

The Normal Review

Commencement
Number

JUNE

1918

Southwestern State Normal School
California, Pa.

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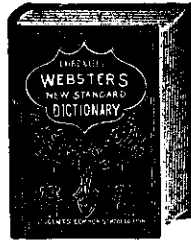
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The Normal Review

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Overdue Subscriptions

Several subscriptions are as yet unpaid. Please do not
put us to the expense of sending you a bill. If this notice is
marked you owe for a year's subscription. Please pay.

Subscription Receipts

One dollar each from Ferne Springer, Martha Scott and
Virginia Conn.

Buy a Thrift Stamp.

Buy a book of Thrift Stamps.

Then trade it for a War Savings Stamp.

And keep this up till you fill your W. S. S. book.

Thrift Stamp day, June 28. Don't forget to celebrate it.

Send new students back to take your places, Seniors.

Fine for the Red Cross Drive. Keep up the spirit of service when you are teaching.

Summer School Pointers

Don't forget to tell your friends about the Summer school. Less than \$50 pays all bills to the Summer school. Better come.

Full credit for regular Normal work in Summer school.

Professional training for that school you will teach next winter given in our Summer school.

The ability to draw will do wonders for your school. Training given by an experienced teacher from a city school system. It is practical work. Get it in the Summer school.

Fundamentals? Yes, but there is something back of fundamentals. Correct methods are needed in order to impart knowledge. Get these methods in our Summer school.

Going to teach a rural school? Good. Let Claypool tell you how to present the fundamentals of agriculture to the patriots on the farm. In our Summer school course.

Theoretical teachers, eh? Well, listen. Our Summer school faculty includes two persons who last year taught in elementary schools or supervised work there, and without exception every one of the other teachers has had practical school experience.

Theory? No, we don't teach it. We do teach sound methods of instruction, also tried methods of school management. No fine spun theories. Sound, practical sense. Let us help you get down to business through our Summer school.

Advanced work? Sure. Tell us what you want. We have college and university graduates on our Summer school faculty. Men who have specialized at the big schools of our country and whose work there has been approved by the leading educators and specialists of our land. Worth while isn't it?

The Farce of Medical Examination

The physicians of Pennsylvania are staging a roaring farce called "Medical Examination of Teachers."

Why the teaching profession permits itself to be imposed upon is hard to understand. A story of how these examinations are conducted would be humorous were it not serious. I believe that teachers should pass a physical examination but I doubt if a physical examination can be taken by mail. I believe that children should be protected from diseased teachers but I question very seriously if the payment of a fee to a physician in return for a certificate protects them. Surely the medical profession is not reduced to such small picking that it needs the money from these fees. I propose that a bill be introduced into the next legislature repealing the medical examination law. It is mere dead wood now—a source of jest and contempt of law.

How Unusual Are These Grades

Two grades have been reported to me which seem unusual. Just how unusual they are I should be interested in knowing. If these conditions are at all common a searching inquiry into the educational conditions is needed.

Grade I.

A first grade in a mining town, Washington county. One of three first grades in same building. Taught by Normal graduate as her first school. Ages and time in school verified from school records and by visits to parents. Total enrollment 49. Entered this year 3. Pupils of normal age (6 or 7) 15 Pupils over age 34. Percentage of normality 31, of over agedness 69. Number of pupils one year over age 7, number two years over age 7, number three years over age 6, number four years over age 1, number five years over age 1. Range of ages 6 to 12. Number of pupils in grade for first time 3, number in grade for second year 11, number in for third year 21, number in for fourth year 11, number in for fifth year 2, number in for sixth year 0, number in for seventh year 1. Number of children with distinctly foreign names 37.

Grade II.

A second grade in a manufacturing town. Taught by Normal school graduate as her first school. Total enrollment 48. Children having distinctly foreign names 43, known to be negroes 3. Children under age 1, children of normal age

(7 or 8), children over age 36. Percentage of underagedness 2, or normality 23 of overagedness 75. Number of six year old children 1, seven years old 0, eight years old 11, nine years old 15, ten years old 11, number of eleven year olds 1, twelve year olds 4, thirteen year olds 2, fourteen year olds 0, fifteen year olds 1, sixteen year olds 2. One of the sixteen year old children is a negro from the south. Range of ages 6 to 16

Questions.

1. How much time is being wasted by and for these children?
2. How much money is being wasted in these vain repetitions?
3. How many of these children are feeble minded?
4. How many are physical defective?
5. Would it be fair to promote the children even if they cannot do the work of grades one or two?
6. How much do home conditions interfere with the progress of the children?
7. Are industrial conditions responsible for the situation?
8. To what extent are economic conditions responsible?
9. How serious is the language difficulty?
10. Should not the teachers who do work of this kind be specially trained for it?
11. Isn't it time to wake up?

Child Labor Law Unconstitutional

The Supreme Court of the United States has declared the federal child labor law unconstitutional. This was to be expected. The acme of stupidity is represented by a learned judge rendering a decision upon a case involving human rights. There is much discussion of the rights of congress, the rights of states, the rights of employers, the rights of labor, etc. The right of a child to life and health and a future is not a right which, according to the Supreme Court of the United States, any one is required to respect. Anyway the children are too weak to protect themselves—anyway the great manufacturers are serving their country.

And all the time under the cloak of patriotism subtle attacks, growing always bolder, are being made on the laws of the states, protecting children. Prussianism is not confined to Prussia. We have our own junkers and today they would

reap a harvest from the labor of children and call it patriotism -- the exigencies of war. Fools! Why, they thank heaven for a war which enables them to break down the child labor laws.

Our state is full of violations of the labor laws. Children are working under age—thousands of them. Newsboys who cannot be over nine are on the streets all day—and the great newspapers they are selling are silent about the wrong but vociferous about the wrongs of the Armenians.

And all the time thousands of able bodied men are doing nothing or at least some light task that anyone could do. After every available man has been used then put the children to work. But now let's get some sense and stop allowing ourselves to be made the catspaw of the violators of the rights of our children.

Good Luck, 1918

Once more we bid farewell to a graduating class and with it go our wishes for success in life, for happiness unbounded. The class of 1918 graduates under circumstances different from those of any class which up to this time has ever graduated from the school. Into their lives has entered something, a deep solemn something which has touched no other class as it has this. Our country means more. The teaching of children to be Americans takes on an aspect never present before. To be a good citizen means more to the class of 1918 than it ever meant to any class. Our country means more because of brothers, friends who are fighting for it, dying for it. Into the hearts of the class of 1918 has entered a spirit of devotion which should make it the best class of teachers ever graduated from the Normal.

Well, Eighteen, goodby, "take Keer yerself."

On The German Language

"It is said we are not at war with the German language, but we know that the enemy uses it as a war weapon in our midst. To guard against German intrigue we must require the very general cessation from the use of German indicated in our recommendations, though hardship may be the result for innocent users of that tongue. The argument is some-

times advocated that since France and England have not banned the German language, we need not. Such of our fellow citizens as value this statement must bear in mind that neither country has any considerable German population.

"The fact that we have a numerous German element which has been appealed to since August, 1914, in German interests, should suffice. The activity of German population in propaganda in Russia, Italy, Spain, Switzerland, Mexico, Brazil and Argentina should have a larger German population than any other country outside the Teutonic alliance. Failure to deal promptly and energetically with this situation would be an invitation to disaster.

"We have been urged that study and use of the German language is needed for our information as to what the enemy is doing. Surely there are enough Americans familiar with the use of the German tongue to serve the nation's needs for the duration of the war.

"Respect for the feelings of citizens, especially those who have friends or relatives in the service, who are repelled by contact with anything of enemy origin, dictates the prohibition of the use of German where it would give offense.

"The Pan-Germanists control completely the German government and its policies. What use they make of the German language may be judged from the following quotation from one of their writers: 'It is therefore the duty of every one who loves languages to see that the future language spoken in America shall be German. It is of the highest importance to keep the German language in America, to establish German universities, improve the schools, introduce German newspapers and see that at American universities there are German professors of the very highest ability who will make their influence felt unmistakably on thought, science, art and literature. If Germans bear this in mind, and help accordingly, the goal will eventually be reached. At the present moment the center of German intellectual activity is in Germany; in the remote future it will be in America. * * * * Germans only need to grasp the situation and the future is theirs. Let them show that they mean to maintain Deutschtum and then emigration may be directed to America with impunity.'" Wilhelm

Hebbe-Schleiden, "Alldeutsch Blatter." February 21, 1903. (Quoted "Conquest and Kultur," page 97.) Let those who would be tolerant toward the use of German ask themselves if they wish to become subjects in a German colony.

"Don't Close the Schools: Use Them."

"Don't close the schools; use them to maximum capacity."

"The entire spirit of the Administration in Washington is, and has been from the beginning, that the war should in no way be used as an excuse for giving the children of the country any less education, in quantity or quality, than they otherwise would have had. Both the present demands of the war emergency and the prospective demands of the necessary readjustments inevitably to follow emphasize the need of providing in full measure for the education of all the people."

"There appears to be nothing in the present or prospective war emergency to justify curtailment in any respect of the sessions of the elementary schools, or of the education of boys and girls under 14 years of age, and nothing which should serve as an excuse for interference with the progressive development of the school system. Teachers and pupils should be encouraged to find ways of performing in the schools some service having war value, such as activities connected with the Junior Red Cross, War Garden Work, Boy Scouts, War Thrift Work, and the like. Opportunities should be bound to introduce into the school activities having real educational value, which at the same time link up the public schools with the ideals of service and self-sacrifice actuating our people, and bring home to the consciousness of teachers, pupils, and parents the essential unity of the nation in this great crisis."

As to the Government's need of high school students, Secretaries Baker and Daniels point out that "the Army and Navy do not want, and can not use, boys under 18 years of age, nor boys nor men of any age who are not strong and well developed physically. So far as the Army and Navy are concerned, there is nothing more important that the schools can do than to keep going at full capacity, and at the same time to emphasize in every possible way their work in physical education. High school boys will render the best service of

which they are capable by remaining in school until completion of the high school course."

Agricultural labor is emphasized as the most immediate possibility for high school boys. "It cannot be too strongly urged, however, "says the statement, that each pupil's case should be considered individually and that no pupils be excused from school for this purpose, except with the written consent of the parents, to accept specified employment for a definite term under responsible supervision by the school or by other approved agencies of the conditions of employment." Civil Service officials are equally emphatic in their statements that nothing can be gained by shutting down the schools or by curtailing school facilities, but they suggest that, since civil service positions have been filled by drawing workers from commercial and industrial houses, and also by drawing teachers from the schools, the schools could undoubtedly render a much needed service by organizing classes to train stenographers, typewriters, clerks and secretaries."

Regarding the need in industry, Government officials maintain that no emergency exists which justifies any relaxation of the laws safeguarding the working conditions of our young people. The official statement points out that there are serious shortages in industry already and more are anticipated, but "boys and girls under 18 years of age should not be used to make up these shortages any more than can possibly be helped. It is easier to provide approved working conditions on the farms than in the mill or factory."

Our School and the War

A year ago ominous warnings were being sounded and a month later our minds were stunned with the ominous announcements of war. Yet the realization of the situation did not come till our boys with quiet, dignified haste began preparations for doing not their bit but their utmost. The boys serene in the consciousness of the complete surrender, but consolation did not come to the girls until an outlet was provided through making of comfort kits for the boys. Then we scattered for the Summer vacation. Some of our girls are not back because they are doing the work of a brother who is in

the service. One Junior in our school has been doing double service. That is she has been doing her school work and managing the business in which her brother was engaged before he entered the service. The Red Cross and other humanitarian activities have saved us from inert despair. We are learning the humanizing power of service. Patriotism has seized us. It possesses us. It colors our days, and dominates our dreams. We have a purpose in knitting, sewing, pasting, organizing and writing, for all of these activities are helpful to the soldiers at the front. We should use our brains in composing and singing more songs that will **make the hearts** of school friends loyal and joyous while they do the line of work which offers them the widest field of usefulness.

Through this wise direction of energies the strain has gone from the school. Of course we are tired oftentimes but with the weariness of the consciousness of having done work which is worth while for we all realize that the highest duty which we can perform for our country is to take advantage of every opportunity here offered for leaving this school with a feeling of preparedness for teaching. Upon entering this school we accepted the assistance of the State and we are pledged to spend at least two years of service in public school work after leaving the school. When we enter our school rooms in the autumn our faces should not be merely placid; they should be alight with purpose. The war has given us a motive in our preparation for teaching. Before us lies the opportunity of answering the call of our President, of Taft and of Commissioner Claxton for teachers who will study national problems and prepare the coming generation for meeting them as democratic people should. Patriotism has "motivated" school work. Red Cross, Liberty Loans, Conservation, Thrift Stamps, Y. W. C. A. and other helpful organizations have helped us to awaken to all the good impulses which formerly were latent within us.

In days of war as in days of peace the highest duty is the duty "which nearest lies." Are we as students directing our energies into channels which will develop within us the power of teaching?

"Duplicate School"

Supt. H. E. Gress, Monessen, Pennsylvania, reports that a "Duplicate School is in operation in the Iowa building. To the original building of eight rooms has been added an annex containing gymnasium, auditorium, domestic science, manual training, art, music, nature study and application rooms as well as a community room and library.

The community room, which is used for small public gatherings, is in the basement and opens directly to the outside.

The use of the eight regular class rooms and the eight special rooms, during every part of the school day, gives the pupils the advantages of special activities and special teachers without the disadvantages of extra rooms occupied only part of the time.

Under the direction of the teacher of "expression," the pupils are taught story telling, recitation of memory gems, dramatization of stories and other oral English work.

In addition to teaching hygiene and sanitation and nature study in the nature study and application room, the teacher puts number work into practice by playing store, for which sets of measures and weights, toy money and different packages of goods have been supplied.

All the drawing is taught by one teacher in the art room, which is arranged especially for this work, having among other things a cork board for display purposes.

All the music is taught by a special teacher in the music room.

A teacher is in the gymnasium the entire school day and the different classes go to the gymnasium for their physical exercises. The gymnasium has a good basket ball floor, and shower baths for both boys and girls.

While the boys of two classes are in the manual training room, the girls of the same classes are in the domestic science room. In the manual training room the boys of the primary grade use small sticks, pegs, parquetry blocks and building blocks; they are taught paper folding and cutting and the use of the rule in practicing measuring lines and surfaces. In the fourth, fifth, and sixth grades the boys learn how to measure

surfaces, solids and lumber, to do simple drawing, and hammer saw and knife work. Some clay modeling is also done. The work of the primary girls in the domestic science department is somewhat similar to the work of the primary boys in the manual training department, except that the paper cutting and folding is confined to dolls' dresses and other things in which the girls are interested. They also learn to use the needle in simple card sewing and in making of dolls' dresses. The girls of the fourth, fifth and sixth grades are given lessons in plain sewing and cooking. They are now doing considerable work for the Junior Red Cross.

The teacher in the library or reading room teaches the supplementary reading to the first, second and third grades and all the reading to the fourth, fifth and sixth grades. There are quite a number of sets of supplementary readers in the library in addition to classics and other books which the children may take home to read.

The basal reading in the primary grades is taught in the regular class rooms. The spelling, writing, English grammar, arithmetic, history and geography are taught by the regular teachers in the class rooms.

There are no pupils in this building beyond the first half of the sixth year.

Teachers, pupils and parents are more than pleased with the results obtained in this "duplicate school."

Y. W. C. A. Notes

On Friday evening, May 24th the Y. W. gave a lawn fete on the campus back of Dixon. About thirty dollars was cleared from the ice cream and cake which was sold.

The following persons will represent our Association at the annual conference held at Eagle's Mere Park the last of June. Ruth McClain, Ruth Heath and Sibyl Nevin.

Another one

Mr. Dunkelberger; "Mr. Ridenour, what is the difference between "currant" and "current"?"

Paul—"Currents are waves caused by whales, and a currant' is a dried particle on a bush."

Sunday, June Sixteenth

Baccalaureate Service

Invocation	REV. H. RALPH BIXEL
Anthem—"Ave Maria" Mendelssohn	Girl's Chorus
Scripture Reading and Prayer	REV. W. C. WEAVER
Anthem—"The Lord is my Shepherd"—Smart	
.....	Girls' Chorus
Address	PRIN. W. S. HERTZOG
Hymn No. 45	Chapel Hymnal
Benediction	REV. H. C. CURRIE

Monday, June Seventeenth

Ten-Fifteen O'clock

LAST CHAPEL

PIANO RECITAL

Eight P. M.

1. Festival Procession. Ensemble for four pianos *Jensen*
Sylvia Winer, Margaret Norris, Ruth Walters, Isabelle Walters, Mary Latchem, Alice Peach, Saul Avner, Herbert Krause.
2. La Fileuse *Raff*
Lida Donaldson
3. Valse in E Flat. Ensemble for four pianos *Durand*
Sarah Thornton, Ruth Hackney, Edith Hixenbaugh, Harriet Underwood, Edith Miller, Thelma Hays, Margaret McConnaughey, Alice Coatsworth.
4. In Happy Mood. Piano Quartet *Gounod*
Virginia Hertzog, Anna Matta, Elizabeth Harmon, Genevieve Norris.
5. Slumber Song *Brown*
Joseph Oeltmann
6. Caprice. Ensemble for four pianos *Spindler*
Eleanor Springer, Mary Donahey, Bella Krause, Mrs. Claypool, Gladys Riggs, Miss Colquist, Mary Latchem, Esther Crable.
7. In May. Ensemble for four pianos *Pesse*
Susan Darroch, Pauline Piper, Mabel Wal-

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ker, Hazel Adamson, Margaret Williams,
Dorothy Kaufmann, Marie Matzelle, Josephine Camp.

8. Love Dream *Liszt*
Mabel Walker
9. Spinning Song *Chaminade*
Marjorie Sweet
10. Caprice Burlesque *Gabrilowitsch*
Jessie Hornbake
11. Overture to "Raymond." Ensemble for four
pianos *Thomas*
Lida Donaldson, Jay Rosensweig, Marjorie
Sweet, Howard Johnston, Jessie Hornbake,
Marino Tanzi, Lillian McHenry, Harold
Dickson.
12. AMERICA—Sung by Audience.
Ensemble accompaniment played by John
Oeltmann, Joseph Oeltmann, Harold Dick-
son and Dr. Veon.

Tuesday, June Eighteenth

Two O'clock

SENIOR CLASS DAY

- President's Address JEAN HOOD
- Reading—"The Palace of the King" VIRGINIA STOY
- Oration—"Ideals and Purposes in Life" BERYL DELL
- Cartoonists { IRENE CHESTER
ANNA HUMPHRIES
- Vocal Trio—"Springtime" *Dorothy Watkins*
Marie Adamson, LaVonne Hicks, Elizabeth Rush
- Class Poem RAYMOND CRAFT
- Class Will BERYL THOMAS
- Valedictorian ELIZABETH STYCHE
-

Class Song } HOWARD JOHNSTON
 } MARJORIE SWEET

Contest of Literary Societies

Eight O'clock

Orations:—

Clio—"America's Incomparable Achievement"
 MARIE ADAMSON

Philo—"The Battle of the Stay-at-Homes"
 CARRIE KIRMEYER

Music—"Red and Black" **School Song**
 Girls' Chorus

Recitations:—

Philo—"Cigarette's Ride and Death .. MARJORIE MILLER
 Clio—"The Littlest Rebel" BLANCHE CAMPBELL

Music—Johnny Schmoker **Arranged**
 Girls' Chorus

Essays:—

Clio—"Oh Land of Now, Oh Land of Then"
 ESTHER M. EDWARDS
 —"The Battle of Labor" IOME LOWERS LINDSAY

Violin Solo—"Bolero" *Jansen*
 Prof. D. A. Smith

Debate:—Resolved that the war-time scope of federal regu-
 lations (in principle) should be permanently estab-
 lished.

Affirmative, Clio **ETHEL ROBERTS**

Negative, Philo **HELENE MOSKOVITZ**

Music—"Night Sinks on the Wave" *Smart*
 Girls' Chorus

Judges:—SUPT. JOHN H. FIKE, Somerset, Pa.
 SUPT. J. C. STIERS, Washington, Pa.
 SUPT. R. E. RUDISILL, McClellandtown, Pa.

Wednesday, June Nineteenth

Nine-Thirty O'clock

THE NORMAL REVIEW

Commencement

Music—"Stars of the Summer Night"	<i>West</i>
Girls' Chorus	
Commencement Address	
HON. HENRY W. TEMPLE, Washington, D. C.	
Music—Vocal Solo, selected	PROF. D. A. SMITH
Awarding Diplomas	PRIN. W. S. HERTZOG

Class of 1918

Adair, Mary	Hannen, Bertha	Myers, Gladys
Adamson, Marie	Hannen, Eliza	McCague, Virginia A.
Allen, Mae	Hicks, Lavon	McClaskey, Gladys
Anderson, Anna C.	Higbee, Catherine	McCombs, Hazel
Ayers, Iva G.	Hildebrand, Ethel	McCurdy, Velma
Baker, Edna	Hood, Jean	McNulty, Marie
Bales, Harriet	Hough, Evelyn	Nieman, Lulu
Bell, Priscilla	Hough, Russell	Peyton, Gwendolon
Black, Gladys	Humphries, Anna	Phillis, Margaret
Blythe, Paul	Huston, Vera	Reeder, Hortense
Boarde, Mildred	Johnston, Emily	Renstrom, Gladys
Booth, Sara	Johnston, Howard	Robison, Mildred
Boyd, Gladys	Johnston, Nellie	Robson, Ruth
Braun, Anna	Kaufman, Dorothy	Rupert, Mary
Brown, Eleanor	Kifer, Laura	Rush, Elizabeth
Burton, Earl	Kinder, Lillian	Schnuth, Anna
Buttermore, Sara	Kirmeyer, Carrie	Seanor, Reah
Calhoun, Grace	Kohout, Myrtle	Simmon, Bertha
Cameron, Helen	Kossack, Helen	Smith, Elizabeth
Camp, Josephine	Lambert, Lillian	Smith, Marie
Carson, Marie	Langham, Maude	Snead, Isla
Chaney, Margaret	LaPoe, James	Snead, Virginia
Chester, Irene	Laughlin, Lillie	Springer, Clara
Coatsworth, Margaret	Lenhart, Lourena	Stark, Winsome
Cole, Jenny	Leque, Adelaide	Stockdale, Agnes
Coleman, Marie	Lewellyn, Mildred	Stoy, Virginia
Conner, Charlotte	Lindsay, Mrs. Iome	Strenske, Freda
Conway, Beatrice	Linn, Lois	Styche, Elizabeth
Craft, Raymond	Long, Belle	
Craig, Evelyn	Long, Edna	

Cropp, Milton	Lytle, Minetta	Tanzer, Edith
Davis, Evelyn	MacFarlane, Melvin	Taylor, Adela
Dell, Beryl	Martin, Elizabeth	Thomas, Beryl
Dolan, Mary	Matzelle, Frances	Thorpe, Evaree
Dull, Bernice	Melnik, Anna	Tippins, Gertrude
Edwards, Esther	Miller, Bessie	Tomasek, Helen
Eichler, Elizabeth	Miller, Faye	Treasure, Elizabeth
Elliott, Marion	Miller, Marjorie	Underwood, Mary
Filby, John	Miller, Mary G.	VanSickel, Lillian
Flowers, Edgar	Mills, Kepler	Ward, Florence
Frantz, Anna	Moats, A. W.	Weaver, Blanche
Gamble, Lucille	Mollenauer, Ella	Welch, Thelma
Garwood, Edna	Momyer, Wendell J.	Weltner, Caroline
Goldstein, Mollie	Moore, Lyda	Whetsel, Bernice
Goretzka, Bertha	Moorhead, Vivian	Will, Mary
Gransebaugh, Mary E.	Moskovitz, Helene	Williams, Florence
Haines, Margaret	Williamson, Hazel	Wycoff, Helen

Had the War Not Come

Had the war not come the class of 1918 would have present for graduation.

Frank McVicker, who is now located Somewhere in France and has been often in battle.

W. J. Momyer, class president, now with Co F, 112 National Guards. In Europe.

Lester Clapp, now at Camp Sherman.

Albert Lutes, also at Camp Sherman.

Edgar Flowers, now in the Aviation corps. In Texas.

Alber Hathaway, with the engineers.

HONOR ROLL

Additional Names of Men in the Service of Our Country

Paul Abraham
 Robert Long
 Glen Hawkins
 William Weaver
 Lloyd Pepper
 Ray Drum

Leroy Henshal
 Willard Gillingham
 Paul Gates
 John Haberlin
 David Shanor Roberts
 Lieut. Col. Chas. L. McKean
 Guy Everly
 John Furlong
 John R. Gregg
 Audra Yarnall
 William Frantz
 Paul Barnum
 Leroy Glunt
 Albert Reed
 Charles Fausold
 Henry Walker
 Lloyd Bockes
 John Shoemaker
 Raymond Filby
 Walter Horner
 Ray Moyer
 Edward Gallagher
 Eugene Day
 Alvan Heinonen

War News

Many of the boys have arrived "Over There." Reports are that "Bobby" Moore, Wendell Momyer, Kepler Mills and Webster Black are across.

Lieut. Howard Crossland, who recently received his commission, visited the school recently. He is located at Camp Lee.

Lieut. Lloyd Minicks is also located at Camp Lee.

Lester Clapp and Albert Lutes are still at Camp Sherman. Mr. Lutes has been ill for some time and would appreciate word from friends back home.

At last reports Lieut. Harry Mensor was located at Philadelphia. He is in the Sanitary corps.

Robt. Mountsier, '06, is writing a book on the war. He

has been in the war zone many times as a newspaper correspondent. Three times he was arrested in Constantinople as a British spy and was once under sentence of death. His experiences will make interesting reading.

More War Activities

The Red Cross campaign which was carried on under the direction of committees from the various classes netted \$202 for the National society. This, of course, does not represent the total contributions of the student body, since many of them contributed at home.

Among the war activities of the school we must not overlook the collection of books and magazines for the soldiers and sailors. Many hundreds have already been collected and sent and several hundred are now awaiting the lifting of an embargo. Besides the books a large sum of money has been collected. Miss Shutterly has had charge of this work.

Thrift Stamp Sale

The sale of Thrift Stamps in the model school has amounted to \$537. This represents sales in April, May and one week in June.

SOCIETY NEWS

The Junior officers, in both Societies have taken charge and are carrying on the work successfully. We are certain the Seniors need feel no consternation in leaving the societies in the hands of the Juniors.

The Clio officers are the following:

President Ralph Sphaer
 Vice President Helen Ross
 Secretary Margaret Gamble
 Attorney Harold Dixon
 Treasurer Chloe Howard
 Marshall Florence Wingrove
 Critic Ethel Roberts

The Philo officers are:

President Ruth McClain

Vice President Helen Hildebrand
 Secretary Elizabeth Thompson
 Attorney Margaret Moore
 Treasurer Helen Shober
 Marshall Wanda Flack

The Juniors held a joint meeting and gave an interesting Memorial Day program.

The program for the last night consists of musical numbers, presentation of diplomas to the Seniors and the Valedictory addresses given by Miss McClasky in the Philo and Miss Evelyn Hough in Clio.

New Teachers for Next Year

Prof. John A. Entz who has been Supervising Principal of the schools of Smethport, Pa., after one year's absence returns to our Faculty. The Board and School are to be congratulated upon the return of this capable teacher and his good wife who will add so much to the school life. Prof. Entz will teach Mathematics and Chemistry next year.

Miss Florence Martha Glenn of Johnstown, Pa., honor pupil of the Johnstown High school, '08, graduate of Bryn Mawr College '12, and who has had six years experience teaching in the Johnstown High school in the Departments of German and Latin will have charge of Latin and English in the Normal Faculty next year.

Miss Glenn has a pleasing personality, is a young woman of great native ability and has made an excellent record in Johnstown where she has been teaching since graduation. She has had charge of the Red Cross work in the High school.

Miss Bertha Linnell who has been Supervisor of Vocal Music in the schools of DuBois where they have 3000 pupils enrolled for the last two years takes up the work of Music Supervisor, Vocal instructor and Leader of Orchestra in the Normal school. For seven years she has had experience as Soprano soloist and leader of church choir. She is a graduate of the Crane Music Institute of Pottsdam, N. Y., and comes most highly recommended for the work in which she is about to engage. She has been a leader in community singing in the town of DuBois.

Tennis Tournament

The annual Tennis tournament between Clarion, Indiana and California was held June 4 and 5. Indiana won the tournament in easy fashion. This breaks California's run of three straight victories. The Indiana team was undoubtedly the best coached and handled team in the match and showed superior generalship. Our own team was handicapped by lack of practice and coaching. The players, with the exception of Cropp, were inexperienced. They put up a game fight in some of the matches but were outplayed.

California was represented in the girl's doubles by Miss Chester and Miss Simmon, in the girl's singles by Miss Chester, in the boy's doubles by Mr. Cropp and Mr. Stroud, in the boy's singles by Mr. Cropp.

The record of the tournament is as follows:

Preliminaries:

Boy's doubles—Indiana versus California, won by Indiana, 6—2, 6—2.

Girl's doubles—Clarion versus California. Won by Clarion, 7—9, 6—2, 7—5.

Girl's singles—California versus Indiana. Won by Indiana, 6—2, 6—4.

Boy's singles—Clarion versus Indiana. Won by Indiana, 6—4, 6—2.

Finals:

Girl's doubles—Indiana versus Clarion. Won by Clarion, 6—4, 6—2.

Girl's singles—Indiana versus Clarion. Won by Indiana, 6—3, 6—4, 6—2.

Girl's singles—Indiana versus Clarion. Won by Indiana, 6—4, 3—6, 6—3.

Boy's singles—Indiana versus California. Won by Indiana, 6—0, 6—1, 6—1.

A "Profile Guess"

On Saturday evening April 27 the Senior Social Committee and the Faculty Social Committee gave a social in the "gym" for the students. The feature of the evening was a "profile guess." Profiles of different seniors and members of

the faculty were placed on the walls and those present were to guess who they were. A great deal of amusement was caused when the names were read and one found how far wrong the guesses were. Punch was served.

Junior-Senior Reception

The first activities of the commencement season, the Junior reception to the Seniors was held Saturday evening, June 8. The officers of the Junior class were in the receiving line. A brief program was rendered and the classes then went to the campus where light refreshments were served.

Phi Mu

The Phi Mu organization was interestingly entertained Friday evening, June 7 at a campus party given by its members. The main features of the evening were guessing games, miscellaneous talks and music. Since this was the last social gathering of the organization, each member made a short farewell address, after which a sumptuous lunch was served by the committee appointed for this purpose.

Before adjourning, the president of the club, Miss Treasure presented, in behalf of Phi Mu, an ebony baton, to Mr. Smith the Director, as a token of appreciation.

Mr. Smith has not only proven himself an ardent director of this faction of our Normal school, but an enthusiastic leader of all our school activities. His popularity is due to his charming personality and the good work which he has accomplished here.

He has introduced a new school song "The Red and Black" and has originated many novel features in the music of the school. His work has been extraordinary and the results obtained prove his unusual capabilities.

The Normal Review extends to him its hearty wishes for a successful career in his new field of work.

I F

If Bernice is Dull is Rebecca Albright?

If Mary is a Miller is Edna a Baker and Blanche a Weaver?

If Gladys is Black is Eleanor Brown?
 If Paul is Blythe is that Stark girl Winsome?
 If Pauline is a Piper is Edith a Tanzer?
 If Agnes lives in Stockdale, does Beryl live in the Dell?
 If Milton is Croppy, why isnt Raymond Crafty?
 If Mary is Will and Beryl is Thomas, is Hazel Williamson?
 If Mary is Underwood do you find Jennie in Cole?
 If Punkie is a Ward is Janet a Hall and will Elizabeth Locke
 them?
 If Mildred is a Boarde, will Sara ever become a Booth?
 If Rose is a Gross, is Lyla Moore?
 If Genevieve Burns, is Harry Haught?
 If Minetta is Lytle (Little) is it because Viran has Moorehead?
 If Elizabeth would Rush in would Myrtle Kohout?

Phi Mu's First Annual Concert Was Rendered June 11

OFFICERS

Elizabeth Treasure	Marjorie E. Sweet,
President and Accompanist	Leader
LaVonne Hicks,	Douglas A. Smith,
Sec'y and Treas.	Director

PROGRAMME

Part I.

1. Red and Black **School Song**
Chorus
 2. Piano Duet—"Valse" **Tschaikowski**
Elizabeth Treasure, Marjorie Sweet
 3. Readings:
 (a) In Black and White
 (b) Trouble with Rastus
 Virginia Stoy
 4. "Wake Miss Lindy" **Warner**
Chorus
 5. Violin Solo—"Son of the Puszta" **Keler**
Rose Gross
-

6. "Stars of the Summer Night" West
Chorus

Intermission—5 Minutes

4. Lovely Rosebuds Altos
5. Summer Breezes Chorus
6. The Bees Solo and Chorus
Ruth McClain
7. O Happy Streamlet Soprano Solo
Marie Adamson
8. Good Night Quartette
Marie Adamson, LaVonne Hicks
Rose Gross, Elizabeth Rush
9. Garden of Flowers Chorus

Part II.

- THE GARDEN OF FLOWERS** Denza
A Cantata
1. The Morn Chorus
2. The Lark and the Nightingale Duet
Ruth McClain, Margaret Phillis
3. White Butterfly Trio
Marie Adamson, Rose Gross, LaVonne Hicks

1st Sopranos

Marie Adamson
Iva Ayres
Josephine Camp
Estelle Hixon
Iome Lowers Lindsay
Vivan Morehead
Ruth McClain
Margaret Phillis
Marjorie Sweet

2nd Sopranos

Beryl Dell
Esther Edwards
Mary Gransebaugh
Rose Gross
Alberta Mills
Evaree Thorpe
Elizabeth Treasure
Cora Smith

Altos

Virginia Stoy
 Marian Ward
 Elizabeth Rush
 Blanche Riffle
 LaVonne Hicks

Betty—"I'm afraid in the dark."

Jimmy—"You should carry a feather with you, it's light?"

Miss Whetsel ,to music class: "Now children, I'll give you 'do,' and you beat it."

Young Man—Doctor, I can't eat, I can't sleep, I can't—
 Doctor—Oh, I think you can be cured easily enough.
 Ask her to marry you.

Mr. Smith in vocal Meth. class—"How do the people in your community satisfy their love for music?"

Virginia—"Well the people who appreciate music go to Pittsburgh to hear sme--the others go to church."

In Physical geography class.

Mr. Dunkelberger: "Yes, Siberia is a ter-r-ribly cold place. Why, they sell milk there in blocks."

After a moment's silence:

Mr. Haught. "I should think it would freeze the cows!"
 Much applause.

We Would Like to Know

1. If the music (? in Dixon parlor after each meal could not be prevented. (Complaints made by the Faculty.)
 2. Why some poor simps grew so enthusiastic when it
-

was announced that we might stay on the campus until 7:20. They must have been Freshies who are thankful for small favors.

3. Why Seniors don't demand a week's vacation before State Board.

4. Why some people can't take jokes.

5. When "green" was first used in connection with Freshies.



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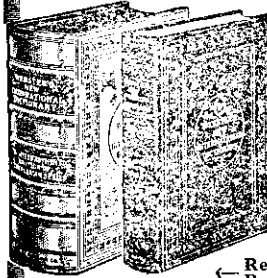
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