

The Normal Review



DECEMBER

1916

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California, Pa.

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The Normal Review

VOL. 27

CALIFORNIA, PA., DECEMBER, 1916

No. 3

WHAT SHOULD BE THE NATURE OF THE WORK IN NORMAL SCHOOLS ?

The question asked above is one of great importance to all persons interested in the welfare of normal schools and their influence upon the work of education. University professors, leading educators, normal school principals and teachers all have given opinions upon the question. It has seemed to the writer that there is another class of people who are probably thinking on the subject, that is the students of the normal schools. We are therefore giving several of our students a chance to express their opinions upon this question. These were asked for as the opinions of individuals to be given without consultation with other persons or with each other.

By Ellis Werner

Under ideal circumstances in a Normal school only that amount of academic work should be done which is necessary to illustrate the principles used in professional work.

But since there is no high school standard for admission it becomes necessary to do almost entirely academic work.

Under this condition of affairs there seems to be but one thing to be done for the betterment of conditions and that is a readjustment of the course of study.

In making a study of the course of study one finds that a part of the professional work is given in the first two years of the course which seems to be wrong, in that one entering the Normal school at the proper age is too young to realize the value of such training and that one is likely in the confusion of the two upper classes to forget a large amount of this training. After making this study of the course one thinks some arrangement should be made by which the professional training should be given in the two upper classes. Some arrangement should also be made to relieve the Junior year of some of its work.

But after all there seems to be but one way to realize ideal conditions in a Normal school and that is by having a standard of High school requirements for entrance.

By Olive McGill

Normal schools are intended to be training schools for teachers, and the students' business there is to work out a plan of studies which will be both useful and helpful in his future work. With this aim in view, less time and importance must be given to cultural studies in order that the future teacher may be strengthened in the practical studies and may gain actual practice in class teaching and class management. I believe that the general principles of education should be more thoroughly studied than methods of teaching particular branches of study. Tho the latter are important, the former are absolutely essential.

The Normal school student should be aware of the importance of psychology and sociology, in which he becomes acquainted with the mental processes and social influences which he will desire to direct properly. In English grammar the most important constructions which will help one to use English properly are of more use than a medley of technical points which will not be used even by the most fluent of the communities in which we may have the opportunity of teaching. The Latin roots necessary to understand English could be learned in connection with English grammar rather than in Caesar, Cicero and Virgil.

Modern foreign languages should be taught with the same practical aim in view. Literature in any language which we can acquire to the degree of appreciating, ought to give us good ideas from the great masters of these languages, and a knowledge of the people who use them, their traditions and customs.

Household chemistry and household economics could be substituted wisely for collegiate courses in the sciences. Mathematics also in any school should be studied for practical uses.

By Winifred Fielding

It is exceedingly difficult to fix certain standards and a course of study for a varied class of students, but considering the excellent facilities available practically everywhere for a first-class high school course, I hold that no one but a high school graduate should be eligible as a student in a Normal

school. And believing this, I contend that only a strictly professional course of study should be given at a Normal school, thus eliminating all the college and college preparatory subjects which can be obtained in a first-class high school, and which are now necessary in the Normal school on account of the various grades of students eligible. By this professional course I mean the purely professional subjects which will be directly applicable to their work as teachers, and which cannot be learned in high school.

Surely everyone will know exactly what I mean by the purely professional subjects. By the second class of studies I mean such subjects as sociology, agriculture, ethics, etc. The history of education might be added because every professional person should have a fair knowledge of the history of the work which he has chosen for his own. Bookkeeping is not included in all the high schools yet, and where it is, only in the commercial department. Certainly no one will question the need of gymnastics, domestic science and manual training in the Normal school.

Probably not many besides the high school graduates will agree with me, but I think even the non-graduates will see the unfairness of the state of affairs as it is now, and the advisability of having a full high school course as an entrance requirement.

By Florence Helsel

A Normal school is an institution for the training of teachers and as such should provide primarily for their needs. After a person has studied the subjects, a knowledge of which will be necessary for his success as a teacher, he may then take up higher branches, but not until then. What good will a knowledge of Spanish, Latin, German or French do a teacher if he knows very few of the fundamental elements of English? How much better it would be to get a good, thoro knowledge of English in the Normal than to get a little knowledge of several foreign languages.

All the elementary subjects together with methods for teaching them should be taught. The reason for this is self evident.

A large number of this year's seniors have said that they expect to teach in schools where they will have a comparatively large percentage of foreign children in their classes, and a few have expressed their inability to cope with the situation. For such, and I believe there is quite a large number, the formation of a class in which they would be shown how to

meet the difficult problem would be a good thing.

Psychology is needed and a knowledge of the sociological conditions of the region in which one expects to teach is advantageous.

We would have better teachers if the Normal school offered a more thoro professional course. College subjects should be studied in high school and college.

By Ruth Gebert

A Normal school has to do with those who are teaching and those who expect to teach. It does not deal with those who aim for other professions and should not be used as a preparatory school.

Surely, it has a definite field. Why not stay within this field? If our aim is to teach common schools, then why deal with science, higher mathematics and language, these are for other professions. Of course it is well to know these and I would advise them but have as the one requirement of enrollment in a Normal school a four-year high school course, and during this course take these subjects. If this plan is carried out, then the work in the Normal school would be to prepare to teach and to practice teaching, this to be accomplished in two years.

The following outline includes, to my mind, the subjects to be taught.

First Year:

1. Drawing.
2. Penmanship.
3. Psychology.
4. Sociology.

Second Year:

1. Methods of teaching.
2. Review of Common School branches.
3. Practice teaching.

By Anna Brown

In considering the training of teachers, we must always keep in mind the pupil or child to be educated—the ultimate aim of our education.

The child's education embraces three distinct fields—mental, physical and moral, to train the mind, body and character respectively.

The common branches of study necessary for a teacher's equipment may be stated without specific reason for each one and suitable method connected with these subjects.

For mental training—

Arithmetic, English, including grammar, composition and rhetoric, history, geography, penmanship, drawing, sewing (for girls), and manual training. Under methods for these subjects would be included history of education and psychology.

For physical training—

Bodily exercises for varied occasions, gymnastic athletics, and games under four heads: 1, Educational exercises; 2, corrective exercises; 3, recreative exercises; 4, hygienic exercises.

Moral education the most neglected of all, but nevertheless, the most important, should have a place on the school program. It should be taught at all times, for that perhaps is the only subject in which the pupil and teacher meet on an equal footing as man to man. A sound body and a sound mind do not constitute a complete education. The habits of right and wrong, formed early in a child may make or break his future.

Let us suppose that the teacher receives this ideal Normal training and knows the subject matter thoroly. The question now arises, can she transmit or instruct what she has acquired?

Observation lessons and practice teaching will help to solve the most difficult and vital problems in the school room, which are the ability of the teacher to manage the class and to demand the respect of the pupils. By carefully observing the attitude of the model school teachers she will get many helpful suggestions which can then be put into practice in her training teaching. The importance of practice teaching cannot be too highly emphasized. It is giving the prospective teacher an opportunity to develop the latent power which, of course will make her more capable of facing problems in her own school room.

To summarize and conclude, a Normal school student should be versed in methods, school management, psychology and sociology, so that she may be capable of managing and organizing her school. In order to be efficient in the common branches, the student must have a thoro knowledge of arithmetic, English, history, geography, drawing, music, sewing, manual training and history of education. A powerful teacher should be capable of developing a child mentally, physically and morally.

By Mary Letchem

In the Normal school no distinctions are made between the high school graduates and those students having begun their secondary education in the Normal school. Of course, high school credits are given in certain subjects, but both classes of students must meet on an equal basis in the third and fourth years of the Normal school.

Can this be just to either class of students? The regular Normal students are expected to keep up with the others in their work, when they haven't had the same amount of preparation. The more one studies, the more easily one can take up a new subject—master it.

On the other hand, the high school graduates, having had practically twice the amount of preparation when they all enter the third year, are fitted for more advanced work in the grammar school subjects.

Therefore, why not have a separate course of study for the high school graduates? The course of study should consist of those subjects taught in the grammar school, taken up in greater detail. For should not a teacher know a great deal more than that which she is called upon to teach? There should be, too, more time consumed in practice teaching. The Normal school students, as a rule, have too great a variety of subjects. Thereby the course being short and broken up by intermittent periods of teaching, the aim of the school is not given a chance to be thoroly acquired.

Recommendation

(By the Principal's Committee on Revision of Course of Study)

1. That in case students who have satisfactorily completed four years' work in a foreign language prefer to take one or two years of additional work of the same foreign language, they may take State Board examinations in the additional work and shall have credit on their diploma for the four years' work without being subjected to State Board examination therein.
 2. That Zoology be transferred to the Sophomore year. This subject was formerly in the Sophomore year, was then transferred to the Junior year, and is now placed again in the Sophomore year.
 3. That Bookkeeping as a required subject to be eliminated from the work of the Sophomore year.
 4. That Rural School Problems be substituted for Logic as one of the electives in the Senior year.
 5. That the term "Methods in English" be used instead of the term "Methods in Grammar" in the Senior year.
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ALUMNI NOTES

The Rev. W. D. Cunningham, '87, wife and children, have arrived in Connellsville from Tokio, Japan, on a year's furlough. The missionary and his wife are at the head of the Yotsuya Mission in Tokio. Their appointment to Japan in 1898 by the Christian Church Foreign Missionary Society was canceled because it was feared by a physician that they could not endure the climate. Three years later they went to Japan as independent missionaries. In fifteen years of strenuous work in Tokio not one week has been lost on account of sickness. The Yotsuya Mission consists of two other missionaries besides the Cunninghams, six native evangelists, seven native teachers, Bible women, a printer and industrial teacher. Dr. Cunningham publishes monthly the "Tokio Christian." He is a native of Lower Tyrone township. Mr. and Mrs. Cunningham were tendered a reception by the women of the Christian Church at their new home in Sycamore street, furnished by the Christian Church of Connellsville.

Miss Olivia G. Rhoades, '10, attended Pennsylvania State College last summer.

This year, Miss Mary G. Noss, '04, is enrolled at Columbia University, N. Y. where she hopes to receive her master's degree some time in the near future. Her position at Athens, Ohio is open for her when she has completed her work at the University.

Mr. Leroy D. Arnold, '97, of Converse, Ind., was elected prosecuting Attorney for Miami County, Indiana, at the recent election, on the Democratic ticket. After Jan. 1, 1917 his address will be Peru, Ind.

Dr. Roy R. Hetherington, '09, who is a graduate of the Philadelphia Medical School and who has been for a while at the University Hospital of Philadelphia, recently wrote to friends at the Normal saying that he was sending an application to Mayo Clinic for fellowship there and ask that a transcript made of his work in the Normal, accompanied by a note of recommendation by the principal, be sent to Dr. Louis B. Wilson, '86, Mayo Clinic, Rochester, Minnesota.

Mrs. Mary Gregg McDonough, '05, of Mt. Washington, Pittsburgh, spent Thanksgiving with her parents, Mr. and Mrs. R. J. Gregg of California, Pa.

Miss Elizabeth Morgan, '85, of California, Pa., who is now in the Homeopatic hospital at Pittsburgh, recently underwent an operation.

Miss Jessie White, '98, and parents, Mr. and Mrs. Allen J. White of California, Pa., have gone to Florida to spend the winter.

Miss Gertrude Wilkinson, '13, of California, Pa., who is teaching at Beaver Falls, spent her Thanksgiving vacation at her home.

Miss Nellie Hopkins, '02, has been elected to take charge of the new grade established in the Granville school.

Miss Grace Paxton, '10, a teacher in the Charleroi schools, was recently operated on at the West Penn hospital. At last reports she was recovering rapidly.

Dr. A. B. Linhart and wife Mrs. Mary Lewis Linhart, '04, left for a week or ten day vacation in the east. They will visit Philadelphia, New York, and other cities and return by way of Niagara Falls.

Mr. J. Merrill White, '07, left for Davenport, Iowa, where he enters the Palmer School of Chiropractic. Mr. White is a graduate of Allegheny College, and holds graduate degrees from Garrett Biblical Institute and Northwestern University and was for one year assistant pastor of Christ M. E. Church, Pittsburgh, but because of continued ill health has been compelled to abandon the ministry. Mr. White enters the Palmer School to take the three years course leading to the degree of Doctor of Chisopractic and on completing the course expects to take the Drugless Therapy.

Miss Mary McFann, '13, who graduated in the Commercial course at the Normal, was married last week to Mr. Neal L. Harford. Mrs. Harford was formerly secretary to Mr. Hertzog of the Normal, and later acted in the same capacity of Attorney Olan Yarnall. The newly married couple went direct to Ohio, where they will make their future home, their address being Alliance, R. D. 2.

Mr. Horace McKee, '15, of Mt. Morris, Pa., was the guest of Dr. Charles Veon on Sunday, Dec. 10.

Miss Mary Fitch, '16, of Alicia called on friends at the Normal, Dec. 11.

Miss Nora Morton, '15, of Milsboro attended the lecture at the Normal Dec. 7.

The Fayette County Alumni Banquet

The Uniontown New Standard States that the annual reunion of the Fayette County alumni will be held at the Hotel Titlow on the evening of December 22. T. S. Lackey is president of the county association and Miss Marguerite

Dearth is secretary. The committee in charge of the banquet is composed of Frank P. Cotton, Fred Ruble, Miss Jane Robinson, Mrs. T. S. Lackey and Mrs. J. W. Dawson.

PIANO RECITAL

Thursday, December 14, at 7 p. m.

PROGRAM

1. Slavonic Dance Dvorak
Sara and Belle Winer
 2. Love-dreams Liszt
Lida Donaldson
 3. Gondoliers Nevin
Mary Donahey
 4. The March of the Hobgoblins Piano Quartet
Virginia Hertzog, Genevieve Norris,
Alice Coatsworth, Harriet Savage
 5. Fantaise de Concert Lefeburne
Sylvia Winer
 6. The Two Larks Leschetizky
Belle Winer
 7. Spanish Dance Moskowski
Harold Dixon, Saul Avner,
Herbert Krause, Mr. Veon
 8. In May Behr
Joseph Oeltmann, (age six years)
 9. Valse Chromatique Godard
Howard B. Johnston
 10. Witches' Dance MacDowell
Marino Tanzi
 11. Valse Caprice Rubinstein
Jessie Hornbake
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The NORMAL REVIEW

Published each month of the School Year, except September and January, by The Southwestern State Normal School.

FRANK FIELD Editor and Manager
LOUISE WARD, '98 Alumni WALTER CHURCH, '17, Athletics
HARRY MENSER, '17, Y. M. C. A. JAMES LA POE, '18, Gen. News
MAMIE BRANT, '17, Y. W. C. A. LOIS FINLEY, '17, Philo
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Yearly subscriptions, fifty cents in advance. Single copies, ten cents.
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What do you try to do, get all you can out of your work or get out of all your work that you can?

Do you happen to know alumnus who should be a subscriber to the **Review**? Speak to him about it at Christmas time.

Tell the business manager of the 1917 Calnorsean that you want a copy.. If you don't know the business manager tell Mr. Menser.

Subscriptions are now due.

Hunt up the receipt list and see if your name is written there.

Isn't it remarkable how many people think how much what they have done will hurt their parents after they have done it.

Bring some one back to school with you after vacation.

A good teacher is not necessarily the one from whom you learn the most. He is the one from whom you learn to do the most right things.

If this paragraph is checked your subscription expires with this issue. Please renew.

Subscription Receipts

Since last issue subscriptions have been received from: Elsie Winnett, Mary Fitch, Lucile Rhoades, Iva Moffitt, Claire Miller, William McClure, Arnold Show, R. W. Sprowls, Helen Sphar, Verner Guinn, Ruth Sickman, Ruth Bradshaw, \$1.00.

Our Football Team

The football team representing the Normal deserves more than passing mention because of its successful season and more because of its clean work in the game play. Mr. Fernald is to be congratulated upon his successful work with the boys. Making a football team at a Normal school is always a hard task. The number of boys is relatively small. They stay only a short time in school so that seasoned veterans are very few. Most of the boys are from rural communities where football is an unknown game. We have actually gone into the first game of the season in some years with a team which in large part had never seen a football game. Under such circumstances even moderate success is gratifying. Our success this year has been more than moderate.

The **Review** is glad to extend congratulations to Coach Fernald, to Captain Smith and to all the boys who have made up this year's team.

What The Travelers Miss

Do the traveling students ever count the cost of their traveling? As a financial proposition alone it scarcely pays to travel. The car fare is only a part of the cost. It costs almost as much for food at home as it would at the Normal. Many parents forget that they must pay out money for board when the boy or girl is boarding at home.

But that is only a part of the loss. Physical energy is lost. Many students must get up very early, hurry through breakfast and rush for the train. Study on the train is usually a farce. In the evening it is late when they get home. The meals are late and hurried. Then some of the students go out, go to the movies or visit with friends until a late hour.

But even that is not all. The traveling student misses many of the features of the school. They often cannot attend the lectures of which there are several each year. They cannot attend literary with any regularity. Most of the special features of the school are lost.

Why should students miss all these things? Various reasons are given. The first is that they are deprived of freedom. But this is not true. Students at the Normal have sufficient freedom. The trouble is too many young people are mistaking liberty for license and are doing themselves great injury. Students need to have time for study. They need regular habits. The regularity and discipline of military life was a boon to almost every man who went to the Mexican border last summer. The student who conforms to the regularity of dormitory life will find himself benefited in every way.

Another objection has been on the ground of the food. The writer boards in the dormitory. I want to go on record as saying that the board is as good as is found in the average home, if not better. And there is plenty of it. The person who knows about meals this year has no good grounds for his objections.

This is not a plea for more students to come into the dormitory because we need them. They need to be in much more than we need them. They lose more than we do. Dormitory students are not money makers for the school. But we do feel that many boys and girls will get infinitely more out of their work if they come into the building.

The Course of Study

Elsewhere in this number we are presenting the ideas of certain seniors in regard to the Normal school course of study. It may seem a bit presumptuous on the part of the young people to attempt to construct when educational leaders have long labored but we believe that their viewpoint is worth considering.

After they had written their little essays, a committee of five principals has been appointed to attempt a revision of the Normal school course of study. It must be recognized that this is not so simple a matter as it seems at first glance. It touches many of the educational problems of the state.

The Normal school course as it at present exists is made up of an original part and many accretions of later date. It is not constructed scientifically. It attempts to solve no clearly defined problem. The revision should, therefore, be fundamental rather than fragmentary.

We need, first, to define the function of the Normal school in Pennsylvania. To say that its aim is the training of teachers is entirely too indefinite. What kind of teachers

shall be trained in the Normal school? If elementary teachers only are to be trained the problem is simplified. If high school teachers also are to be trained then let us give high school training. There is need for the training of both classes of teachers. Few high school teachers are being trained to teach high school subjects. The Normal schools do it very indifferently, the Colleges probably no better. In my opinion we need the course of six years. The first four years should be regular high school work for those persons who are so situated that they cannot attend high school at home. Next, we need a two year professional course for elementary teachers. If it is decided that the Normal schools should train high school teachers such a course should be arranged.

In the second place we must have a change in the method of state support. The present system is the cause of most of the faults of our state Normals. It is largely the cause of the unhealthy rivalry which exists. So long as the amount of money appropriated is dependent upon number of students enrolled the following evils will occur:

1. Unscrupulous methods of increasing and maintaining the enrollment.
2. The admission of unfit students.
3. The graduation of persons unfit for teaching.

Our present course of study makes possible the admission of almost anyone at any time. The method of state support puts a premium on the admission of anyone at any time. Again, in my opinion state aid should be placed upon a budgetary basis and given where most needed.

In the third place certification by other agencies should be limited. At present no one must go to Normal. Life certificates are granted to teachers who have never attended any institution higher than the elementary school. We need a law such as in force in Ohio which will compel all persons entering the teaching profession to take professional work in a Normal. Unless there is some such outside agency the tendency will be for teachers to teach, as many do now, on long grade certificates for a few years and then quit. Give us stricter and higher standards of certification and attendance at the Normal school will be assured.

If we are to have a revision of the Normal school course of study let it be based on fundamentals. A hasty revision will accomplish nothing. Let there be no clinging to old ideas because they are old. Let there be no introduction of new material because it is new. Let us decide upon our

work. Furthermore, the state should have something to say. It cannot permit educational waste. It cannot permit educational friction. There has been waste because of duplication of educational effort. There has been friction because of overlapping prerogatives.

Let us make the course of study in Pennsylvania Normal schools a model, one which does the work for our state.

Christmas

I declare, here it's almost Christmas again: Seems as if we just finished celebrating last Christmas a few days ago. What does Christmas mean, anyway? Why do we celebrate? Does it ever seem to you that our holidays are monotonous affairs after all? How do we celebrate a holiday? Some you know celebrate all holidays by getting drunk. And we stand off with a holier—than—thou air and say "What beasts." But how much more intelligently do we act? What is Thanksgiving? A day for a big dinner, a chance for a first class spree. In the afternoon we may add a foot-ball game for good measure. All of which is a reverent method of returning to Almighty God our thanks for His goodness to us and His care over us.

Then at Christmas time we celebrate the birth of the Babe of Bethlehem. And in order that we may do it in the proper spirit we begin weeks before time to make out lists of presents so that we may trade back and give value received. And if we make an error and send to someone who doesn't send to us we figuratively kick ourselves and make a mental note to leave that one off our list next year. Yes, we've commercialized Christmas. Too many of us instead of getting the spirit of "good will toward men" are filled with the spirit of trading, of selling, of reveling. But what's the use. Sometimes I think that the Lord doesn't care for these United States for "whom the Lord loveth he chasteth" and we haven't been getting our share of the chastening recently. If we had maybe, we would take things more seriously.

Oh, "Gameness" how many silly things are committed in thy name.

I used to know a girl who said that it was a good thing to get in the habit of always attending class. She graduated.

ATHLETICS

The second scoreless game of the season was played here Nov. 18, between the Normal team and the Pittsburgh Academy eleven. The gridiron squads were matched evenly and the ball was kept a safe distance from either goal.

The summary of the game:

California—0		Pgh. Academy—0
Letrick	le	Courson
Sparks	lt	Cramer
Magee	lg	Kenan
Jeffries	c	Bush
Dolan	rg	Moody
Schomaker	rt	F. Miller
Crispen	re	Shanahan
Smith	q	Reilly
Burton	lh	Guensler
Cropp	rh	Moos
Mills	f	H. Miller

Substitutions: California—Church for Magee. Pgh. Academy—Ross for Moody, Crossman for H. Miller. Referee—Ruitisill. Umpire—McCallister.

On Nov. 25, the varsity defeated the team representing the Alumni. Though the Alumni was outclassed in every respect, they fought throughout the entire game.

The summary of the game:

Varsity—39		Alumni—0
Letrick	le	E. Keys
Sparks	lt	Edwards
Henry	lg	E. Gallagher
Jeffries	c	Werner
Dolan	rg	J. Gallagher
Schomaker	rt	New
Crispen	re	Mankey
Smith	q	R. Keys
Burton	lh	Waychoff
Cropp	rh	Mills
K. Mills	f	Crago

Next in order it would be well to pay regards to the four regulars who have played their last game for C. N. S.—Captain Smith, left end Letrick, left tackle Sparks, and full back Mills.

All four distinguished themselves in the last game as well as in most of the previous games. Although the loss of these four regulars will be a great one, the prospects for next year are good as we now see them.

The Normal team had a very successful season.

The summary of the season:

California 41	Dunbar H. S.	0
California 0	Duquesne Academic	14
California 0	Washington H. S.	0
California 7	Uniontown H. S.	0
California 7	Fairmont Normal	7
California 0	Greensburg	26
California 0	Pittsburgh Academy	0
California 39	Alumni	0
<hr/>		<hr/>
Total 94		47

The following varsity men were awarded sweaters:
Smith, Mills, Cropp, Burton, Crispen, Letrick, Sparks, Magee,
Jeffries, Dolan, Schomaker, Henry, McVicker and Lowers.

Manager Black of the boys' basket ball team has secured the following games:

Jan. 10—Waynesburg College at Waynesburg.

Jan. 13—Canonsburg H. S. at Canonsburg.

Jan. 27—Kittanning H. S. at Home.

Feb. 3—Indiana Normal at Indiana.

Feb. 9—Kittanning H. S. at Kittanning.

Feb. 24—Canonsburg H. S. at Home.

March 2—Waynesburg College at Home.

March 9—Indiana Normal at Home.

Checker Tournament

A very interesting checker tournament is being run off by the boys of South Hall. Just a present Heinonen has a slight lead but is being rapidly overtaken by Horner. Smith and Lowers are also in the running but Mneser and LaPoe after starting brilliantly seem to be out of it because of bad slumping in recent games.

CLIO

As the fall term nears an end Clio may look back over a record of which she is justly proud. Thruout the term a splendid spirit of loyalty has existed among the members, and by the co-operation of each individual we hope to progress even more during the winter term.

A number of Clio alumni have visited us recently among whom were, Reva Philips, Claire Miller, Lucile Rhoades and Lester Reckard.

We should all take encouragement from the statement of these people that stronger work is being done than at times in the past.

Let us hope all will be back in the winter term ready to work with renewed vigor for Clio. M. J. S. '17.

PHILO

Philo is rapidly progressing. Within the last month many students have allied themselves with the "Red and White." At a recent meeting the following officers were elected and are now performing their duties in a commendable manner:

President Mr. Menser
 Vice President Elizabeth Rogers
 Secretary Jennie Miller
 Attorney Mr. McAllister
 Critic Betty Saylor
 Marshall Mr. Sparks

This delightful program was rendered in the chapel, Dec. 24.

Peace Pipe Dance

Bertha Long, Pauline Lowers, Margaret Gallagher, Margaret Watson, Wilbur Nelson, Florence Parkins, Grace Snowden, Thelma Humphries, Charles Moore, Edward Freeman, Webster Black, Iome Lowers, Rose Gross, Virginia Conn, Fred Gilloghly, John Lowers, Ellwood Countryman, Beryl Dell.

Scenes from Hiawatha

- Scene 1. "The Wigwan of Nokomis."
 2. "Hiawatha's Childhood."
 3. "In the land of the Dacotahs."
 4. "Bring not to my lodge a stranger."
 5. "Hiawatha's Wooing."

Characters

Hiawatha Mr. McAllister
 Arrow-maker Mr. Werner
 Minnehaha Marjorie Miller
 Nokomis Betty Saylor
 Solo Miss Cora Williams

Power is something which everyone craves, and the power to speak in public is an easy art which every member of Philo is endeavoring or should be endeavoring to acquire. It is gained largely through practice and "Philo Hall" is the place

to get this practice. Our meetings for the last month have been very enjoyable and have shown that some Philos are indeed developing and increasing their powers. Let us all get busy and do likewise for in so doing we shall not only gain success for ourselves but also win success for our society.

Y. W. C. A.

The Y. W. C. A. is still progressing and most of the girls are taking an active part in it, let us hope that more of the girls will have courage to respond when the opportunity is open to them.

Nov. 5. The leaders for this meeting were Miss Rankin and Miss McCurdy.

On Wednesday evening, November 8, the first meeting of our Bible classes was held, this was well attended.

The Senior class has Miss Betty Saylor for their teacher, the Junior Miss Margaret Hayden and the other class Miss Thomas.

November 12. This was the beginning of our week of prayer and the meeting was led by Pres. Miss Saylor.

This was well attended by all the students also the meetings during every evening of the week.

November 26. This was "Polyanna" Sunday and was led by Ethel Davis.

Each girl gave us an idea of what we should be thankful for, stating especially that we should be thankful that we live in a peaceful country, and not as other nations engaged in war and also that we have a true God to whom we can look for help.

Y. M. C. A.

The membership of the Y. M. C. A. have been organized into a teacher training class. Prof. Dunkleberger is in charge of the class. This work is proving to be very interesting and helpful. The text used is "Preparation for Teaching" by Oliver. The attendance has been very encouraging.

Mr. Countryman the president has appointed Messrs. Moore, Adams and Petrie to arrange for the annual faculty basket ball game. It seems the boys have not forgotten the drubbing received at the hands of the venerable faculty last year and are taking every pain to prevent the repetition of such a "cat astrophe."

Monessen

Did I go to the Monessen Institute? Why, certainly, I always do. Not because of the Institute, bless you, but to see Monessen and the people. Monessen is interesting but it is so busy it hardly has time to be polite. All those big steel and tin plate and wire mills are rushing day and night. There is a hurry about things which is inspiring.

Institutes are much alike. Some are worse than others, it is true. The songs sound much the same and you can depend upon being asked to sway or clap your hands, or pull a rope or do some other stunt. You can depend upon being told that the child should be educated physically, mentally and morally. You can depend upon a certain amount of time being spent on stories of a humorous kind.

But it is good to meet all those people who are working in the schools of Monessen and Rostraver. Superintendents Gress and Cober are men worth while. And my opinion of Phillips of the high school is growing as I get acquainted with pupils. Fact is, we have a crowd of good people from Monessen High in school. Do you know Heinonen, Hazlett, Hood, Treasure, Thomas, Lenhart, Linn, Tanzer, Conway and Dawson.

It is good to meet the students of former years who are teaching in Monessen and Rostraver. There a lot of them. I spent a few pleasant minutes talking to about a dozen at a time and missed seeing a few.

Get acquainted with Monessen. It's a big, growing town. It has a good school system with a live Superintendent. It has a fine new high school building with a good principal guiding a growing school. It's teachers are competent.

And Rostraver, well, it was a surprise to find that Rostraver was big enough to have a Superintendent of it's own. Cober is a live school man. He has required all his teachers to get into a good school for some professional training. He has a good number of growing teachers.

French and German students read these:

Pas de lieu Rhone que nous.

Von der Vottei mit is.

Gui n'a beau dit, qui sabot dit, nid a beau dit elle.

Mein die Uhr onbiss Nuss.

General and Personal Notes

Jack Schomacker will enter Allegheny General Theological Seminary at the close of his year's work. His decision to enter the ministry comes as a surprise to all who do not know him well.

Some days ago the editor asked some members of one of his classes to write for some normal school catalogues. Later he received this letter: "What kind of a joke are you trying to play?" Your letter says; "Please send me a copy of the catalogue of your school. Signed, Frank Field, Per Simmon."

Bess Shaulis was greatly pleased with her Thanksgiving vacation. She says there were two boys for every girl who stayed here.

Miss Ives (dressed in green and explaining the meaning of colors) "Now green stands for hope."

New Faculty Member

Charles Kenneth Eves, who has come to take up the work left by Mr. Fitzgerald, is a graduate of the University of Rochester, A. B., 1913. He was vice-principal of the Ashville Scool for Boys, Ashville, N. C., 1913-14 and head of the English department at Cook Academy, Montour Fall, N. Y., 1914-16.

Principal's Conference

Following out the custom of former years a principals' conference will be held at the Normal February 9 and 10. An interesting and helpful program is being prepared.

William Young

William Young, who for several years has been head janitor of the Normal died November 23, at the Allegheny General Hospital. His death was unexpected and came as a shock to his family and friends. Mr. Young was a well known about the school and will be missed by all. Mrs. Young has moved into North Hall where she will live.

Inter-Normal Debate

The question for the Inter-Normal debate, as stated in last month's Review, has been changed to Resolved, that the President of the United States should be elected by popular vote.

About fifteen of the students have signified their intention to take part in the Preliminary Debate to be held in the chapel, on Dec. 19th.

Lectures by Banks

Edgar J. Banks delivered a series of three illustrated lectures in the Chapel, his subject being "One Thousand Miles Down the Tigris," "Seven Wonders of the Ancient World," and "Turkey and the Turks."

Mr. Banks, as archeologist of the University of Chicago, has been given ample means and opportunity for his explorations, and his hearers were given a great treat in being privileged to attend lectures given by a person of such rich experiences. He has also taught in Roberts College, Constantinople, which is an American institution.

Bennett's Lecture

William Rainy Bennett delivered his famous lecture, "The Man Who Can," Dec. 7. Mr. Bennett is a lecturer of national reputation and his lecture is filled with inspiration and enthusiasm. The lecture was interspersed with many spicy and fitting jokes, also some wonderful word pictures, among them being his description of the ships leaving New York harbor and the chase of the Black Wolf.

The Model School also gave a Thanksgiving entertainment on Friday before the Thanksgiving vacation. These young people are to be commended for the manner in which they carried out their various parts.

Miss Long, Miss McIntosh, Miss Stitzer, Miss Stewart, Miss Buckbee, Prof. Glover, Prof. Claypool, Prof. Entz, and Principal Hertzog attended the educational conference held at the University of Pittsburgh during the Thanksgiving vacation.

Prof. Field attended the Teachers Institute at Monessen on Wednesday.

Dr. Charles Veon will give a Music Recital on Thursday night, Dec. 14th.

Miss Ives and Miss McIntosh visited Miss Pollock at Morgantown, Dec. 9th.

Prof. John A. Claypool attended an exhibition under the direction of Mr. McKee, the County Agricultural Agent, in Washington, Dec. 6th. Prof. Claypool has also agreed to write a number of articles for the local paper, the California Sentinel, under the general subject, "Back to the Land." He is especially fitted for this work, being a graduate of Purdue University, and since graduating devoting much of his time along agricultural lines, and was made Supervisor of Agriculture of Warren county, Indiana.

Edna Garwood's father visited her on Dec. 4.

Prof. Wright spent Thanksgiving at the home of John Filby, where he ate, among other things, one turkey, and a few more rabbits than the law allowed; this was the first time the professor ever tasted this delicacy (the rabbits,) and the novelty was so great that he could not withstand the temptation.

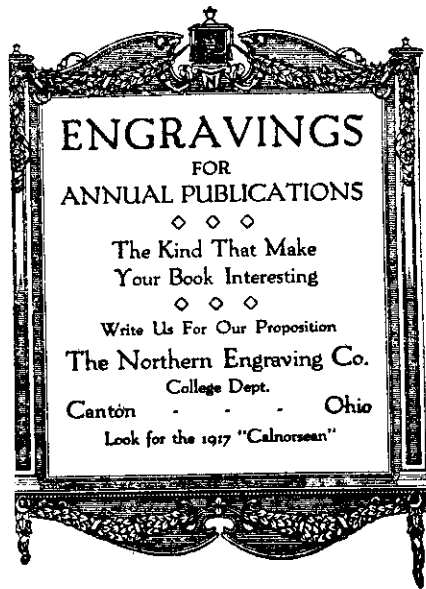
Prof. and Mrs. Field, and son, Thomas Parry, spent Thanksgiving at the home of Mrs. Field's parents, Dr. and Mrs. Parry of Waynesburg.

The students of South Hall held a reception for the new members—Smith, Jeffries and Rich. After the entertainments of the evening, the visitors departed for their respective abodes, feeling that the evening was well spent.

I always feel sorry for the young people I see coupled off and always in each others company. Just think how many perfectly fine people they fail to get acquainted with.

Girl (reading composition) "and the lady had a cat who was an old maid."

Which is your plan? "Get" or "get away with."



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