appointed for one term has expired and two new members have been appointed. The chorus of Delphic is improving.

The Lincoln Program given February 7th was very well rendered. Lincoln's "Speech at Gettysburg" given by Mr. Charles Dornan was well presented. A paper on "Mr. Lincoln's Appearance" by Mr. Letchworth certainly gave one a vivid picture of Lincoln's personage. The debate by Mr. Frances, Affirmative, and Mr. Pepper, Negative, was good, especially the affirmative.

Delphic is improving and let us hope that she will continue to improve.

E. E.

Visitors

Rev. Mr. Letchworth of Fairchance visited his son. Our Washington Birthday celebration brought back many alumni to South Hall. In addition to these guests, Mr. Thomas Lyon visited his brother Herbert, and Mr. Frank Snyder, a former member of '15 who had left school because of trouble with his eyes, visited the boys in South Hall. Misses Groleau and Eberhart visited the school as guests of their brothers. Among the alumni back for a day or two were Dr. J. F. Hufford, '03; Messrs. J. B. Lineburg, '10; G. B. Lineberg, '09; Roy Miner, '09; and of 1912 Messrs. Clyde Wyant, Sylvia Cowell, Oscar Reckard, Norman Griffith, and Frank McMurrugh.

Miss Helen Huchel visited Miss Rena Boyd over Sunday.

Miss Ida Colbech of McKees Rocks visited Miss Helen Wilson.

Miss Grace Brown visited her sisters, the Misses Ruth and Martha Brown, over Washington's Birthday and the Sunday following.

Mrs. C. H. Varndell and son Rollo, visited Miss Bessie Varndell on the fifteenth.

Mr. A. J. McCormick and Mr. H. S. Hewitt visited their daughters, Miss Adlai McCormick and Miss Eliza Hewitt, Mr. Geo. Hewitt also visited Miss Hewitt.

Miss Elva Owens visited Miss Grace Owens.

Miss Anna Casey of Sharpsburg, Miss Frances Tombaugh, Miss Margaret Barthel, Miss Margaret Clark, visited C. N. S. during the month, as

guests of Miss Helen Power, the Misses Leola McDonough and Hazel Wright, the Misses Clara Saylor and Bernice Hufford, and the Misses Grace and Sara Lesnett.

Mrs. Sara J. Snowden and Miss Flora Pancoast visited Miss Jennie Snowden on February 23.

Mrs. Bigelow, Mrs. Geo. Wherry, Mrs. W. R. Michiner and Mrs. Silbaugh visited their daughters this month.

Miss Mabel Tompkins visited Miss Myrtle Bigelow on March 2.

Misses Mary Melvin and Helen McPherson, graduates of Indiana Normal, visited the Misses Sara and Grace Lesnett.

Miss Hannah Walker of 1912 visited Miss Higinbotham. Miss Cheeseman and Miss Eliot were the guests of Miss Donaldson and Miss Templeton. Miss Jenny McLean received a visit from her sister. Mrs. Marshall called on her daughter May. Mrs. Maxwell called on her daughter Rizpah, who is ill. Miss Bell was the guest of Miss Elizabeth Hall on Saturday, February 22. Miss Deaves was visited by her mother and sister.

Alumni Notes

1891.

Mr. W. D. Brightwell of Washington has been chosen field representative of the Normal.

1894.

Mrs. Cora Miller Fraser spent February 22 at the Normal as a guest of Dr. Graves.

1900.

Miss Stella Young was married to Mr. W. L. Ainsley, Carnegie Technical School (1909), and is now living in Erie, Penna.

1901.

News reached us of the death of Miss Ida Gayman at San Diego, Cal., on February 7. Miss Gayman is the daughter of Prof. Daniel Gayman, principal of the Dunlevy school in Allen Township. Miss Gayman taught in the Charleroi schools from 1906 to 1909 and on account of ill health had taken up her home in California.

1902.

Miss Iva Beazell has been doing substitute work in the Charleroi school.

Miss Effie Furnier, of California, Pa., is teaching in Charleroi, Pa.

1904.

Dr. J. H. Hufford paid a visit to his brother Ray at the Normal. Mr. ('04) and Mrs. Albert Colmery were guests of Miss Thomas and the Century Club.

1906.

Mr. Earl Springer read a very interesting paper on the Panama Canal at a recent meeting of the Century Club. The many pictures shown by the reflectoscope had been sent to Mr. Springer for this purpose by Mr. W. Reed Morris '03. Mr. Morris has been in charge of a construction gang in the Canal Zone for some time; he is expected to return soon to his home in California.

1908.

Miss Georgina Gorleau was a recent guest of her brother at the Normal.

1909.

Mr. J. B. Lineburg and Mr. Roy Miner visited the school.

1910.

Miss Alice Tannehill visited the Normal as a guest of her sister.

Mr. G. B. Lineburg and Walter Moser visited the school.

Misses Grace Leadbeter and Grace Paxton are teaching in West Brownsville, Pa.

Miss Jessie Duvall is teaching in Granville, Pa.

Miss Edith McLean is teaching in Morgan, Pa.

1911.

Miss Audobon Hewes was married to Mr. Ray Smith on February 26 at the home of the bride in Connellsville.

1912.

Miss Janet Whyte is teaching in the Twelfth Ward, Pittsburg, Pa.

Miss Anna Noel is teaching in Hastings, Pa.

Misses Martha Wood, Mamie Rockwell, Frances Tombaugh, Hannah Walker, Anna Casey, and Rachael Camp were Normal visitors.

Miss Nelle Bryson spent Washington's birthday at the school.

Messrs. Norman Griffith, Frank McMurrrough, and Sylvia Cowell were Normal visitors.

Mr. Oscar Reckard is studying text-books in a practical way. During the coming summer he is to travel throughout southwestern Pennsylvania as a representative of the Christopher Sower Company of Philadelphia.

Clyde Wyant, who is teaching at Smock, Pa., paid a visit to E. R. Boucher.

G. M. W., '13.

Exchanges

We congratulate the Burgettstown High School in the initial number of **Graph**.

The **Pharos** gives a chance for individual work and yet covers all the departments of the school.

The **Normal Outlook** shows poor arrangement. The jokes have been selected with care.

The **Orange and Blue**, an excellent type of a real school newspaper.

With pleasure we acknowledge the following exchanges: **Duquesne Monthly, Graph, Greenleaf, Normal Outlook, Pennsylvania Association News, The Amulet, The Bethany Collegian, The B. S. N. S. Quarterly, The Collegian, The Commercial Record, The High School Journal, The High School Review, The Northern Illinois, The Orange and Blue, The Pharos, The Purple and Gold, The Red and Black.**

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34 Moderators of General Assemblies.

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