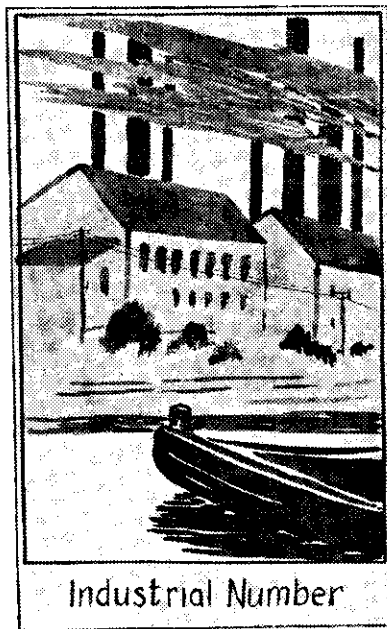


The Normal Review



Industrial Number

MARCH

1917

Southwestern State Normal School
California, Pa.

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The Normal Review

VOL. 27

CALIFORNIA, PA., MARCH, 1917

No. 5

INDUSTRIES OF SOUTHWESTERN PENNSYLVANIA

Southwestern Pennsylvania has shared well in industrial developments of the twentieth century. It is quite true that this section of the country is one of the wealthiest of the world and this is plainly shown in its rapid advancement.

Pittsburgh, which is the center of this region, has often been called the "Dusky Queen of Industry," and in turn commands homage to her iron sceptre in three-fourths of the states of the Union. The location of this city is a great aid to her. It is situated at the head of navigable waters that touch over one-third of the states of the Union. It is a railway center also. Trains arrive here from the other large cities with which transportation is carried on. The people have a new idea now, known as the Lake Erie and Ohio River Ship Canal, to connect Pittsburgh and Lake Erie by way of the Ohio, Beaver and Mahoning rivers. If this great piece of work is carried out, Pittsburgh will be the greatest inland harbor in the world. It will be enabled to get us vast tonnage of iron ore from Lake Superior much easier and it will be a cheaper outlet to the north for the increasing output of coal, coke and iron products.

Pittsburgh is the foremost industrial center of this region, originating in its manufacturing and mines, more tons of freight than any other city in the world. The greatest industry of this entire section is the manufacturing of steel. All along the Monongahela valley we find steel plants such as Duquesne, Clairton, Donora, Homestead and Monessen which fill the majority of orders placed in this country by foreign nations. In these mills they manufacture steel rails, nails, billets, wire of different kinds, wire coils and other finished steel products. Pittsburgh is noted for its manufacturing of steel cars. To Pennsylvania belongs the credit of erecting the first rolling mill in the United States to puddle iron and roll iron bars. Pennsylvania leads the Union in production of finished iron products.

This section of Pennsylvania is in the coal region. There are 13,000 square miles of bituminous coal surrounding Pittsburgh which is equal to about 8,600,000 acres. Pittsburgh is in the heart of the bituminous coal field with vast supplies of petroleum and natural gas in its vicinity. The use of natural gas as fuel has banished much of the smoke from its atmosphere.

Along the Monongahela valley we also find glass works located at Homestead, Clairton, Belle Vernon, and Brownsville. Pittsburgh has also one of the greatest glass manufacturing houses known. At these glass works they make bottles, plate glass and other glass products.

Aliquippia has a large cut glass manufacturing plant.

Connellsville is the center of the coke manufacturing in this region. Coke is the residue of soft coal burned in ovens or kilns.

Pittsburgh has become the central market for the supply of equipment necessary in working the Pittsburgh oil fields and caring for the products. Washington, the capital of Washington County is in the center of one of these oil fields.

George Westinghouse, a man of inventive genius and ability, gave his invention on the perfection of air brakes and the plant was built at Wilmerding known as the Westinghouse. Swissvale has the Switch and Signal Company and manufactures railway supplies.

In contrast with the heavier and coarser products, Pennsylvania manufactures the most delicate astronomical instruments, which are used in every well equipped observatory of the world.

Only about one-fifth of the entire population of Pennsylvania is engaged in agriculture, the staple products being wheat, rye, oats, corn and hay.. Stock raising is not extensively followed.

This section of the country also has large industrial schools which prepare thousands of people at all these various occupations. Pittsburgh has training schools which give courses in any occupation such as the department of Agriculture, Mining, Medicine, Pharmacy, etc.

Perhaps the two most practical of all Andrew Carnegies

gifts to Pittsburgh are those of endowments for secondary technical education for both sexes and the other for the erection of buildings suitable for such a school. In this school they have four subdivisions nameely:

1. School of Applied Science for young men.
2. School of Apprentices and Journeymen for young men.
3. School of Applied Design for both men and women.
4. Technical School for women.

The aim at this school is for the specialization in art, science and industry of a secondary grade, including all that

The aim of this school is for the specialization in art, is best in the existing schools of the world.

They have school both day and evening and the tuition is entirely nominal. These schools promise to be the most thoroughly practical of all Pittsburgh's educational institutions.

Frances Reynolds

What Vocational Education Is

Vocational education is a phrase which is rapidly coming into use. It is consequently desirable that its signification shall be made plain.

This phrase is a later one than "industrial education," which was used almost exclusively in the beginning. But a little reflection will be sufficient to prove that "industrial education is too narrow to express all that is contemplated by this agitation and movement to socialize schools. The phrase "vocational education" is broad enough in meaning to cover all the training courses which are needed to meet the practical demands of life.

The three classes of people who are interested in the problem of vocational education are:

1. The manufacturers and the dealers who are most deeply interested in the trade or commercial side of the work.
2. The people actively employed in the industries, whose opinions and desires are made known thru the various labor organizations, and
3. The educators, whose part it is to organize and carry on the great work of the schools.

Vocational education is the logical demand of organized

society. This is true because society is an organization of special structures. These structures arose out of vocational activities. In order to operate successfully through society we must be able to use these structures by a mastery of their technique, but to come into possession of this technique, is to be vocationalized. To learn a trade, an occupation, or a profession, is to become possessed of a technique belonging to a specialized social structure or division of labor.

Vocational education also has regard to the constitution, inclination, or ability of the individual to be trained. It recognizes that there are fitness and aptitudes in life; that not all persons can do one thing equally well. Certainly if the child is worth educating, in himself and for human society, one of the greatest problems is to find where he can make the most of himself and in what line he can prove himself most productive to society.

To be fundamentally moralized is to have installed the habits, reactions, and outlook of good citizenship.

Thus vocational education is a practical and direct conception of the method of making young human beings fit for life.

Mabel Lockard.

Industrial Education in Pennsylvania

School for Industrial Education are a comparatively recent development in the state of Pennsylvania, most of them having been established under the Vocational Education Acts of 1913 and 1915. Their growth is best shown by giving the increase in number during a recent year.

In 1915 the increase of such schools is as follows: There were established four day schools, fourteen evening schools, three continuation schools, for household arts, four all day schools, twenty one evening schools. These were located in twenty different counties having an enrollment of 10,000 persons.

A continuation school was conducted at Ellsworth for foreign mothers. Instruction in English was given also lessons in cooking, sewing and care of infants.

Over 3,000 people were enrolled in the evening school at Altoona. Over 500 girls were enrolled in the dress-making

and millinery courses, necessitating the employment of twelve teachers for this work. The shops and drawing rooms were crowded with men desirous of instruction in English and in things that would enable them to get on in their trades.

The securing of teachers for vocational schools is a serious problem. The teacher must not only have theoretical training and not only practical, but must have them both. It is planned to open training schools for teachers either on Saturdays or evenings in order to qualify teachers to give vocational training.

The following list of places have had successful work in their evening schools: Philadelphia, Williamsport, Johnstown, Altoona, Pittsburgh and Erie. Mary Berkey

Household Arts Schools

Few arguments are needed to show the necessity for household arts education. One has but to observe the conditions in many homes to be fully convinced of the great demand for the proper training of the young women for the duties of the home.

Twenty years ago, the average home was a training school for the girls. They were taught to perform the activities required in the home. Because of the complex organization of society at the present day, few girls receive the training necessary to assume the responsibility of a home. Hence the duty of training the girls in the art of home-making has been delegated to the public schools. Household Arts Schools or Departments shall mean a distinctive organization of courses, pupils and teachers.

The courses of study should be of such a character that the work is distinctly vocational.

The pupils enrolled in the household arts schools or department must pursue the household art course in its entirety.

Should a household arts school be established, the departmental plan should be carried out. A director or principal of the school should be selected. This director should be responsible for the school as a whole.

All household arts schools or departments must be controlled by the board of school directors of the district or dis-

tricts in which the class is conducted.

The course of study should give training for the occupations connected with the household.

It should be based upon the advice and experience of people who are familiar with the local conditions.

In the day school at least one half of the time should be devoted to household arts subjects and in the evening classes three-fourths of the time to household arts subjects.

The courses should be composed of a series of unit courses. A unit course is a course which is in itself complete. It does not depend upon the preceding or the following course. V. C.

Pennsylvania Continuation Schools

Continuation schools in Pennsylvania are a very recent project. The Cox Child Labor Act, which took effect on Jan. 1, 1916, provided for the establishment of these schools.

According to this provision, Continuation Schools must be established in all school districts of the Commonwealth for all minors between the ages of 14 and 16 years who have working certificates, except minors employed on the farm or in domestic service, provided there are twenty such persons in the district.

These Continuation Schools are to be in session the same number of weeks as the common schools of the district. Each pupil attending the school must attend eight hours each week.

Every School must be approved by the Superintendent of Public Instruction as to location, course of study, equipment, qualification of teachers and methods of instruction.

Before the establishment of a school in the district, the minors are permitted to work 51 hours a week; but, after the school has been established, they may only work 43 hours a week.

State aid is also provided for all Schools that are under the control and direction of the Public school authorities.

Each district receives \$200 per year for each teacher who has had three or more years experience and \$150 for each teacher who has had from one to three years experience. Each district also receives 50 percent. of the cost of the equip-

ment, provided that no district shall receive more than \$3,000 per year for equipment.

The time devoted to the work in the Schools is so divided that 40 percent is devoted to the academic work; 30 percent to the Fixed Vocational; and 30 percent to the Variable Vocational.

At the present time, Continuation Schools have been provided for the minors employed in Philadelphia, Pittsburgh, Reading, Scranton, Wilkes-Barre, Allentown, Altoona, Johnstown, Lebanon, Easton, Beaver Falls, Mauch Chunk, Harrisburg, Williamsport, York, and many smaller communities.

Iva Dixon.

The National Government and Vocational Education

At the last session of congress a bill was passed which provides for the promotion of vocational education. This bill is of vital importance to the whole country because it concerns a matter which has long been neglected, and upon which the industrial preparation of our country for the years of economic development immediately ahead of us largely depends.

It contains plans which affect all interests and all parts of the country and its passage has been awaited with great impatience by the whole country.

The first money will be paid out of the United States treasury by July the first.

The amount appropriated for the first year is \$1,700,000 and a greater fund is authorized for each succeeding year until an unusual total of \$7,200,000 is reached nine years hence. Administration of the system will be under a board created by the bill, and in order to participate in the distribution each state must appropriate an equal amount, and must create a state board to co-operate with the federal officials in the work. No teacher employed under the act will be placed in any school not under public control or which does not provide classes both day and evening. The instruction offered will be only for persons more than fourteen years old.

Of the original appropriation \$500,000 will be used for salaries of teachers of agricultural trades, \$500,000 for salaries

of teachers of industrial trades, \$500,000 for training teachers of these two classes and \$200,000 to pay the salaries and expenses of the administering board.

M. S.

Geography?

If I were a boy, aged ten or twelve years, living in the Monongahela Valley I think there are several things I'd like to know. True, I might not admit my desire for knowledge, for to do so would be beneath my boyish dignity. If taught these things I imagine I'd squirm and tingle with delight while maintaining a calm and nonchalant demeanor. Is this all imagination? No. Fortunately we can remember learning some things we really wanted to learn.

As I watched one of these river steamers with a long of coal barges plowing down the Monongahela, I'd like to know from how far up the river that coal came? How did it happen to be there? How much coal will a barge hold? How long does it take to load a barge? How many men are working in that mine? Where did they come from? How did they happen to come here? How much coal can a man dig in a day? What is he paid for it? How many men are digging coal in this valley? Where does their food and clothing come from? What is a mining machine? How does it work? How do they keep the water out of the mine and how do they get fresh air away in under the hills? What is a 'squeeze' and what causes them? What is the capacity of a mine car and how do they get them out to the tipple and what is a tipple anyway and what machinery is used there?

Where is this steam-boat and its barges going? How will the coal be used when it gets there? Where will the products from its use be shipped to? How is the steamer and all these barges steered? How long will it take them to get to Pittsburgh? How are the barges unloaded? How is the depth of the water in the river controlled? How does a lock work? Who pays for the building and maintaining of the dams and locks? Do the people who pay for these things get the worth of their money? How many barges loaded with coal go down the river in a year?

As I see thain loads of coke go by each day I'd like to

know what it is to be user for? How is it made? Where does it come from? Why is Connellsville coke the finest in the world? How much coal does it take to make a ton of coke. What becomes of the material other than other coke found in the coal? How much coke does it take to melt a ton of pig iron?

As we go down to Pittsburgh we wonder what those tall cylinders are? What do they put in them? What comes out? How is steel made? How does its manufacture today differ from what it was a hundred years ago? Who invented the blast furnace? What is a flux? What material is used as a flux in the Pittsburgh District? Why? What are these 'made' hills of reddish brown sand or gravel? Where does iron ore come from? How do they bring it here? How is it mined? Why do they bring iron ore here from so great a distance? How is pig iron used? How much pig iron do they get from a ton of ore?

I'd like to know where these car loads of sand come from and where they are going? How did this sand come to exist? The Great Glacier? What did it have to do with it? You say you read somewhere that Pittsburgh is the greatest center in the country for the production of plate glass? I wonder why?

My space is exhausted. The question mark on my typewriter is smoking hot but my curiosity is not satisfied. There are many things about these industries I as a small boy, would like to know. The very atmosphere about me surges with life. I am surrounded with problems. Problems solved, problems in the course of solution, and problems to be solved. Man adapting himself to his environment, both physical and social. Man adapting his environment to his own uses. Physiographic features which boldly challenge me to read the history of the building of a continent. Men and women of many nationalities working and living together.

One more question: is it possible we are talking about Geography? We doubt it for as we look back to the time we were ten or twelve years old Geography consisted, as we remember it, of naming the states and their capitals and bounding Afghanistan and Abyssinia and naming their products.

John Claypool.

The Times We Live In

Truly we are living in wondrous times, in times when the fountains of the great deep are broken up. The most tremendous war in history is in its third year. Along with it are coming startling political, social and economic changes. We can scarcely realize even in a vague way the greatness of the great war. A hundred Waterloo's are needed to make one of the mighty battles. The Gettysburgs of the war are mere skirmishes, out post clashes. The exile of the Acadians has been multiplied a hundred fold. The horrors of the flight of a Tartar tribe have been more than realized in Poland and in Serbia. Horror has been piled on horror and terror has been added to terror.

In the midst of it all we can see old orders crumbling. State absolutism had laid its hand on nations. A Welsh commoner has become virtual dictator in England and rules the nobility with a gauntleted hand. Financial ideas of the past have been relegated to the limbo of forgotten things. King Alcohol is an outcast, his last strongholds tottering to their fall.

In all this mighty chaos, this birth time of a new era our land cannot stand aside. It must and will play its mighty part. And we here in school should know what is doing in these times of stress and struggle. Sometimes I think we may well lay aside our textbooks and make our present day our textbook.

No one can prophesy but it surely seems that our nation should be a land of serious thought today. We should get down to the stark realities as has France. We should look to our hearts that they be brave and true. The time seems near at hand when we shall need to make sacrifices, let us make them with our hearts and minds clear, pure and strong.

Today it seems more fitting that our boys should prepare to serve our nation than that they waste their time in sport and pleasure.

Once Again—The Course of Study

And just a very few words. Have you read the curricula for Normal schools prepared by the Carnegie Foundation?

The idea seems to be that the function of Normal schools is to prepare people to teach. Somehow, there is no idea expressed that they should prepare for college. Moreover, the work is to be purely professional. One has the feeling that if such a course should be adopted that we should really be able to train teachers just about as they should be trained. It is even better than the ones suggested by our seniors. Get a copy and study it.

Normals and Colleges

Every year since I have been attending our state meeting a lot of time has been spent discussing the relation of Normals and Colleges. The basis for most of the discussion seems to be the fallacious belief of college men that Normals are preparatory schools. Unfortunately, some Normal school men accept this belief. There is, of course, a relation which should exist between these classes of schools. First, we should get on solid ground, Normals are professional schools, not preparatory schools. They belong in the same class as medical and law schools. It is not our business to prepare for college. We have more than a man's sized job in preparing teachers for the schools of our state. Some of our people will later go to college and if the colleges are wise they will take them and give them good standing. They may, it is true, have to break some of their hallowed requirements. Since they do that anyway it may be such a serious matter after all. But if our time is worth any thing let's not waste more good hours of our state meetings discussing this question. It's not worth while.

The Teachers' Retirement Bill

Again a teachers' retirement bill is before the State Legislature. The last time it was up for consideration it was called a teachers' pension measure. The idea of a pension has been dropped. One of these days it will be called by its true name—a measure compelling teachers to insure themselves so that when they get old they will have a little income, even if they have to get along without the necessities of life until that time, in lieu of a proper income at the present time.

I am opposed to the measure. It is an insult to the teaching profession. It glosses over the fact of insufficient salaries now and says in effect that since teachers are unable to save the State shall compell them to do so. It picks out the teachers of the state and compels them to insure. It says they are less thrifty than the miner, the blacksmith and the coal heaver.

It is unfair. Few of the persons now teaching will ever benefit by the provisions of the act. It takes away for a time money belonging to many people in order that the few may receive a benefit. Of the 40,000 teachers in Pennsylvania today not ten per cent will ever benefit by the measure.

It is based upon unpredictable future contingencies. It expects the state to contribute. But the state may not. Then where's the system? Besides, who knows how much the state may need to appropriate. A person may withdraw the money paid in. I can teach a year then draw out what is paid in. Then I can teach again.

I shall agree to teachers' compulsory insurance when such a plan is made general. I favor teachers' pensions because I know men who have given the best of their lives to the state and have been paid sums too small for them to live and save. But the state should come up straight and admit that it has underpaid its servants, not take a part of their pay and then claim to have provided for them. Pensions to men who saved the nation by killing their fellow men and destroying their property have long been sanctioned by the state. Why not pensions to deserving teachers who have labored to prevent the ills which beset society? If not this, then salaries sufficient for the times in which we live.

Alumni Notes

On Feb. 6th, Mrs. Harriet Applegate Everett, '91, after a long illness passed away at her home in McKeesport, Pa.

Mr. Quincy E. Richardson, '10, is now teaching in the Panquasinan High School at Lingayen, Philippine Islands.

Mrs. Mabel Hugus Drum, '03, of Williamsport, Pa., is visiting at the home of Mr. and Mrs. R. B. Drum of California, Pa.

Miss Mary Denny, '10, of California, attended the luncheon of the Pittsburgh chapter of Goucher College Alumni at the William Penn Hotel, Pittsburgh.

Mr. Edward Wiley, '98, was elected by the California school board to fill the vacancy caused by the death of Robert L. Johnston.

Mr. J. Earl Springer, '06, of California represented the Monongahela Division of the P. R. R. Co., at the state convention of the Y. M. C. A. held at Butler on Thursday, Friday and Saturday, Feb. 22, 23 and 24.

Mrs. Allie Snyder Nicodemus, '83, of California, Pa., who recently accompanied her husband, Mr. W. S. Nicodemus, cashier of the First National Bank, to Battle Creek, Mich., where Mr. Nicodemus went for a rest, has returned to her home.

Miss Mildred Underwood, '16, who is attending the National Park Seminary at Washington, D. C. was recently crowned king of that school. This is the highest honor that is ever bestowed upon any student in that school. The coronation took place while Miss Underwood's parents, Mr. and Mrs. T. J. Underwood, were visiting her at the Seminary.

Mr. Howard Crossland, '16, who is attending the West Virginia University at Morgantown, visited friends at the Normal on Friday evening, March 6.

Miss Edith Hawk, '16, of Wilkinsburg recently spent the week-end at the Normal.

Mr. Lee Smith, '89, of Uniontown and Mr. George B. Baker, '82, of Washington are members of the legislature at Harrisburg during the present session.

Mrs. Georgia Long Gibson, '05, of California, who was operated on at the West Penn Hospital some three weeks ago, is reported much improved and will probably be home within a few days.

Mr. Robert Mountsier, '06, of New York City is home after a prolonged stay in London.

Miss Stitzer in English III.

How did English people appreciate Browning.

Craft—By giving him a good resting place.

ALUMNI—TAKE NOTICE

Our Alumni Association appointed a Committee to raise funds from our Alumni and procure life-size oil paintings of the four deceased Principals of our School.

On September 30, 1916 the Committee mailed a letter to each Alumnus—calling on **each one** to contribute "**not less than one dollar and as much more as possible,**" to the fund.

Many have **not** responded. **Why?** Our times are booming, wages higher than ever, and teachers have had at least four months pay since the letter went out. Surely every Alumnus is true to his school! Surely there are no traitors in our rank!

Then let us get together; **Come on,** Brothers and Sisters, let every Alumnus respond by donating something—at least one dollar, and more if we can, but certainly one dollar. Surely there are none so poor they cannot give one dollar!

Your Committee does not believe that our Alumni are traitors to our School, nor that they are so poor and worthless as to be unable to give the dollar—not one of them—but do believe it is an oversight.

Your Committee has worked **so hard,** and are making a desperate effort to close their work now. Won't you help? Please, **by return mail,** send in your donation—great or small—to E. J. Smail, Chairman,

912 Berger Building, Pittsburgh, Pa.

Alumni Reunion at Pittsburgh

President P. W. Morgan of Wilmerding of the Allegheny Alumni Association is making splendid plans for one of the best meetings in the history of this organization in Allegheny County for Friday evening, March 23d. Meeting will be held in the Ble Room of the William Penn Hotel. The program will be somewhat informal and will be furnished largely by the Alumni and other friends of the school from the vicinity of California. A large delegation are planning to be there from California. Alumni, students and friends are all invited cordially by the Committee to come and enjoy the good things that have been prepared. Tickets will be \$1.50.

GENERAL NEWS

"Don't be a pessimist; what if you were a worm, and had to live in a sour crab-apple all your life?"—Abe Martin.

Among the Seniors who have been substituting the past month, are Miss Elsie Gray, at West Brownsville; Miss Minnie Charlton, at Alicia; Mr. Fred Gillogly, at Ellsworth; Mr. Ellis Werner, in the local Borough schools.

Miss Jessie McWilliams, a teacher of German township, visited the Normal school recently. She will enroll in the Spring term, as a member of the Junior class.

Miss Sarah Bayard of the Stockdale schools visited at the Normal, making arrangements for entrance in the Spring term.

Principal W. S. Hertzog spent a week in attendance at the meeting of the Department of Superintendence, of the N. E. A., at Kansas City, Mo., returning March 3. Mr. Hertzog gave us a short account of his visit, particularly of the open-air schools of Kansas City, and expects to tell us more of the meeting, soon.

A meeting of the Principals and Superintendents of Southwestern Pennsylvania was held in the Normal Chapel, February 9th and 10th. The meeting was well attended and was a profitable one.

Friday was spent by the visitors in visiting the different classes, while the program was given on Saturday. Among the speakers were: Prof. Dunkleberger, Prof. Field, Prof. Claypool, Supt. Layhue, of Donora, and Miss Buckbee. The program was interspread by music and readings.

Prof. George F. Dunkleberger spoke at the New Salem Institute, March 10th.

The Century Club held its annual reception in the tastefully decorated Normal Library, March 6th. A number of excellent readings were given by Miss Sibyl Stitzer, head of the English department; also a number of vocal solos by Prof. John Claypool. A large number of invited guests were present. Considering the program and refreshments, it was altogether an occasion to be remembered.

Miss Colquist—That window is the chief concern (in German I.) of my life (?)

Student Ban on Dancing

Dancing has been prohibited at church functions by the heads of the Catholic Church. The example of this Church has been followed by the Student Y. M. C. A. Conference meeting at Lake Geneva. In this case, however, the body, consisting of 903 students from 125 colleges of the Middle West, legislates for itself. The conference, so we learn from The Northwestern Christian Advocate (Chicago), unanimously passed these resolutions:

"Whereas, Gambling, profanity, dishonesty, immodest dancing, and other social exercises, the use of tobacco and liquor have become a menace to the student life of our universities and colleges, and are undermining character and destroying the capacity for Christian leadership;

"Resolved, That we, the delegates to this Conference, place ourselves on record as being unqualifiedly opposed to these destructive practices, and do hereby pledge ourselves, with the help of God, to the eradication of these evils from the student life of the colleges and universities of the Middle West.

Resolved, That this Conference appoint, through its chairman, a committee of fifteen, composed as follows: Nine students, two faculty members, two university pastors, and two Association secretaries, to prepare a statement in which the evils of student life shall be enumerated and examples of successful remedial measures be pointed out.

"Resolved, That a copy of this statement be sent to every college president, college dean, Young Men's Christian Association president, Young Men's Christian Association secretary, university pastor, and to every other influential person interested in improving the character and efficiency of college men, and that this statement be used as a means of initiating a general movement against all pernicious and undermining practices of college men."

PHILO

Philo still strives to live up to her motto "Energy wins over Fate;" so far she has managed to do so with much success and it is the wish of every loyal Philo that she continue thus until June. The members of Philo, who have been chosen for the annual contest with the Clonian society and who deserve the support of all. Philo are as follows:

Orator Thomas McAllister

Reader	Florence Ward
Essayist	Lavinia Schwartz
Debater	Walter Church

At one of our recent meetings the following officers were elected and have entered upon their duties.

President	Ellwood Countryman
Vice President	Marjorie Miller
Secretary	Elizabeth Rogers
Critic	James La Poe
Marshall	John Lowers

L. E. F. '17.

CLIO

The meetings of Clio these last five weeks have been very successful. The attendance continues to increase rapidly as the result of society spirit.

The new officers recently elected are:

President	Mr. Morton
Vice President	Miss Hood
Secretary	Miss Markle
Attorney	Mr. Petric
Critic	Miss Hicks
Marshall	Mr. Horner
Choristers	Miss Winning and Mr. Johnson

Clio has also chosen her representatives for the contest with Philo. They are:

Debater	Mr. Hankinson
Oration	Miss Reynolds
Essay	Miss Brown
Reading	Miss Stoy

Mother—Johnny, stop using such dreadful language.

Johnny—Well Shakespeare uses it.

Mother—Well, then don't play with them, he is no fit companion for you.

Heard In a Recitation Room

Teacher—What are you chewing?

Pupil—Nothing.

Teacher—Put "nothing" in the waste basket.

Y. W. C. A.

The Y. W. C. A. has been progressing the same as usual. The Sunday morning meetings have been well attended and much benefit has been derived from them.

Our Wednesday evening Bible Study Classes have been very interesting and the attendance here has been much above the average.

On the evening of February the third the members of the Y. W. C. A. had a "Kid" party, in which all the girls became little girls once again, and the evening was spent in playing games suitable to people of the Kindergarten age.

This proved a great success and each one left the party feeling glad that they had been there.

During the spring term we expect to take up our Eight Weeks Club Work.

BASKET-BALL

Boys

The basket-ball season for the "Red and Black" boys is practically at a close. It was a success from the fact that there were but two games lost during the season. These two were with Indiana Normal and Kittanning High School. The games as they were played are as follows:

Feb. 3 the Normal visited Indiana. This was the first defeat handed the California five. The score being 25-45.

Feb. 10 the Normal visited Kittanning High. The Normal lost by the score of 28 to 46. The game was played in a winning manner by the Normal five.

Feb. 23 the boys left for McClellantown. This was the most tiresome trip of the season.

The game was long and rough. It was brought to a close by Coach Fernald in the third quarter when the opposing forces attacked us from all sides.

Saturday Feb. 24 the Cannonsburg High school lost to the Normal by the score of 44 to 20. This was the second victory for the Normal.

Cannonsburg high school holds first place in the basket ball league of Washington county.

Friday March 2, the Waynesburg College visited our floor. They were defeated by the score of 50-22. This was the second defeat for the College five at our hands.

Feb. 10 the East Liberty Academy lost to the Normal by the score of 47 to 33. This was an interesting game. The Normal was handicapped somewhat by the absence of Smith and Crispin.

Girls

The girl's team has been successful in most of its games played since last reeport. Their record is as follows:

Indiana Normal at Indianna, February 9, Indiana 18, C. N. S. 16.

Waynesburg College at Waynesburg, February 24, Waynesburg 8, C. N. S. 9.

Waynesburg at California, February 3, Waynesburg 3, C. N. S. 14.

Indiana Normal at California, March 3, Indiana 14, C. N. S. 16

School News That Doesn't Happen

A large crowd headed by a brass band marched to the station at Charlessen last night to meet John Sumwon who led his class in Pittstate college. John is an all round college man and besides leading his class is interested in all school activities.

As a result of the Pitt-State victory in the annual debate with Jash- Weff the faculty has given the students a holiday and they will hold a big parade this evening.

We are publishing on our front page today the picture of Henry Brighton, one of the leading students in the law school. His class and school record has been exceptionally good.—From The Pittsburgh Daily Whatsit.

The Pittstate football team has gone through the entire season without having a single member held up by the faculty for poor work in class.

Odds of 2 to 1 are being offered that Jash-Weff will surpass Stittpate in scholarship during the first semster.

"Memories of C. N. S."

I am sitting and dreaming of days gone by,
 Of days I shall never forget,
 When at school one day, as chance might be,
 A beautiful girl I met.
 I am sitting and dreaming of days gone by,
 We neither were very old.
 And I wonder now, as I sit and think, if true love ever grows
 old.
 Or does it act as the seasons,
 Now warm and now so cold?
 Perhaps it does and this accounts, why some so soon grows
 cold. By an Alumnus.

Answers to, "Memories of C. N. S."

They say that absence conquers love
 But O! believe it not.
 I've tried so hard its powers to prove
 But alas! thou are not forgot.

I always feel pretty sure that the speaker who spends a great deal of his time telling funny stories has no real message.

It seems to me that a school which advertises its privileges in order to attract students is a pretty good place for parents to keep children away from.

Along with the rise in the commodities we should not overlook the fact that backbone is still rising in value.

I can't help feeling sorry for a girl when the best that the young man will say about her is that she is a good sport.

I never blamed a young man for standing around talking to a nice young woman anyplace he could. But a nice young woman will not stand around any place and talk to a young man.

Student—"How I wish I had taken Latin. It's dead easy. Listen to this, Forte dux in aro. Forty ducks in a row."

Nobly begin; though thou hast time for but one line, be that sublime; not failure but low aim is crime.

That young person is not far from ruin who can say without blushing; "I don't care what other people think about me."

"Say" asked a lad of ten, who had a most inquiring mind, "Who is it loses all the fault that other people find?"

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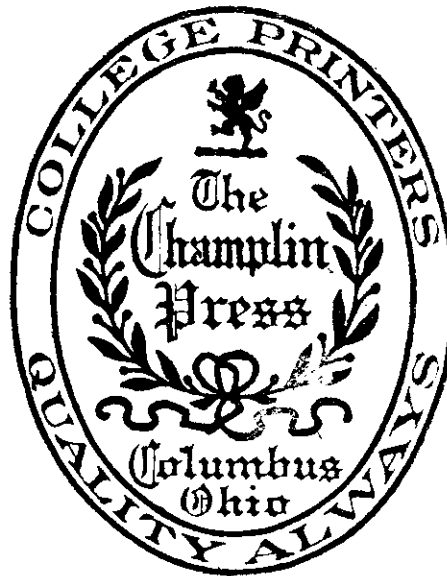
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