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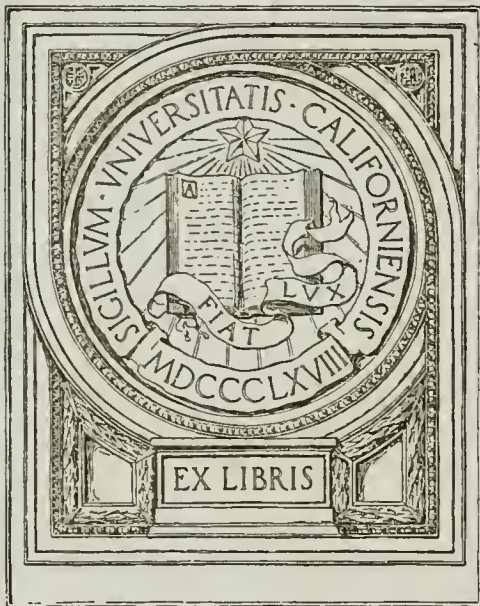
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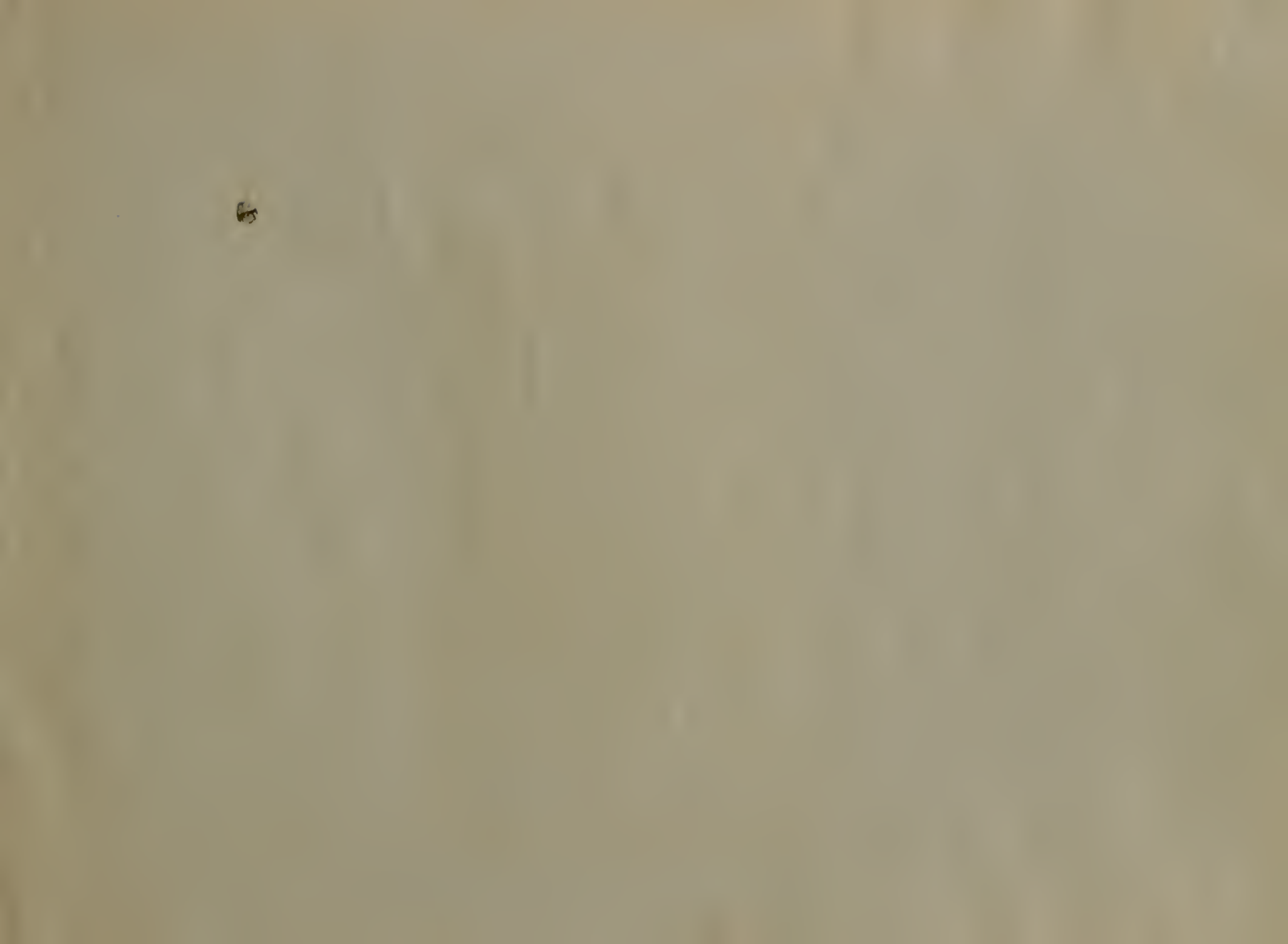



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UNIVERSITY OF CALIFORNIA
AT LOS ANGELES



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**NORMAL
& X
PONENT**

MDCCC

UNIVERSITY OF CALIFORNIA
STATE NORMAL SCHOOL

LOS ANGELES, CAL.

SOUTHERN BRANCH,
UNIVERSITY OF CALIFORNIA
LIBRARY,
LOS ANGELES, CALIF.

Class Motto:

"All things are possible to him that believeth."

EXPONENT STAFF.

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ASSISTANT BUSINESS MANAGER,	...	GRACE V. DOSS
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ASSISTANT EDITORS,	... } ...	ALICE FREEMAN
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STAFF ARTIST,	...	MINNIE REHART

ABRORLAD TO VNU
WASA PA. 1888



PROFESSOR AND MRS. E. T. PIERCE.

LB
1857
LRF9
1900

TWO SPHERES.

Laughing eyes and lips of ruby,
Cheeks that shame the roses hue,
Chubby feet and dimpled fingers,
Heart that beats so warm and true.

Art thou mine, thou little stranger?
Has the great love given me,
From the fullness of His measure,
That my life may live in thee?

Blood of blood, and flesh, and fibre,
'Tis not life alone I give,
But 'tis strength, and will, and genius,—
'Tis the soul, I bid to live.

And the eyes look up to my eyes,
And the heart seeks help from mine,
And I dare not be but Godly,
Lest my jewel I should tire.

Laughing eyes and lips of ruby,
Cheeks that shame the roses hue,

Chubby feet and dimpled fingers,
Heart that throbs so warm and true!

Art thou mine, thou little stranger?
Has the great love given me
From the fullness of His measure,
That my dreams might wake in thee.

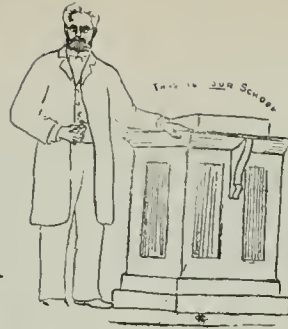
'Tis but spirit of my spirit,
For the blood is more of mine :
Yet I live in this as truly
As thou in that gift of thine.

And the soul drinks deep of my soul,
Even as it does of thee,
And I dare not be but Godly,
With those laughing eyes on me.

Who shall say which the more holy,
That which thou hast wrought, or mine ?
Then together let us guard it,
Parents, teacher, lest it tire.

ELSIE WHITMAN.





HOW LONG WOULD IT TAKE
THE MISSISSIPPI TO EMPTY?

IN A PAPER FILE MUST
BE PRESERVED FOR FUTURE



LATEST NEW YORK
METHOD OF
THREADING A
NEEDLE.

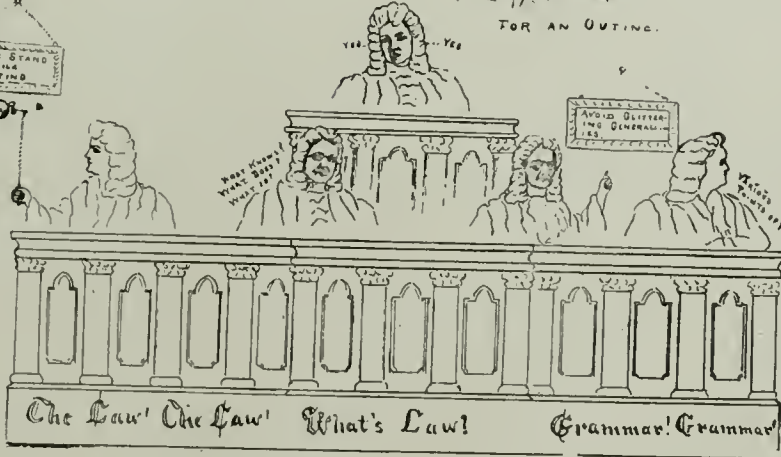


FOR AN OUTING.



NEW THE REWARD YOU MUST GET
TIME BEING CHEAPEST

THESE STAND
WORLD
RECITING



YES... YES

WAS HONOR
YOUNG BORN

AVOID GLIPPING
THE GENERAL...
IES

WAS HONOR
YOUNG BORN

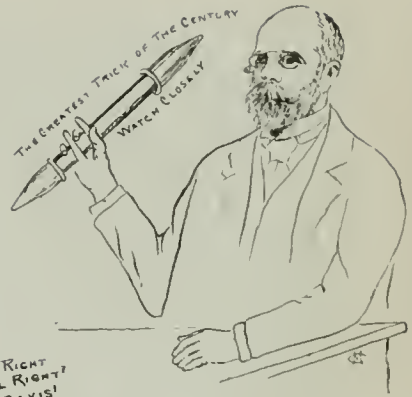
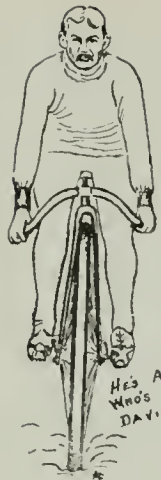
The Law! One Law! What's Law! Grammar! Grammar!



Oh would'n't that be jolly!

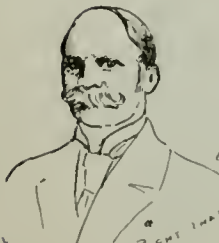


AMER
ENG CO
L.A.



THE GREATEST TRICK OF THE CENTURY
WATCH CLOSELY

HES ALL RIGHT
WHOS ALL RIGHT?
DAVID DAVIS!



YES YES THAT'S RIGHT THAT'S RIGHT
WELL --



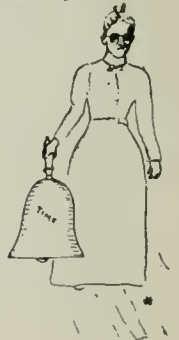
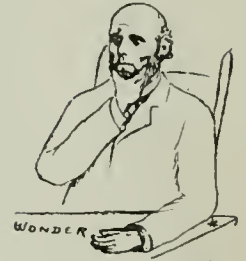
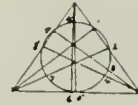
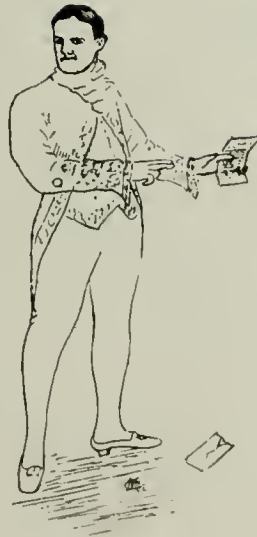
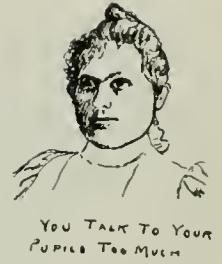
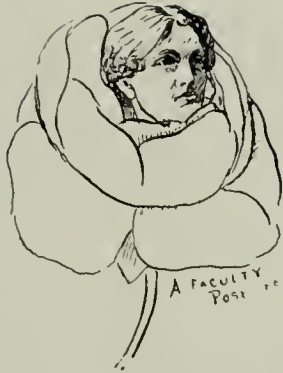
IT MAY BE FUN FOR YOU UNS
BUT LOOK AT ME PLEJ



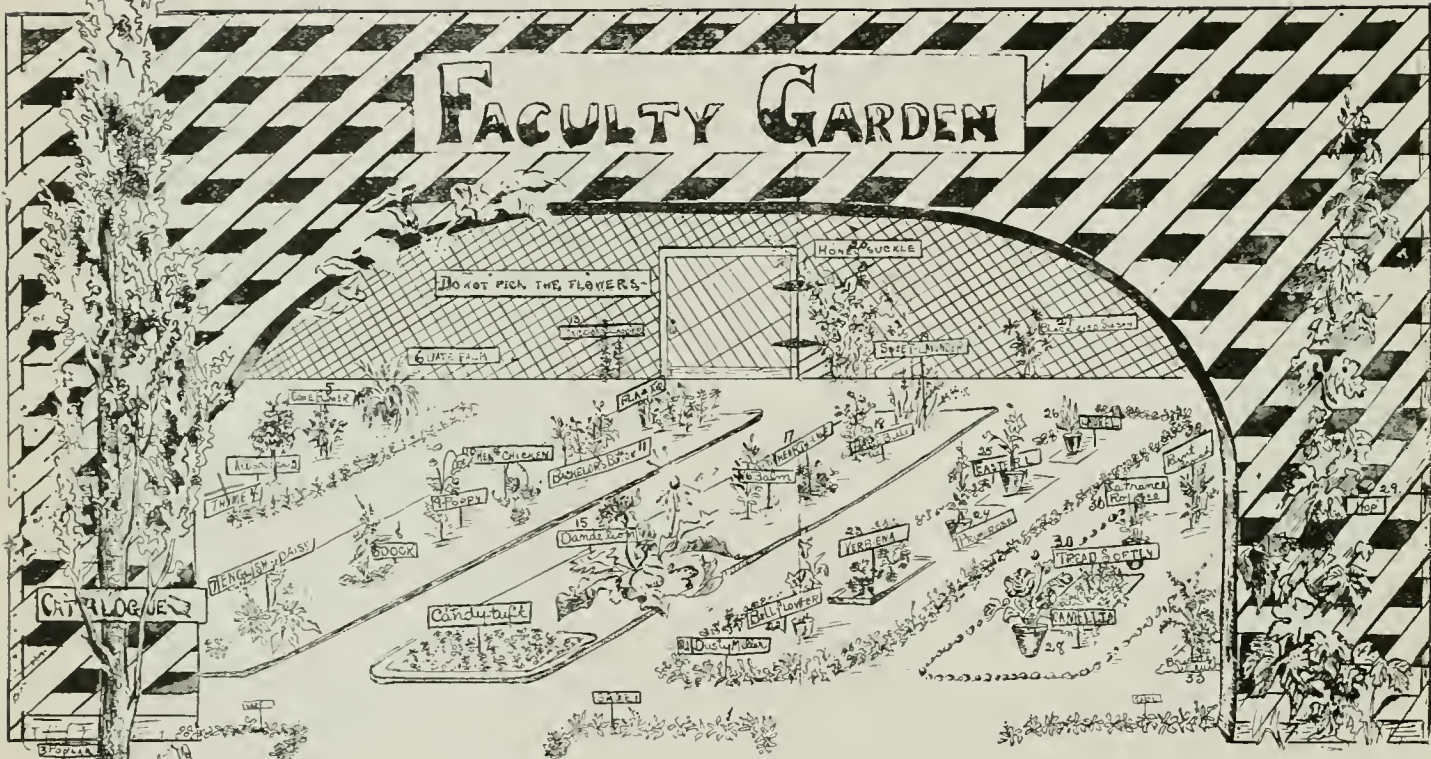
A VACATION
IN ARIZONA



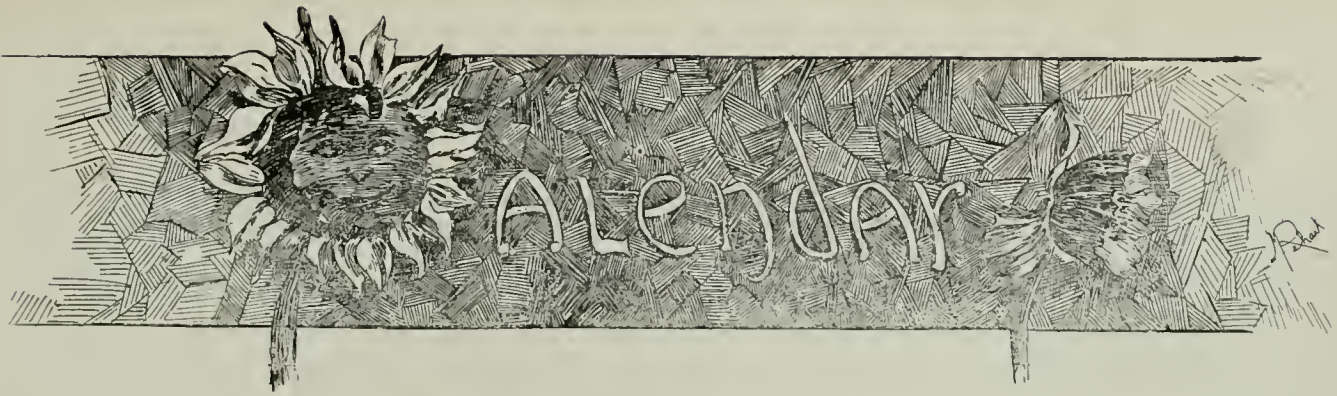




FACULTY GARDEN



- | | | | | | |
|----------------------|-----------------------|-----------------------|--------------------|---------------------|----------------------|
| 1. E. T. Pierce | 7. Mrs. M. A. English | 13. Miss S. Jacobs | 19. Mrs. A. Smyth | 25. Miss F. Lawson | 31. Miss Brosseau |
| 2. Prof. M. Dozier | 8. Dr. J. H. Shuits | 14. Miss A. Laughlin | 20. Miss C. Reeves | 26. Mrs. M. Borgum | 32. Miss M. Smith |
| 3. Mr. E. Shepordson | 9. Mr. B. M. Davis | 15. Dr. James | 21. "Mr. Sloyd" | 27. Miss G. Lawson | 33. Mr. Vor Neumoyer |
| 4. Miss J. B. Hagan | 10. Miss S. P. Morjks | 16. Mrs. F. H. Byrum | 22. Mrs. I. Pierce | 28. Miss Fargo | 34. Ice Plant (who?) |
| 5. Mr. C. Hutton | 11. J. F. Chomberlan | 17. Mrs. E.W. Edwards | 23. Mrs. E. Moore | 29. Miss Helmut | |
| 6. Miss A. Elliot | 12. Mrs. Bloke | 18. Mrs. C. Preston | 24. Miss J. Seamon | 30. Miss H. E. Durr | |



FEBRUARY

"The February sunshine steeps your boughs,
And tints the buds and swells the leaves within."
—Bryant.

5. Seniors descend to lower regions.
 7. Seniors first encounter with school register.
- Miss G.—"What does 'P' stand for?"
Music Room.
Miss Hagan—"Miss R., what is your register?"
Miss R.—"Oh, Miss Hagan, P!"

9. Seniors begin with a "white" page.
12. Reading list is posted.
11:30 p. m. "And in today already walks tomorrow."
13. 8:50 a. m. "Courage mounteth with occasion."
14. St. Valentine's Day. Miss Dowell receives flowers and candy.
Student body turns "White."
16. Senior As vote for Greek play. Speech by Mr. Von Neumayer. Decision greeted with applause.
19. Silence-Hall.
Normalites are stricken "Dunn—b."
20. First hold-up in the tunnel.
22. Mr. Fartle cleans the in'wells!!!
National Demonstration
28. Seniors are compelled to walk a chalk line.
"Thus woe succeeds a woe a wave a wave."





OFFICE OF PRINCIPAL.



RECEPTION ROOM, AND OFFICE OF PRECEPTRESS.

EDITORIAL.

Undergraduates! We the class of 1900 salute you! We have reached the top of the hill which you are still climbing, and before we set out upon our now diverging paths, we turn to give you our parting benediction. It is the only thing we possess which we can give away. The only thing? Out upon us! There is one thing more. We have a precious charge which we must leave—a trust too weighty to put into the hands of any but the Senior B's—the care of the Normal Exponent.

We found the poor paper nearly expiring, and, taking it into our loving fold have not only warmed it back to life, but have imparted what we trust you will consider as an added charm. Sr. B's, treasure it well, for a good paper is what any school needs, and especially this school, to rouse the students to greater efforts, to inspire generous competition among them, to give the school spirit an occasional shaking up.

Life is not all study, Sr. B's. Not that we have found you in any danger of studying too hard. Not in the least. But we beg of you, who are to take our place in the school so soon, not to let the other classes fall into the habit of thinking that a good teacher can be made from paper and ink and the rules of grammar. (We feel competent to pronounce on the merits of a good teacher, you see, because we have had so much experience.) It is not the intellect alone of the child which we must reach, and if we teach him more than books we must

know more than books, even as a bit of coal in the fire can give out only such light and warmth as ages ago it absorbed from the sunshine. Keep this in mind, Sr. B's. Do not let the Normal grow into a school whose atmosphere is oppressively psychological, whose only benefits are intellectual. Wake it up. Have plenty of fun as you go along. Encourage social activity among the students.

One instrument with which you can accomplish this is—yes, this old desoiled school paper, which, if rightly treated will lighten your burdens rather than increase them, because through it you can gain an enthusiasm which will carry you over all difficulties. It is not the busy person who finds the greatest difficulty in finishing all his work—it is the listless one.

Undergraduates! We, the class of 1900, for the last time salute you, and turn away with sad hearts. The greatest praise our Alma Mater can have is the love all its graduates bear it—a love which draws them back to it again and again as children are drawn to their mother. And it is with regret that we turn our eyes in a new direction away from the road which we have traveled so far together. Yet, all its inequalities hidden by a merciful distance, the paths of the future look straight and smooth and we have no fear as we start forward.

Students and Alma Mater, farewell!





ALL IN A GALLUP.

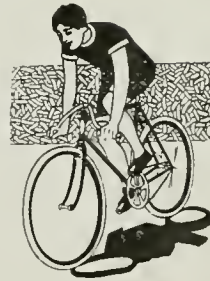
His sunny locks in the wind afloat,
The man on whom all Middle C's dote;
For a straight swift dash in this southern clime
That comes with a gallup every time.

HERE'S TO WHITE.

Five youths with rapid glowing hearts,
With even pace from the goal they start;
One clears the line with b'ue eyes bright.
Yell, Old Normal, that's Billy White.

WITH A REINHARD.

In the happy days of Queen Bess I'm told
An order there was of courtiers bold;
The Order of the Garter lives today,
Revived in Reinhard, a Senior A.



THE TENNIS TOURNAMENT.

What a vast change has come over the spirit of our dreams since the January issue of the Exponent! In that number, under the head of Athletics one may find a statement that seems almost incredible. It is contained in the words: "Grass is now growing on our lawn tennis courts because of disuse." Now, not a sprig of grass is to be seen; every afternoon there is a rush for courts; in fact tennis is the game.

The interest in tennis raged so high this season that we, the unathletic normalites, held a very exciting tournament. The tournament beginning on Mar. 29 opened our spring sports. On this day the mixed doubles were begun. The four courts were filled with players and the bank overlooking the courts was crowded with spectators. The contestants were:

Court one, Prof. Shepardson and Miss Morton vs. Miss Variel and Mr. Steuart. Mr. Steuart and Miss V. were victorious. On the second court Miss Matthewson and Mr. Schultz played against Miss Dobbins and Mr. von Neumayer. The laurels fell to the latter. The occupants of court three were the most evenly matched players. Miss M. Widney and Mr. Reeves held their own stubbornly against Miss Gage and Mr. Schlegel, although the latter partners carried off the honors. Miss Decamp and Mr. Dietrich, who played against Miss Pollen and Mr. Chamberlain, were the winners on court four.

Mar. 30 the victors of court one played against those of court two, and those of court three against the winners of court four. Miss Dobbins and Mr. von Neumayer against Miss Variel and Mr. Steuart were again victorious; Miss Decamp and Mr. Dietrich vs. Miss Gage and Mr. Schlegel were successful. Miss Carvell and Mr. Davis were to play against Miss Thomas and Mr. Morgan but as Miss Carvell was prevented from taking part, Miss Decamp and Mr. Dietrich again entered the field and came out victors. Thus all the players were out by

the end of the third day except Miss Decamp, Mr. Dietrich, Miss Dobbins and Mr. von Neumayer. They were the players for the final in mixed doubles, Miss Dobbins and Mr. von Neumayer coming out best.

Those who took part in the gentlemen's doubles were:— Mes. rs. Shepardson and Davis vs. Ruess and Schlegel, Shepardson and Davis vs. Requa and Campbell, Ambrose and Morgan vs. Dietrich and Steuart, Chamberlain and Lorber vs. Dietrich and Steuart, Shepardson and Davis vs. Dietrich and Steuart. Mr. Dietrich and Mr. Steuart were the champions in the gentlemen's doubles.

We are proud to claim Miss Dobbins, as she is one of the best amateurs on the coast.

It has been asked how Mr. Dietrich acquired the art of sitting down so often during the game. It must be a great relief to be able to keep the game in progression, gain one's point and be reclining at the same time.

Prof. Shepardson ought for the good of the cause, to reveal to aspirants for tennis honors the secret of the love game as he enjoyed several, and we all know him to be a good instructor. One of the most remarkable features of the whole tournament was Mr. von Neumayer's unique serving. What is a double, anyway?

The tournament was undoubtedly a success and a great deal of enthusiasm was manifested. At Normal we are not like other people, for when we get a good thing we know enough to keep at it. The courts have been in use almost every day since the tournament.

Next time we shall have a great many good players from whom to choose the contestants, and shall have the excitement of competition as well as some very good amateurs.

GRACE A. DOSS.

FIELD DAY.

On April 7th there was held at Agricultural Park a local field day. This field day was for the purpose of finding out those men who were to continue the training and to represent the Normal in the annual field day which was to be held in Ventura a month later. The boys were just in the midst of their training and did not make a very good showing, but gave promise of good material when once in shape.

Many of the young ladies and a large number of the teachers came out with flying class colors and cheered for the members of their class who were to take part. The day was a complete success and a large sum of money was taken by the athletic association.

ARTHUR ABBOTT.

INTERSCHOLASTIC FIELD DAY.

The third interscholastic field day, which was held at Ventura last Saturday, was highly successful in every way. The contesting schools were Santa Barbara, Ventura, Pasadena, Santa Paula, Thacher and the Los Angeles normal. Most of the schools brought large crowds of rooters with them, and the events were witnessed by a crowd of nearly 2,500 persons.

Santa Barbara captured first place in the field day, taking the silver cup with 36½ points. Los Angeles normal was second with 19 points, Ventura, Thacher and Santa Paula tied for third place, having 18 points each, and Throop was fourth with 17½ points.

Each of the men who took first place were awarded medals, of which there were 17, four gold and thirteen silver.

On Saturday evening a reception and dance was tendered the visiting teams by the Ventura High School Athletic association. During the evening the silver loving cup was awarded to the winning school, and the medals were distributed among the individual victors. The visitors left for their various towns on Sunday morning.

GEOFFREY MORGAN.



NORMAL BASKET BALL FOR 1900.

The Basket Ball craze struck the Normal this year about January and lasted for nearly three months. Four different teams consisting of young men and three of young women were formed, but the Mid. C team was the only one which lasted.

The first team of young men was the Junior A team, which played the first game of the season with the Training school team and was so badly defeated that they disbanded. The game between these two was very hard, but no science was shown on the part of the Juniors except by Mr. Butler, who puts up a good game. The Training school boys were very skillful, but were handicapped in size and strength by the Juniors.

Shortly after this three other teams were organized: The Mid. C, Mid. B & A, and a remodeled Junior A team, the makeup of which were as follows.

Mid C:—Ed. Chaffee, center; Milton Robinson and Harry Ruess (c), guards; B. Magoffin and Luke Gallup, forwards. Junior A:—Hardy Riddel, center; Chas. Bigham (c) and Willis Newsome, guards; Robert Hickcox and Albert Cain, forwards. Mid. B & A:—Chas. Reinhard, center; Leonard Bigham and Prunson Butler (c), guards; Will Fanning and Roy Conrad, forwards.

A few weeks after their formation, the Mid. C team played of 12 to 8. The game was a hard one and a little science was the Mid. B & A team and defeated it (the latter) by the score shown on both sides. But although the Mid. C's were handicapped in height and weight almost to a man, they won the game without much trouble. Quite a crowd witnessed the game, which was a sort of inter-class affair.

But this isn't all of this game. The next day the spirited Mid. C girls held a spread in honor of their class team—a

very scrumptious spread, indeed. This pleased the Mid. C team very much and the boys determined to hold their own in future games.

About two weeks after this the Mid. C team played the new Junior A team. The odds were very much against the former in size and weight, but the latter could not play with the science of the Mid. Cs and were consequently defeated by a score of 13 to 10. The balcony of the gym. was crowded with the admirers of the opposing teams, and the many pretty plays which took place were loudly applauded.

But the funniest thing about the game was the objection which a Junior girl made to a Mid. C, that Mr. Ruess didn't give Mr. Hickcox enough chances to throw for the basket.

The game was very hard and quite rough, but there was perfect harmony between the teams and all went pleasantly. The Junior A girls rewarded each of the team with a box of candy as a consolation.

A few weeks after this the Mid. Cs met the Training school boys and defeated them by the score of 12 to 8. The teams were very evenly matched in height and weight, and both played a scientific game. The Training school boys did not have the staying power of the Mid. Cs and were quite easily beaten. The playing was fast and several good plays were made on both sides. The defeat nearly broke the hearts of the Senior As who were teaching in the Training school.

The last game of the season was played with the L. A. High School team and resulted in a defeat of the latter team by the score of 11 to 6.

The High School boys were very active, but perhaps the Normal girls who lined the balconies attracted their attention too much. The game was fast and moderately scientific,

but could have been made prettier in the last half had the players kept their positions better.

The Normal boys fooled the H. S. boys by having the guards throw for the basket when opportunity afforded.

The Mid. C boys did pretty fair work in the last two games in the way of scientific playing. Magoffin and Gallup at forward played their positions well, as did Chaffee at center. The latter made several fine long throws. Robinson had no end of wind and used it to good advantage. He always plays steady.

The Mid. C boys expected to play the Y. M. C. A., Throop, and a second game with the L. A. H. S., but had to give way to training for the interscholastic field day. However, they hope to play again next year and uphold the reputation they have won by not being defeated once.

HARRY RUESS.



GIRLS' GYMNASTIC CONTEST.

Just before the close of the mid-term occurred what the young women of the school very naturally consider the event of the season, as far as athletics go—that is, the Competitive Drill among the different classes. Ten girls had been elected from each class, and with no training beyond what they had received in their regular gymnasium work, went through a very precise military drill, followed first by work in free gymnastics and then by the heavier apparatus work—rope-climbing, traveling on rings, vaulting, etc.—in each branch of which several from each class competed. Then came the high jumping, in which all took part. The members of the different divisions wore long streamers of their class colors so that the judges, who sat in the balcony at the north end of the hall, could easily distinguish them.

The rest of the school packed the three sides of the balcony, crowded the stairs, and some of the boys even clambered on to the rafters for lack of standing room below. But the Sr. A's were most in evidence. They had pre-empted one corner, had festooned the railing with green and white bunting, and, anticipating their victory, had prepared "yells" with which to greet their successful classmates.

Nor were they disappointed, for at the close of the contest, after ten minutes of the most intense excitement, during which the judges counted up the marks, the announcement was made that the Sr. A's took first place; the mid. A's, second; and the Sr. B's, the third.

This contest was the very thing the school needed, for it not only aroused an interest in the gymnasium work, which is a good thing for any school, but it excited a lively competition among the different classes and so increased the school spirit that its effects are still noticeable. And the heartiest thanks of the whole school are due to the promoter of the contest, Miss Jacobs.



HIGH JUMP



JUMP



BLUE MONDAY.

Monday's the bluest day of all,
Whether skies are sunny or rain doth fall;
Never a Monday lesson is learned;
Never a word of praise is earned.
Pencils are broken, and books are lost;
Fears of examinations accost.
Things are forgotten and all goes wrong,
Monday's a wearisome day, and long.
We cannot study on Friday night,
By Monday all is forgotten, quite;
Saturday is our holiday,
All cares for the hour are cast away.
Our Sunday training would never admit

Of study, or anything like to it.
So Monday's lessons must go unread;
Commendations remain unsaid.
Nothing moves smoothly, all goes wrong,
Monday, alas! grows weary and long.
But an old law says, what can't be cured
Will best be quietly endured.
So we scramble for books that have gone astray,
Borrow a pencil, and go our way,
For, though each week brings a Monday blue,
It carries a roseate Friday, too.

JESSIE LEWIS.



THE JUDGE'S DECISION.

It was a glorious June day, bright, fragrant, musical. The woods were full of life and movement. A squirrel darted down one tree and up another. Rabbits whisked through the new undergrowth. Birds caroled merrily in the leafy foliage overhead. At the foot of a huge walnut tree stood a tall, heavy-set man whose dress and bearing proclaimed him city bred. His face, stern and uncompromising as that of a great judge usually is, was relaxed for a moment in a smile; his keen eyes were softened by the glow of pleasant memories as he stood looking into a little clearing at a rough log school house, whose open windows and door proclaimed that "school kept."

"Just as I remember it," the Judge mused. "Not a blade of grass different from forty years ago. I suppose inside it's just the same, too. I must go in."

He drew the picture in his own mind—the cracked greenish blackboards covered with rude sketches; the long, knife-scarred forms in which six or eight boys could sit at once and enjoy themselves; the placid teacher listening sleepily to a row of bare-legged youngsters "spellin' down" or stumbling over their letters in turn. How it all came back to him! He alone was changed.

He fell to wondering what had become of the others—Jimmie and Walter and Tad—and Sallie. Sallie! He had not thought of her for years. He wondered if he could find their old trysting place after all this time. Yes, here was the little foot-path still; and he followed it, coming upon the place sooner than he had expected. It was a bit of open ground by the side of the sleepy little river, just as he had left it; and—yes, there was the hollow tree. He cautiously put his hand inside, smiling at the act.



"I say, what yer doin' in that tree?"

The Judge turned sharply around and to his consternation beheld a small boy sitting on the stump of a tree overhanging the river and holding a fishing pole in one hand and an apple in the other.

"Why, I was—merely investigating," the man answered with some amusement. "I—I— Why?"

"Oh, I put—put—things there sometimes," the boy explained, swinging his bare legs uneasily.

The Judge looked at him in silence. The picture was complete. The boy might be himself of forty years ago. He felt a desire to talk with him but he could not think of anything to say but "What are you doing here at this time of day? You ought to be in school,"—which he felt was not exactly a propitious remark, calculated to insure him in the boy's esteem.

"I'm a-fishin'," answered the boy, with such an innocent, straight-forward look on his freckled face that the Judge nearly laughed aloud. A wave of sympathy swept over him. He seated himself on a stump and smiled at the boy.

"You're incidentally 'playing hookey,' aren't you?" he queried.

"Yep," answered the boy defiantly, between bites of the apple. "Guess you'd play it too, if you had to go to school over there. It's awful slow."

"I've done it many a time," began the Judge. "I used to go to school over there and—"

"Did ye? Honest? Cracky! How long ago?"

"Forty years. Seems like a life time, doesn't it," said the

Judge, laughing at the incredulous look on the boy's face. What a bright boy he was. The Judge was really enjoying himself. He had forgotten boys were so interesting. He had not had a talk with his own son for—well, a longer time than he cared to admit. But this was different; it was like talking with himself. "Used to come out here to this very place and fish. On days like this, too. It's all just the same as it was then—every inch. I suppose everything's the same. Do you still 'spell down' over there, and learn your tables word for word and read 'Peter Rice Eats Fish And Catches Eels'?" And puzzle over your Latin grammar until you wish Latin had never been invented?"

The Judge was really getting excited, but the boy merely opened his eyes. "Huh?" he said.

"Mensa, mensae, mensarum. I'm doing pretty well at memory work. And I suppose the big boys still teach the little ones Bible texts, and you speak pieces on Friday afternoons, eh? I remember one I spoke once. It began, 'Ye call me chief, who for twelve long years'—um—I don't remember the rest. Did you ever speak that piece, Willie?"

"My name's Jim," answered the boy; "an' we never do none o' them things any more."

The Judge's excitement fell. "You don't!" he said, frowning.

"Naw; not sense we got the new teacher," explained Jimmie. "I ain't never studied some o' them things, an' sense he come, the rest is different, too."

"But you learn your letters and your tables just the same and—"

"He don't do nothin' like Miss Bridges uster" interrupted Jimmie, placidly. "We don't have nothin' much to learn by heart any more cause he envelops."

"He *what?*"

"Dunno." The boy shook his head cheerfully. "That's what he calls it."

"You don't speak pieces and spell down—and learn texts! Why, what do you do? That's too bad."

"We learn science. Watermelons and water—algae and the distance to the moon."

"Watermelons and—come, that's a new one on me. I thought all boys knew about watermelons, though."

"Know 'nuff to grow 'em, an' that's more'n the teacher knows. D'you ever hear 'at melons hadn't no color inside till they was cut?" The boy was filled with righteous indignation. "An' he tells us 'bout birds an' things. Birds! Guess I know—"

"He's different from our old teacher," the Judge said sadly. "When I was a bare-legged shaver like you—" Jimmie grinned cheerfully, no whit abashed—"we used to study what we called the 'three Rs'—reading, writing and 'rithmetic. I suppose you're too far advanced to touch on them."

"Nope. But I'm nearly through readin' into liter'chure. An' it's in 'rithmetic 'at we don't have to study any more, 'cause he envelops in class so much. It's bully."

"I should think it might be," answered the Judge, grimly, "but it's very different from what we used to have. I suppose he makes it so easy that you can afford to spend a good deal of your time studying how to catch fish. Or maybe that's included in the curriculum?"

Jimmie chuckled with due appreciation. "I do come out here purty often," he admitted.

"It's worth a licking isn't it?" asked the Judge, some of his enthusiasm coming back as he remembered several exploits of his own boyhood.

"Lickin'!" Jimmie ejaculated, scornfully. "We don't never get no lickin'. Teacher don't b'lieve in it. That's why I come so much."

"You don't never get—" the Judge repeated, startled out of his grammar. "Your teacher doesn't believe in whipping. What does he do with you?"

"Oh, differ'nt things. Gen'ally he makes me stay in to make up. But I don't mind that much if I have a whole day out here. Less father catches on. He *licks*."

The Judge rose sorrowfully. Here was a change, indeed. Probably for the best—and yet men had turned out pretty well under the old régime. He turned away, pondering the question, which had suddenly assumed great importance. Then his eye fell on the hollow tree and he stopped.

"You young rascal, what do you put in that tree?" he demanded.

The boy looked angrily at him. "I won't tell," he muttered, a wave of red sweeping up over the freckles.

The Judge thrust his hand deep down and drew out a folded bit of paper. Jimmie sprang to the bank and ran towards him, but he dropped it back again.

"I won't touch it, Jimmie," he said, the unwonted soft look in his keen eyes again. "Good-by, my boy."

And as he walked slowly away, the smile came again to his stern lips. "I was disappointed at first," he mused. "But I guess the teaching don't count so much, anyhow. It'll turn out the same in the end. Boys and girls haven't changed a mite in forty years, after all. They mayn't be learning the same things we learned, but they're doing the same, and that's what counts. With all their new methods in education, the boy is just the same as he was forty years ago. Forty-long—years—ago." M. S., '02.

WHY I LIKE NORMAL.

We have a purpose fixed and full
When we attend the Normal school
And there, we've taught ourselves to rule
At Normal.

We find congenial schoolmates, too,
And teachers, better there are few,
And buildings well equipped and new
At Normal.

The course of studies overflow
With all the things that we would know:
Such blessings does our state bestow
At Normal.

Psychology and Course in Art
Gymnastics also, has a part
Among the things good to one's heart
At Normal.

We go down in Knowledge Springs,
We have the chance to try our wings,
All these and many other things
At Normal.

Of all we might enumerate—
There is no gain that's quite so great
As that of the *Certificate*,
We earn at Normal.

M. C. B.

MARCH

5. Dr. James visits the training-school. "Thoughts that do often lie too deep for tears."

"His look
Drew audience and attention still as night."

8. Gymnastic contest.

Who are? Who are? Who are they?
They are! They are!! Senior A!!!
Gertrude White is all right!

Senior A spread at East Lake Park.

Miss Laughlin, Miss Dunn and others enjoy a see-saw.

Miss Peckham assists the motorman on return trip

15. Mr. Abbot is elected "class-kicker."

21. Mr. Shepardson loses his pencil.

Psychology class goes to pieces.

27. Tennis tournament.

Senior As cheer for Mr. Shepardson.

Miss Variel receives a bouquet.

Everybody happy, especially Senior As in their class teacher.



MAUR



PROF. CE PEDAGOGY





Menu.

June Days steeped in fears
Industry dressed with tears.

* Marguerites a-la-natural. *

Drawing School smothered with plans

Criticisms served with ease

* Theses stuffed with eloquence? *

Greens served in white.

Commencement a-la-Mode.

Sweet girl graduates with dressing

... Shec pskins ~

Sighs -



Regrets -

Rejoicing

~~12~~









Menu.

June Days steeped in fears
Industry dressed with tears.
Marguerites ala-natural. *
Draming School smothered with plans
Criticisms-served-with ease.
Theses stuffed with eloquence? *
Greens served in white. *
Commencement ala-Mode.
Sweet girl graduates with dressing
-- Shec postings --
Sighs - <- -> - Regrets -
Rejoicings

~~A~~



AMER
ENG CO
L.A.







APRIL

"When proud-pied April, dressed in all his trim,
Hath put a spirit of youth in everything."

1-6. Exams.

Reports.

Smiles and tears.

9-13. Vacation time.

9. 9 a. m. Delegation descends into the training school.

3 p. m. Delegation ascends for a breath of air.

11. Miss S— borrows a kindergarten chair for one of
"her boys." Fine discipline! Other seniors follow suit.

16. Senior Seminar.

Theses!!!

"Only this and nothing more."

10:30. "Sleep! O gentle sleep!

Nature soft nurse! How have I frightened thee
That thou no more wilt weigh my eyelids down
And steep my senses in forgetfulness."

17. Boys go into training for Field Day.

Exponent Headquarters: Editor-in-chief:—"Where is Mr.
Reinhard?"

Ass't Editor:—"I saw him a few moments ago on his
wheel."



Art Room.

Miss Laughlin calling roll.—"Reinhard! Reinhard!!
Has anyone seen Mr. Reinhard?"

Bright girl: "Oh yes, he's out on his wheel."

Auditorium.

Stage manager: "Where's Reinhard?"

Disgusted Grecian lady: "He's out on that wheel just *all*
the time."

20. *Löst! Strayed or Stolen!* Peaceable class meetings.

Greek play dies of grief.

The beginning of the end.

23. Dr. James gives a word of praise.

24. Committee appointed to plan for class-day.

25. Committee meets. Abbott *agrees* with the committee!

Great concern on part of Senior girls for Bro. Abbot. Dr.
Schultz called in. Patient pronounced "normal." Lane
elected permanent kicker—vote unanimous.

26. Committee reports in favor of grand march on tennis
courts. Great enthusiasm and much debate.

30. Poster!!!

Every Senior A girl must be in the gymnasium every night
after school at 3 o'clock.

Drill! Drill! Drill!





KINDERGARTEN TRAINING CLASS.
GARDEN FOR KINDERGARTEN.

VIEWS OF KINDERGARTEN ROOMS.

CLASS ADDRESSES.

1. Eva M. Flook, Santa Ana, Cal.
2. Adrienne R. Dowell, Santa Ana, Cal.
3. Lulu V. Parker, Pomona, Cal.
4. Grace E. Monk, 747 Alvarado St., Los Angeles, Cal.
5. Bessie Turner, 2505 E. Second St., Los Angeles, Cal.
6. Laura D. Gray, Downie, Cal.
7. Margaret Harrington, Virginia City, Nev.
8. Alice Bailey, San Jose and Regent Sts., Alameda, Cal.
9. Matie Williams, 1333 De Long St., Los Angeles, Cal.
10. Margaret E. Glick, 1007 So. Broadway, Los Angeles, Cal.
11. Mable M. Moody, 1136 E. Pico, Los Angeles, Cal.
12. Maude Little, 928 So. Burlington Ave., Los Angeles, Cal.
13. Thusnelda Brauer, 167 Worcester ave., Pasadena, Cal.
14. Ida Fisch, 405 Temple St.
15. Carrie Pfaffenberger, 1426 Pleasant Ave., Boyle Heights.
16. Francis Hendershott, 155 N. Daly St., Los Angeles, Cal.
17. Maude Brainard, 1012 Florence St., E. Los Angeles, Cal.
18. A. Mable Noyes, 737 S. Sichel St., E. Los Angeles, Cal.
19. Hilma Hackenson, San Pedro, Cal.
20. Ione Riddell, 1114 E. Twelfth St., Los Angeles, Cal.
21. Mamie J. Redmond, 416 S. Olive St., Los Angeles, Cal.
22. Mary M. Reavis, 1407 Sunset Boulevard, Los Angeles, Cal.
23. Odessa Kline, 868 W. 17th St., Los Angeles, Cal.
24. Mary E. Martin, La Costa, San Diego Co., Cal.
25. Zella M. Jones, 292 E. Eleventh St., Riverside, Cal.
26. Mildred Claypool, Santa Rosa, Sonoma Co., Cal.
27. James Reinhard, Prospect Park, Los Angeles Co., Cal.
28. Arthur M. Abbott, Compton, Cal.
29. Edith Burke, Toluca, Cal.
30. Grace Perry, 1723 Iowa St., Los Angeles, Cal.
31. Maude Meredith Davis, 529 Rampart St., Los Angeles.
32. Robt. H. Lane, 525 West First St., Los Angeles, Cal.
33. Josephine A. Papina, Placerville, Cal.
34. Lulu M. Phillips, Cambria, Cal.
35. Maude M. Brown, 150 W. Sixteenth St., Los Angeles.
36. Agnes M. Burke, Rivera, Cal.
37. Thraso Embody, Highland, Cal.
38. Minnie Rehart, Canulos, Ventura Co., Cal.
39. Grace 614 Pasadena Ave., Los Angeles.
40. Jessie D. McArthur, 804 Vallejo St., Los Angeles, Cal.
41. W. E. White, Rivera, Cal.
42. Grace J. Grey, 731 S. Grand, Los Angeles, Cal.
43. Edna L. Johnson, 1354 S. Flower St., Los Angeles, Cal.
44. Matie Williams, 1333 De Long St. Los Angeles, Cal.
45. Grace E. Richardson, 1137 Georgia Ave., Omaha, Neb.
46. Frank C. Campbell, Santa Ana., Cal.
47. Ruby V. Lindsay, 1035 Lincoln St., Los Angeles, Cal.
48. Isabel McAdam, Pasadena, Cal.
49. Marian D. Callis, Ventura, Cal.
50. A. Laurie Shorten, 1808 Penn. Ave., Los Angeles, Cal.
51. Nina Merriam, 626 S. Hope St., Los Angeles, Cal.
52. Joseph Nets, 1421 W. Thirty-ninth St., Los Angeles.
53. Mary C. Bosbyshell, 1866 W. Eleventh St., Los Angeles.
54. Nora Sterry, 2607 Wilshire Boulevard, Los Angeles, Cal.
55. Alice Freeman, Eighth and Figueroa St., Los Angeles.
56. May Brunson, Downey Ave., Los Angeles, Cal.
57. Edw. Deitrich, c. W. E. McVay, Union Bank of Savings, Los Angeles, Cal.
58. J. E. Laws, 184 N. Daly St., Los Angeles, Cal.
59. Ruth Cooper, East Los Angeles, Station A.
60. Eona Reynolds, Oakland, Cal.
61. Pauline Curran, 1659 Burlington Ave., Los Angeles, Cal.
62. Amy F. Coker, 144 W. 30th St., Los Angeles, Cal.
63. Helen Louis, 131 N. Union Ave., Los Angeles, Cal.
64. Arma W. Will, MacArthur, Ohio.
65. Mabel Wilson, South Pasadena.
66. Mary L. Layne, 162 N. Alvarado St., Pomona, Cal.
67. E. May Fishburn, 1030 Flower St., Los Angeles, Cal.
68. A. T. Hotson, 475 Indiana Ave., Riverside.
69. Martha Arnold, 1111 Hope St., Los Angeles, Cal.



"Sweet May hath come to love us,
Flowers, trees, their blossoms don;
And through the blue heavens above us
The very clouds move on."

—Heine.

1. Drill opens, 48 girls present.
2. Drill opens, 32 girls present.
3. Drill opens, 14 girls present.
4. Drill opens, Miss Sterry present.
7. Class meeting "with most desired disorder."
Committee on class-day arrangements withdraws.
Withdrawal accepted.
"Motion is now in its usual form."
10. Senior A class meeting.
Four modest Spring St. photographers present themselves
with bids and samples.
Senior A. nose tips up.
Four picture men voted down.
"Motion is now in its usual form."
Measles breaks out in the training school.
Senior A's lose their vice-president for three weeks.
16. Senior A class meeting.
Cap and gown question intrudes.
"To be or not to be, that is the question." Decided to
be—40 to 20.

18. Senior A class meeting.
KINDERGARTENERS PRESENT.
Reconsideration of cap and gown question. Yes, to be—
40-5.
21. Senior A class meeting called by Mr. Pierce.
Reconsideration of cap and gown question.
"He that complies against his will, is of his own opinion
still."
No—not—to—be.
22. Senior A. class meeting.
"I don't complain of Betsy, or any of her acts.
Exceptin' when we've quarrelled, and told each other
facts."
24. Senior A class meeting.
Picture question re-considered.
"Motion is now in its usual form."
Put Senior A must have its patrician face taken. Two
most worthy given the work.
A word of warning to the fortunates.
"Reconsideration."
25. Field Day reports.
Los Angeles State Normal School Second Place!
All right boys. Take first next year.
29. Wedding in the Faculty.
Mr. Reinhard get an advertisement.





THE BOY'S "WHY."

His eyes are round and blue,
And he gazes up at you
 With a smile;
But explain things as you will,
He is asking questions still,
 All the while.

Oh, his face so innocent!
Your patience is near spent.
 When you try
To account for every fact,
Every move and every act,
 He asked "Why?"

You repeat it o'er and o'er;
He's as dense now as before,
 Still asks, "Why?"
Is he sincere and true,
Or is he teasing you
 On the sly?

You cannot doubt him long.
How could a child do wrong
 With a smile
That's angelic, and as free
From guile as smile could be,
 All the while?

And yet, how can it be,
That a boy so bright as he,
 Though you try
With all your mortal might,
To show that you are right,
 Still asks "Why?"

JESSIE LEWIS.





GEOGRAPHY PLAN, 4th.

UNIT OF INSTRUCTION (Under "Municipal Affairs.")
The Fire Department.

Teacher's Aim:

My aim in presenting this subject is to clearly establish these points:

1. The necessity of having a fire department.
2. How it works.
3. How it is provided for and controlled.
4. The justice of taxation. (A chief aim of this study.)

Teacher's Preparation:

I have thoroughly investigated the Fire Department of this city and have gained information in regard to the number of engine houses, the firemen, and the officers. I have also been granted the privilege of taking my class through the engine house on Hill street near Fourth street.

Children's Aim:

We are going to learn all we can about the Los Angeles Fire Department.

Preparatory Discussion and Presentation:

What things threaten the property of people in the city the most? "Among others, fires." How may a fire do a great deal of damage in this city? "The houses being so close together, one fire might destroy many homes and much valuable property." Has this ever occurred? "Many times." Have you ever seen a large fire? When did the last great fire occur in Los Angeles? How was it put out? "Fire engines." Who owns these engines? "City." Why does not each man own an engine? "Costs too much." How does the city get the money to pay for these engines? "Each person in the city pays a small amount of money—a tax—and receives many benefits." Who collects this money? "Tax collector." Who keeps it? "Treasurer." Who sees to the spending of this money? "Fire Commissioners." Of whom is this board of commissioners composed? "Mayor and four citizens." How do these people gain their offices? "Mayor, Tax Collector and Treasurer are elected by the direct vote of the people. The Mayor is one member of the Board of Fire Commissioners and the other four are appointed by the Council. The Mayor and the Council constitute our city rulers. JAMES REINHARD.

LITERATURE 4TH GRADE.

Teacher's Aim:

My aim in taking up the study of Lincoln is to fill the minds of the children with noble sentiments and inspire their hearts to right living, to promote the moral growth of the children by leading them to form correct moral judgments. I hope to bring into prominence the many virtues of Lincoln in such a way that the children will desire to emulate him.

Teacher's Preparation:

I have carefully read "Life of Lincoln," by Miss Tarbell in McClure's magazine, 1896, and have studied the sketches of his life in McMurry's "Pioneer History Stories," and Montgomery's "The Beginner's American History," from which the subject matter shall be given. Have pictures of Lincoln, his early home surroundings, his house in Springfield, various monuments erected to his memory, and many others. Shall continually refer to map of U. S.

Children's Aim:

We will learn about Abraham Lincoln, one of the noblest men who ever lived.

Preparatory Discussion:

I shall take the class up into Assembly Hall before the picture of Lincoln. "Notice this picture. Do you know who it is?" "Yes." "Who?" "Abraham Lincoln." "Now close your eyes. How many can see just how the picture looks? If not, look again carefully. I wish you to be able to recognize the picture of Lincoln whenever or wherever you see it. What can you tell me about Lincoln? "He was once president of the United States. He was shot. His birthday was February 12. Yes, Lincoln was born February 12. His birthday is

celebrated in many states and in our own state Lincoln Day exercises were held in many of the school houses. Whose picture is that on the opposite side?" "Washington." "Learn all you can about him and later we will compare the two men."

I will divide the lesson unit into daily units as follows: 1. Lincoln's Ancestry. 2. Lincoln as a little boy. 3. How the Lincoln family obtained a living. 4. Lincoln as a young man. 5. Lincoln's removal to Illinois. 6. How Lincoln received the title of "Honest Abe." 7. Lincoln in the Black Hawk war. 8. How Lincoln was honored in Illinois. 9. Lincoln as president and the Civil War. 10. Death of President Lincoln and end of war.

Development of first daily unit:—"Lincoln's Ancestry." this grade.

Teacher's Aim:

My aim in taking up the ancestry of Lincoln is to teach them something of the early life of the American people, which is particularly interesting and well adapted to children.

Children's Aim:

Today we will learn something about Lincoln's ancestors.

Presentation:

What do we mean when we speak of a person's ancestors? I will tell them the story of Lincoln's grandfather and show them the picture in "The Century Book of Famous Men." We will have a class discussion of the days of 1782. How long ago was it? Some one may show us on the board. Do you think our country looked then as it does now? "No." How did it differ? "Not so many cities and towns nor so many people." How many have ever lived in the East? Where? What do they have there that we do not see in Southern California, except on the mountains? "Woods or forests." Yes,

and when Lincoln's grandfather lived this whole region (pointing to N. Central States) was covered by large trees. What lived in the woods? "Wild animals and Indians." How did the Indians get their living? "By hunting and fishing." In what kind of a house did Lincoln's grandfather live? "Log." How many have seen a log house? (As some have seen the one on West Adams street, will compare that with the log houses of Lincoln's day. Will show pictures.) What was Lincoln's grandfather doing at the time he was shot? "Building a fence." If the children do not know anything about the making of rail fences, I will tell them and again refer to the picture.

Now oral and written reproductions. The other daily units to be developed in the same manner. The children will make outlines in their note books as we proceed. After all the daily units have been given, will finish the lesson unit as follows:

Comparison:

Will draw from the class all they have learned about Washington. Will then compare Lincoln and Washington as to time of living, birth, education, public service, character and manner of death.

Generalization:

Shall have children give in their own words the chief characteristics of Lincoln.

Application:

I am in hopes that the children have absorbed into their lives, from the study of Lincoln, that which will result in making them more fully alive to true and noble character, more patriotic and better men and women. ELLA SANTON.

GENERAL PLAN FOR A-4 GEOGRAPHY.

UNIT OF INSTRUCTION—"Municipal Affairs"

Teacher's Aims

1. To get pupils to realize their relation to each other as members of a community and toward existing institutions of government.

2. To bring out the need for city government, and its advantages to the individuals in the city.

3. To give a general idea of democracy through the study of municipal affairs, so that correct application may be made to state and federal government.

4. To foster in the children an interest in the daily affairs of the city.

Teacher's Preparation:

I have selected for presentation the following sub-units under the executive department:

The Fire Department—Chief points to be brought out:

1. Need for and benefits derived from it.
2. Support by taxation.
3. Control by commissioners.
4. Officers connected with it.

The Police Department—Necessity for and benefits derived from this department—Officers and their duties.

The Water System of Los Angeles.

Its history, present condition and ownership.

The Street Railway System of L. A.:

- Benefits to citizens.
- How supported.
- How controlled.

Preparatory Discussion.

This will depend upon the sub-units. I shall endeavor to find out all that is known by the class about the government of our city and about the particular sub-unit.

Presentation:

I shall first take up city government as a whole, bringing out what a city is and the benefits derived from city life and government. Then I shall take up the executive department in particular, and bring out inductively and concretely the va-

CARRIE PFAFFENBERGER.

READING—FOURTH GRADE.

GENERAL PLAN.

UNIT OF INSTRUCTION:—"The sounds and diacritical markings of letters."

Teacher's Aim:

- I. To beautify the oral word.
 - (a) To train the muscles which control the organs of speech.
 - (b) Give separate sounds, then combinations, that not only the words as a whole, but each part may be accurately given.
 - (c) To guard against the nasal quality of the voice.
 - (d) To select material well adapted for securing—
 - (1) Clearness and accuracy of pronunciation and enunciation.
 - (2) Greater ease in the action of the muscles, and greater lightness, delicacy and sweetness of sound.
 - (3) Force or strength in the action of the muscles.
 - (4) Flexibility of muscular action—eliminating all appearance of effort in the enunciation.
 - (e) To secure a style of expression suited to the thought and sentiment read.
- II. To develop the muscles of the chest and waist by simple breathing exercises.
- III. To teach the child how to manage the breath that the thought of the sentence may not be lost.
- IV. To train the eye to take in a number of words at a glance.
- V. To give to the child, first the ability to think well, and, second, the power of true and forcible physical response.

Teacher's Preparation:

Have consulted Mr. von Neumayer and Mrs. Edwards.

Read plan of one of the seniors.

Have studied "Phonics and Reading," by Van Liew and Lucas: "Practical Elocution," by J. W. Shoemaker: "Pollard's Manual of Synthetic Reading:" notes on reading taken in class.

Children's Aim:

Let us see how much we can improve in learning how to use the breath well in reading and speaking, to pronounce our words clearly, and to use a sweet and pure tone of voice.

Preparatory Discussion and Presentation:

Shall review sounds of elements learned in previous grades, drilling carefully on those not learned well.

Spell words phonetically.

Give practice in the use of dictionary, and pronunciation of new words.

Select certain sounds and have pupils find words containing those sounds.

Practice in breathing exercises.

Exercises for eye training.

Subjective paraphrasing of lessons studied for reading.

Reading of selections with reference to some one point of oral development.

Comparison of Subject Matter:

Comparison of sounds studied, with new ones: style of expression used in one story compared with that required in another of different thought.

Application:

In reading lessons.

In all oral expression.

MARGARET E. GLICK.

LITERATURE PLAN FOR THIRD GRADE.

UNIT OF INSTRUCTION:—"Story of Cedric."

Teacher's Aim:

My chief aim in presenting this story is to broaden the children's knowledge of true knightliness, and to arouse in their minds such a love and admiration for the character of little Cedric that they will wish to become like him—truly knightly, although they cannot become "knights" in the old sense of the word. I shall also aim, as in all literature lessons, to develop the imaginations of the children, to make good listeners, and to enable the children to reproduce with greater ease and accuracy.

Teacher's Preparation:

I have obtained pictures of knights and castles in the following:

"Legends of the Rhine," Guerber.

"Harper's Magazine," vol. 69.

"The Story of Roland."

I shall also use the picture of Sir Galahad. I have read "Legends of the Rhine," and other stories of knightly times. I have read and studied the story, "How Little Cedric Became a Knight" in Miss Harrison's "In Story Land," and have decided to present it in the following sections:

- I. Introduction to Cedric.
- II. Adventure with the Kitten.
- III. Cedric's Dreams that night.
- IV. Cedric's Duties at Home and his confidential talk with his mother.
- V. Cedric's Second Adventure with a Knight.
- VI. Cedric's Invitation to the Castle.
- VII. His Admittance into Service.
- VIII. His Life at the Castle.
- IX. The Message to the King, and the adventure with the wild boar.
- X. Cedric's Experience with the Old Man.

XI. Cedric and the little fish.

XII. Cedric at the King's Palace.

XIII. Cedric made a Knight.

PREPARATORY WORK

Child's Aims

Today we are going to talk about castles and those who lived in them.

Preparatory Discussion:

Did you ever see a picture of a castle? How did it look? What was it made of? Why should it be made of stone? Where was it built? Why should it be built on a hill? Do you know what a moat is? Why did they have moats around the castles? How could they get across these moats if they wanted to go away. Why did they have drawbridges rather than ordinary bridges? Who do you suppose lived in the castles? How did these knights dress? Why did they dress that way? What did they do? Who else lived in the castles? What did these pages do? How did they dress?

I shall illustrate this recitation by means of sand-pans and blocks, and shall use as many pictures as possible.

CLASS AIM FOR WHOLE STORY:

Today we shall begin a story in which we shall find out how a little boy named Cedric finally became a knight.

Section 1.

Introduction to Cedric.

Child's Aim:

Today we shall become acquainted with little Cedric, and find out where he lived.

Preparatory Discussion:

Where did we find out yesterday that castles were built? Who did we say lived in the castles?

Reproduction:

I shall present this part of the story as vividly as possible including the following points:

Where Cedric lived, the castle and knights, and Cedric's admiration for the latter.

I shall use a sand map to illustrate the relative positions of the castle and Cedric's home.

Reproduction:

I shall insist on good, full reproductions in this story, as nearly as all of the sections are short and easy.

Section II.

The Adventure with the Kitten.

Child's Aim:

Today we shall see how little Cedric once saved the life of his kitten.

Preparatory Discussion:

How many of you ever had a little pet kitten? If you had seen that some harm was about to come to her, what would you have done? Let us see what Cedric did.

Presentation:

I shall tell this section of the story, including the following points:

The romp with the kitten, her ways, the knights, kitty's rescue, the knight's commendation of Cedric, and the effect on Cedric.

Section II.

Cedric's Dreams that night.

Preparatory Discussion:

How do you suppose Cedric felt that night after the knight's saying what he did? Do you suppose he slept well that night? If he dreamed, what do you suppose he dreamed about?

Child's Aim:

Let us see what he dreamed about.

Presentation:

The presentation of this section will include the following points:

Cedric's talking to the stars, his thoughts before going to sleep, and his awakening in the morning.

Reproduction:

Section IV.

Cedric's duties at Home.

Child's Aim:

Today, we shall find out how Cedric spent the next day after his adventure with the knight.

Preparatory Discussion:

What do you suppose he did? Let us see if you have guessed rightly.

Presentation:

I shall tell this section of the story in as interesting a way as possible, amplifying the story with little details, but bringing out especially the following points:

Cedric's helping his mother, his telling her his secret, her reply.

Reproduction:

Section V.

Cedric's Second Adventure with a Knight.

Child's Aim:

Today we shall find out how Cedric met with a knight the second time.

Preparatory Discussion:

In the days and weeks that followed, what do you suppose Cedric thought about most? Do you think he was anxious to meet a knight again? Let us see.

Presentation:

I shall then tell this portion of the story, including the following points:

Cedric's frequent thoughts of the knights, the return of Sir Rollin and his knights from the war, the knight's request, Cedric's ready compliance with it, and the knight's words of praise.

Reproduction:

Section VI.

Cedric's Invitation to the Castle.

Child's Aim:

Today we shall see how Cedric was one day invited to the castle.

Preparatory Discussion:

How do you think Cedric felt when the knight said what he did? What do you suppose Cedric's greatest wish was? Could he be a knight when he was so little? How could he be like a knight?

Presentation:

In this section of the story, I shall bring out the following points:

Cedric's earnest endeavor to be knightly, Sir Rollin's request, Cedric's father's announcement of the invitation, his mother's reply, and his joy.

Reproduction:

Section VII.

His admittance into Service.

Child's Aim:

Today we shall see how Cedric was received at the castle.

Preparatory Discussion:

Do you think Cedric was anxious to go to the castle immediately? Do you think he could go alone? Let us see.

Presentation:

I shall tell this section of the story, including the following points:

The preparation, the short journey, the entrance into the castle, Sir Rollin, the conversation and decision, Cedric's room, his supper, and his thoughts before going to sleep.

Reproduction:

Section VIII.

Cedric's Life at the Castle.

Child's Aim:

Today, we shall find out what Cedric did while he lived at the castle.

Preparatory Discussion:

What should a person know how to do, in order to be a good knight? What, then, do you suppose Cedric had to do?

Presentation:

Let us see if he did.

I shall tell this section of the story with as much vividness as possible, bringing out the following points:

Cedric's food, his bed, his tests of strength and dexterity, and his gradual improvement.

Reproduction:

Section IX.

The message to the King, and the adventure with the wild boar.

Child's Aim:

Today we shall see how Cedric once went on a very dangerous journey to take a message to the King.

Preparatory Discussion:

What kind of a man do you think Cedric had now grown up to be? If Sir Rollin had an important message to send, whom do you think he would be likely to send?

Presentation:

In telling this section of the story, I shall include the following points:

Sir Rollin's request, Cedric's preparation, his joy at being the chosen one, and his adventure with the boar, ending in his happy victory.

Reproduction:

Section X.

Cedric's Experience with the Old Man.

Child's Aim:

Today, we shall see how Cedric protected a poor, helpless old man from some boys.

Preparatory Discussion:

Did you ever see such a man? How did you feel when you saw him? How do you suppose Cedric would have felt?

Presentation:

The presentation of this section will include the following points:

The approach to the village, the poor old man, Cedric's interference, the boys' admiration for him, his kindness to the old man, and his rest at the Inn that night.

Reproduction:

Section XI.

Cedric and the Little Fish.

Child's Aim:

Today, we shall find out something else that Cedric did on the way to the King's.

Preparatory Discussion:

Where do fish live? Can they live out of the water? If you saw a little fish lying out on the dry beach, what would you do? What do you suppose Cedric would do? Let us see what he did do.

Presentation:

In the presentation of this section, I shall tell of the stream, the fish, Cedric's thoughts as he passes by, his deed of kindness, the fish's seeming thankfulness.

Reproduction:

Section XII.

Cedric at the King's Palace.

Child's Aim:

Today, we shall see how Cedric finally reached the king's palace, and how he was received there.

Preparatory Discussion:

Where did we leave Cedric yesterday? Where was he going? How do you think he was received there? What do you suppose the message contained? Let us see.

Presentation:

The presentation of this section will include the following points:

Cedric's arrival at the palace, the message and its contents, Cedric made a soldier.

Reproduction:

Section XIII.

Cedric made a Knight.

Child's Aim:

Today, we shall find out how Cedric at last became a knight.

Preparatory Discussion:

How do you think the king felt towards Cedric by this time? How do you suppose he rewarded him?

Presentation:

I shall tell this section of the story with as much vividness as possible, using pictures to supplement my oral descriptions,—and I shall include the following:

Cedric's many enterprises, Cedric knighted, description of king and queen, Cedric as a knight.

Reproduction:

Comparison:

Is Cedric in any way like Washington? In what way? Is he in any way like Valentine? In what ways? (As the children have recently had the stories of Washington and Valentine, they will readily answer these questions.)

Generalization:

Do you like Cedric? Why?

Application:

I shall expect the kindness, the goodness, the nobility, of Cedric's character, to be felt and appreciated by the children, but I shall not emphasize this in words.

MAUDE LITTLE.

SUBJECT:—Literature, B7.

UNIT OF INSTRUCTION:—"The Daffodils."

Teacher's Preparation:

I have read the selection carefully and chosen the words and passages which I shall need to work with particularly to bring out the beauty and force of the selection.

Teacher's Aim:

I wish the children to see the beauty of the poem and hence to like it and wish to memorize it. I think it well for them to memorize it that they may have one of Wordsworth's gems of poetry for their own. I desire to lead the class to an appreciation of nature, and of the pleasure it affords for all time.

Preparatory Discussion:

"How many have ever seen daffodils growing?" I shall have a bunch of the flowers in a box and after asking the above question I shall show them to the class and ask them to notice the delicate stems. "Now, class, suppose you were out in the country looking over a field of daffodils when the breeze was blowing upon them. If you have never seen a field of them you have at least seen barley or poppies and know how they look. Then, remembering the position of the flower, imagine how they would 'dance' in the breeze." I shall hold the flowers up in such a way that the class will see how they really do nod and dance. So far we have just had an informal discussion of the daffodils and now that their interest is awakened, I shall say, "Wordsworth, one of our great English poets, saw

a field of daffodils, and, moved by their beauty, wrote a poem about them. I shall read to you what he told us."

Presentation:

I shall read the poem through, trying to bring out its beauties, and when I have finished I shall ask the class what impressed them most, what they remember of it. Possibly they will have noticed the melody, or they may only have one picture which has appealed to them, and after they have told me I shall say, "Listen and see what more you can get." Then I shall re-read it and see what else is gained. By that time I expect they will be ready for work on the different sections. I shall read the lines presenting a certain picture and ask for its explanation, its beauties and the force and meaning of words. For instance, I shall ask the class to tell the picture presented by the lines:

"I wandered lonely as a cloud
That floats on high o'er vales and hills,"

dwelling particularly upon the loneliness suggested by the lines. By dwelling upon the words "host" and "crowd," I shall try to show how much more is expressed by them than by "field" or "number," thus showing their appropriateness.

Summary:

Having studied the poem thoroughly, I shall lead the class to see what effect this scene from nature had upon Wordsworth, and the enjoyment and inspiration he received from it in after years. I shall have them commit the poem to memory and from time to time throughout the term have it repeated in class.

MABEL MOODY.

NATURE STUDY.

A great deal has been said about nature study, but few really practical hints have been given. It is the purpose of this paper to give a few suggestions that may be helpful along the line of nature work. In order to show what may be done, I shall take a bird study that was presented to a class in the second grade. I shall give every step in the presentation as it appeared in the regular plan, along with a few notes, here and there, to make it plain.

UNIT OF INSTRUCTION:—"Sea Gull."

Teacher's Aim:

To show adaptations in nature.

To create a love in the children for the common things in nature.

To make them careful in observing.

Teacher's Preparation:

Have studied the bird.

Have read notes in "Holder's Zoology" and in Encyclopaedias.

Class Aim:

Today, we shall see how this new bird is fitted for his home. We shall see whether he is like the heron. (The class had studied the heron before, so the latter part of the aim would naturally come as stated.)

Preparatory Discussion and Presentation:

Just below I shall put an organization of the subject matter as it will appear after the presentation. As the points were brought out under the different topics, in class, they were put upon the board.

- I. Where it lives.
 1. Ocean.
 2. Swamps near ocean.
- II. What it eats.
 1. Fish.
 2. Worms.
 3. Things thrown from vessels.
 4. Decaying animal on sea coast.
- III. How he gets it.
 1. Picks it up while flying.
 2. Plunges under water after it.
 3. Swims.
- IV. Bill.
 1. Strong.
 2. Pointed.
- V. Tail and wings.
 1. Tail long.
 2. Tail forked.
 3. Wings long.
 4. Wings pointed.
 5. Wings strong.
- VI. Feet and legs.
 1. Legs short.
 2. Toes webbed.
- VII. Color of feathers.
 1. Black.
 2. Brown.
 3. Black and white.
- VIII. Nest and eggs.
 1. Hole in sand.
 2. On rocky cliffs.
 3. Eggs are large.
 4. Three in nest.
 5. Spotted.

What is this? "Sea gull." Where have you seen a gull, Doris? "Catalina." What was he doing? "Sitting on the wharf." Where have you seen them, Claude? "San Pedro." What is near by Catalina and San Pedro, Waldo? "Ocean." Where do we usually find sea gulls, George? "Ocean." Who has seen them anywhere else? Who knows something else about sea gulls? (The last two questions were asked so as to get all that they could tell, without being lead by the teacher. They also get the class ready for the presentation.)

Where it lives:

Aim:—We shall talk about the sea gull's home. Where is one place the sea gull lives, Nellie? "By the ocean." Who can tell me another place that we might expect to find the sea gull? "Swamps near the ocean."

Summary:

The sea gull likes to live by the ocean and in swamps near the ocean.

What it eats:

If the sea gull likes to live by the ocean, what is one thing that he would like to eat, Juan? "Fish." Anything else, Nellie? "Worms." Who can think of anything else that we find near the ocean that the sea gull is likely to eat? I shall tell them that he is a very hungry fellow; that he will eat almost any small animal that lives in the water; that he eats dead fish that are thrown upon the shore by the waves and thus he helps to keep the sea shore clean.

Summary:

The sea gull eats fish, worms and other small animals which live in the water. Helps to keep the sea shore clean by eating the dead fish which are washed on shore.

How he gets it:

Aim: We shall find out how the sea gull gets his food. When do you think he gets it, Laura? "In daytime." How many have seen the sea gulls flying over the water? What do you think he was doing, George? "Picking up food." Tell me one way the sea gull gets his food, Waldo. "Picks it up while flying." How do you think he gets live fish, Claude? "Dives after them." I shall tell them that he is not a very good diver. He only can catch fish that live near the top of the water. Who can think of another way he gets it? "Swims." I shall tell them that he follows vessels to pick up things that are thrown away.

Summary:

The sea gull picks up some of his food while flying. He swims and dives after it.

Bill:

Aim:—Look at his bill. Tell me one thing about it, Ethel. "Pointed." Who can tell something about it? "Strong."

Summary:

The sea gull's bill is strong and pointed.
Tail and wings:

Aim: Look at his tail. What can you tell me about it, Claude? "Long." How does it look, Avis? "Like a fork."

Summary:

The sea gull's tail is long and forked.

Aim: We shall make a story about his wings. Look at them. Tell me one thing about them, Clarence. "Long." Another thing, Ethel. "Pointed." Who knows something else about them? I shall tell them that his wings are very strong; that he can fly right against the wind; that he flies close to the water in stormy weather, and that he flies high sometimes, in clear weather.

Summary:

The sea gull's wings are long, pointed and strong. He can fly right against the strong wind. He flies low in stormy weather and high in clear weather.

Feet and legs:

Aim: Now, we shall look at his feet and legs. Tell me about his legs, Juan. Are they like the heron's? "Short." I shall have them look very closely at his feet. What do you see, Edward? "Toes webbed." What do they look like, Charlie? "Paddles." What do you think he uses them for? "Swim."

Summary:

The sea gull's legs are short. His feet are webbed, making a paddle that he uses in swimming.

Color of feathers:

Aim: We shall find out whether all sea gulls have the same color. What is the color of this one, Avis? "White." I shall tell them that some are black; and still others are bluish and white.

Aim: We shall find out something about their nests. I expect I shall have to tell them about their nests. The sea gull makes a hole in the sand for his nest. Sometimes he makes it on high, rocky cliffs.

Summary:

Same as above.

Aim: We shall find out something about his eggs. I shall tell them that in the nest we shall find three large spotted eggs. I shall tell them that the sun warms the eggs during the day and that the mother gull sits on them at night.

Summary:

Same as above.

Comparison and Generalization:

(I shall compare the seagull with the heron, for they studied the heron just before taking up this study.)

Aim: We are going to see how the sea gull is like the heron and how he is different.

How Alike—

1. Home.
2. Food.
3. Bill similar.
4. Some white.
5. Some black.
6. Makes nest.

How Different—

1. Eats almost anything.
2. Gets food while flying.
3. Swims.
4. Wings strong.
5. Toes webbed.
6. Legs short.
7. Has three eggs.

I shall get these points by asking questions something like these: Where does the sea gull live, Claude? "Swamp and ocean." Where does the heron live, Nellie? "Swamp and ocean." What do we find out about their homes? "Alike."

(The rest of the comparison was brought out in the way indicated.) What were we going to find out about the sea gull, Charlie? "See how he is fitted for his home." How is the sea gull fitted for his home, Avis? "He has strong wings, short legs and webbed feet." What does he use his webbed feet for? "Swimming." What did the heron use his long legs for? "Wading." What did we call him? "A wader." What would be a good name for the sea gull? "*A swimmer.*"

J. J. GOETZ.

ARITHMETIC—PLAN FOR EIGHTH GRADE

UNIT OF INSTRUCTION:—"Area of Trapezoid."

Teacher's Aim:

My aim is to have the children find out for themselves a method of finding the area of a trapezoid. I shall expect them to gain more power by doing this much for themselves.

Teacher's Preparation:

I have consulted my note book and "The Public School Arithmetic."

I shall prepare card board models of the trapezoid for use in the class.

Children's Aim:

Knowing how to find the area of a rectangle and a triangle how can you find the area of this trapezoid (showing them one of the models)?

Preparatory Discussion:

What is a rectangle? "A rectangle is a four-sided figure having four right angles." How do you find the area of a rectangle? "The area of a rectangle is equal to the product of the length and width." What is a triangle? "A triangle is a figure having but three sides." How do you find the area of a triangle? "The area of a triangle is equal to one-half the product of the base and the altitude."

Presentation:

I shall give each child a card board model of the trapezoid. What is this figure? "This is a trapezoid." How does it differ from a rectangle? "A rectangle has four right angles, while the trapezoid has none of its angles right angles. In the rectangle all of its opposite sides are parallel, but in the trapezoid but two of its sides are parallel." Can anyone see any other difference? "The two bases of a rectangle are equal, but in a trapezoid they are not equal. The sides of the rectangle are perpendicular to the two bases but they are not so in the trapezoid." Take the models you have and fold or cut them in any way you wish to show how to find its area. I shall then let them study their models some time, perhaps two or three days. Then I shall expect them to be prepared to give several

different developments. Edna may show us her method. "If I cut my model so—(along the diagonal)—

I will have two triangles. Then I would find the area of each triangle and add them together. This would be the area of the trapezoid." Yes, that would be one way, but what do you have to have given before you can find its area by this method? "The length of the diagonal and perpendicular distance between the diagonal and the opposite angles." Yes; but we do not have that given in practical examples. Gertrude, how did you do it? "From the middle point of this side I drew a line perpendicular to the base. This triangle I cut off and placed so that the hypotenuse coincided with the upper half of the side. This I did with the other side and then I had a rectangle having the same area as the trapezoid." You may draw it upon the board.

"The area of a rectangle is equal to the product of its base and altitude. The base of the rectangle is equal to one-half the sum of the two bases of the trapezoid and the altitudes are the same, therefore we can find the area of a trapezoid by taking the product of one-half the sum of the two bases and the altitude."

Comparison:

I will then have them compare these two methods and find out which is the best.

Generalization:

The area of a trapezoid is equal to the product of the average width and altitude.

Application:

1. Find the area of a trapezoid whose parallel sides are 142 feet and 116 feet, and whose altitude is 48 feet.
2. The parallel sides of a trapezoid are 24 rods and 18 rods, and the distance between them 12 rods. What is its area?
3. A board 10 feet long is 8 inches wide at one end and 12 inches wide at the other. How many square feet in the board?
4. A piece of paper in the form of a trapezoid contains 10 square inches. The length of one of the parallel sides is 4 inches and of the other 6 inches. How far apart are the parallel sides?

LULU M. PHILLIPS, '00.



Foremost among the many entertainments so thoroughly enjoyed by the students this year, were those given under the auspices of the Glee Club. One of the most heartily appreciated of these entertainments was the recital given by Miss Jennie Winston and Miss Clara Bosbyshell. The selections of the afternoon were enjoyed by all and fully appreciated by the music lovers.

Another such afternoon was that which Miss Nealy Stevens spent with us. The Assembly Hall was soon filled and those who heard her beautiful music felt benefited and fully repaid for the afternoon thus spent.

Our old friend Mr. Frederick Ward did not forget us while here, but inspired us again by his earnest and beautiful talk on Shakespere. We all feel very much indebted to him and very grateful for the pleasure and benefit we derive from his visits.

Although not on the list of entertainments the talk President Gilman gave us was surely very entertaining, and to show our appreciation we sang, "He that hath a pleasant face," but as some of the young gentlemen, who, wishing to make him an honorary member of their society, were unable

to find him, it is thought he must have followed the advice given in the last line—"He who only comes to talk, may take his hat and walk."

The programme of the Student Body this year shows an effort and a willingness on the part of all to help in making the Student Body meetings a pleasure as well as a benefit. The programmes have consisted of lectures, music, recitations and a few farces. Mrs. English has made several of the meetings pleasant by her interesting talks on the Art Reproductions in the Assembly Hall.

In order to raise money to send representatives from our school to the Field Day at Ventura, the Student Body gave a play entitled "Poor Pillicody." Our Student Body president took the title role and both students and faculty apparently enjoyed the idea of seeing him as the poor, afflicted Pillicody, for the hall was soon filled and the needed money raised.

There have been many bright features in the past two terms, in spite of hard work, and as, "All work and no play makes Jack a dull boy," we will hope for more terms like them.

RUTH PRESCOTT.



THE GLEE CLUB.

RECIPROCITY.

The velvet bee sips sweets from every flower ;
So let the blooms along my pathway give
 Me of their store of honeyed power
 And in turn be found the riches
For the fact that I do live.

ELSIE WHITMAN

WHILE WE MAY.

We shall not walk this road again my lass ;
 Then let us drink the beauties as we pass,
 From sea, and sky, and grass.

We shall not cross again the lowland drear ;
 So, love we words of comfort and of cheer,
 Best speak them now, and here.

We never shall retrace this self-same way ;
 Then let us see the thing to do, to-day,
 And do it while we may.

ELSIE WHITMAN.

A LULLABY.

Hush ! Sleep !
 The flowers round the peep.
And they will send little dreams to thee.
 Wrapped up in fragrance and borne by a bee.
 Hush ! Sleep !

Hush ! Sleep !
 The west winds o'er thee sweep.
They will tie up thy mouth in a dear little smile,
 And fan thee, and keep thee cool the while.
 Hush ! Sleep !

Hush ! Sleep !
 The angels o'er thee weep.
And one bears a cross, and one bears a crown,
 And in letters of blood thy deeds are writ down.
 Hush ! Sleep !

Hush ! Sleep !
 Our God, His watch doth keep ;
Nor cross, nor crown, can bring thee ill,
 If his dear love thy life doth fill.
 Hush ! Sleep !

ELSIE WHITMAN.

A SOLILOQUY.

Well, the hour has come! In exactly ten minutes I must read from that platform, though the heavens fall. Most likely it will be I who will fall. I am tottering now, and the worst is yet to come. Quality; timbre; pitch, and a pleasing manner. I must not forget the pleasing manner. Think of it! All those creatures will be looking, actually staring at me, and listening with all their ears to what I read! The very thought gives me a most peculiar sensation; somewhere in the region of the spinal column, I think. Mercy! is it time to go? How can I ever reach the platform? Well, now for the tug of war. I'm perfectly aware that I am taking my life in my hands, but if I drop it on the way, it can at least be said of me that I died a martyr. Quality, timbre, pitch and a pleasing manner. By the way, what is a pleasing manner?

Two stanzas through. One more will make half. The way those students stare at one is positively rude! Why must they fasten their vacant orbs upon me, of all people in the room? Why don't they study? I dare say that bold-faced creature on the front seat doesn't know half her lessons. Why, she's looking interested! Perhaps I read that verse well! Was it my quality, timbre, or pitch that attracted her? I wish I knew. I'd repeat it. I'll put all three into this last stanza. If one don't give the right effect another may. There is nothing like being upon the safe side.

Well, I'm alive, if nothing more. This must be the way heroes feel when they finish great deeds. Poor things! I'm sure that last stanza sounded rather well. The girl on the front seat had, well, (to be modest), a fascinated look. Bless her, now and forever. I'm sure she is lovely. Perhaps she was attracted by my pleasing—I forgot to assume the pleasing manner!

JESSIE LEWIS.



THE WHITE AND THE GREEN.

(To the air of Jingle Bells.)

When the hills are decked with snow,
And the sun is shining fair,
We know that there are rainbow tints
That mount up through the air.
That is what we are,
A band of rainbow light,
Joined in common usefulness,
Under our banner white.

Chorus. Then sing on, so sing on,
Sing it all the day;
For we wear the badge of life,
We are senior A.
Then sing on, so sing on,
Happy, free and gay;
For we bear the white and green,
We are senior A.

ELSIE WHITMAN.

Chorus. Then sing out, so sing out,
Sing it all the day;
We are a band of rainbow light,
We are Senior A.
Then sing out, so sing out,
Sing it bold and gay;
All colors blended into one,
We are senior A.

When the winter rains have come,
And the earth her beauty yields,
We see that there is life and growth,
For green are all the fields.
To our parti-colored badge,
We'll add the spark of life,
Green our future, green our past,
With such dear mem'ries rife.





LIBRARY.



SENIOR A BURYING GROUND.

WHAT WE WOULD LIKE TO KNOW.

Miss McAdams' idea of a right-tri-prism.
Why Mr. Bourland came alone to the dance.
Under whom Miss Monks studied School Economy.
Why Mr. Abbot avoids all gray in his daily apparel.
What grammar Our Jimmie uses.
Who sewed the button on Arthur Brown's coat.
What the attraction is for Mr. Chase in room V.
Why Miss Moody has so many pressing engagements as to prevent her enjoying a theatre any night this week.

INTERESTING CONVERSATIONS IN THE TRAINING SCHOOL.

6th grade boy—Do you seniors get your mark from what we do?

Senior teacher—Why—er—of course we are graded on our teaching.

6th grade girl—Hum! I guess that's why all the Seniors give us such high marks and Mrs. Preston gives such low ones.

Teacher—If one yard of cloth makes one doll dress, how many dresses can you make out of three and a half?

Little Girl—Three.

Teacher—And would there be any left over?

Little Girl (scornfully)—O' course—the scraps.

Miss Noyes says that her pupils tell her she does not live up to her name of *noisy*.

We would advise Miss Perry to visit the Sloyd room before she tries to graduate, to see the Black List there.

Miss Grace Grey is teaching the eighth grade how to say "yes" in German.

The following list of training school teachers was found in an old plan-book:

Mrs. Byram—Gingersnaps.

Mrs. Smith—Ice cream, cold, but Oh! how sweet.

Miss Preston—Peppermint chews, spicy, delicious.

Mrs. Edwards—Angel cake, wholesome and sweet

Miss Reeves—Sugar all through.



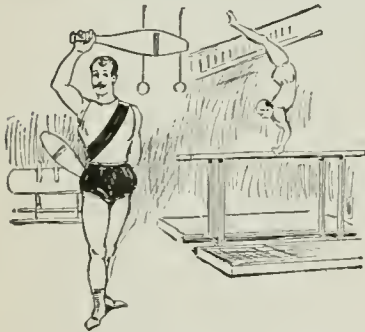
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SECOND AND SPRING STREETS

Mr. J. N-tz: "Miss R-h-rt" (who has been kept busy for an hour "coaching" Mr. N. in painting ferns) "some time you must catch me and hold me and don't let go of me, either——"

Miss R-h-rt (interrupting): "Oh, I don't know about that."

Mr. N-tz (in blushing confusion): "Oh, I didn't mean it that way."

(Small audience laughs cruelly.)

What an antipathy Miss Edith Philips has for roosters. What was on Carmelita's menu card?

Ask Miss McAdam who the person at the power house was. Perhaps she'll say, "Oh, I knew him before!"

It has been suggested that Miss Pfaffenberger's name be used as a first grade phonics lesson.

ANSWERS TO CORRESPONDENTS.

Mr. Chas. B-gh-m: Next time, remember your partner by her face insted of her dress, and you will avoid such en-barrassing situations.

Miss G.: In the expression, "a Greek cross," the word "cross" does not mean either a "trial" or "angry," but simply describes the shape.

Mr. Dietrich: When a girl refuses to dance with you five times in succession your course of action must be left to your own discretion.

Miss Pierce: Gymnasium shoes are *not* proper foot wear for church. You should not play tennis so late, anyway.

Dr. James: Scholl's studio is on Broadway, between Third and Fourth. I do not see how you could have lost your way. Yes, pictures can be taken even on cloudy days. *Possunt quia posse videntur.*

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JOKES.

A student has been discovered with such an ability to "size up" individuals that she dresses up on Tuesday, the day of her reading lesson, in order to seem pleasing to Mr. Von Neumeyer's aesthetic eye. Who says we work for *marks* at Normal?

Why do the girls of his class spell Mr. Chase's name without the "h?"

What "wooden boy" do their mean?

Ask Mr. Chas. Reinhard how he improved on his part in "Poor Pillicoddy?"

How was it Mr. Anderson got his charcoal drawing accepted?

Wouldn't it be fun to wear caps and gowns when we graduate, girls?

What happened to Miss Groves "in Miss Dunn's hall!"?

Every dog has his Day, Maud.

Mr. Goetz says nothing funny ever happened to him.

Why has President White been so moody of late?

Yes, Mr Morgan, though "people" can only be used in the plural, "men" are often singular.

GRINDS AND NEWS.

The Middle C girls always take the cake.

Too bad Mr. Rawson had to walk back after hurrying her so and getting that fall, too.

Mr. Howland—Can you tell me where to get off at?

Conductor—Yes, just before the at.

Who is Marjorie in the Jun. A. 1's?

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Butter, milk, cheese, and mutton chops are what we get from the cow. Oh, Miss McAdam!

How Lena loves the curl of midnight smoke!

The present which the Athletic Team saw fit to give their captain, Mr. Whitaker, was a beautiful box containing a brush and comb.

Miss Greenslade is still looking for that curl.

How that Jun. A yell rejoices Mr. Morgan's heart!

The Sr. A class is inconsolable over the loss of their class teacher, who was suddenly called east a few weeks ago by the illness of his mother. Mr. Shepardson is not only the advisor of every member of the class, but the friend as well, and they do not feel that they can graduate without him.

Miss Peckham, one of "Mr. Shepardson's Lambs," was also called away by the illness and subsequent death of her mother. She is a loss not only to the class and the school in general, but in particular to the Exponent staff upon which she was an enthusiastic worker.

Mr. Lane has recently displayed in Sr. A class meetings an alarming knowledge of the material, price, and style of graduating dresses. Where did he learn it?

We know Miss Grace Gray did not go to Cumnoek. Where did she get that pin?

Miss Shorten has especially requested us to keep her name out of these columns.

The "silk skirt for a quarter" craze has at length struck the Normal.

Ask Miss Newell what, in her opinion makes life so dreary at Normal?

You should hear Miss Laura Gray and Miss Mary Reavis in their famous piece of "Those Evening Bells"

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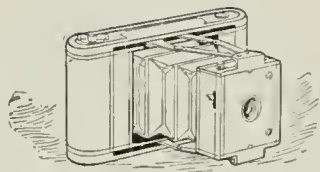
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Look at Miss Claypool's notes on School Economy

Ask Miss Doss for the list of pupils in her School Law Register.

What does Miss Birch expect to find on top of a volcano? A circus?

Died, during the month of March, by slow torture, the Normal Literary Society.

The exercises on Memorial Day were especially beautiful this year.

Oh, Mr. White, you did not tell us about Crystal Sally in recounting your experiences at Ventura.

Miss Reeves does not want anyone to look at her picture in the groups of training school teachers.

Hello, Minerva Cline! Too bad you got left.

We must explain:

That some of us were taken twice in the Sr. A pictures not from any desire to have two pictures but simply because the business manager told us "it would cost too much to have the class in small groups."

That P. K. is now a duck.

That Miss Bosbyshell rode only as far as the car line because he was a total stranger.

That the Miss McArthur and Phillips are over the measles.

That we have at least definitely decided on our Class Day Exercises.

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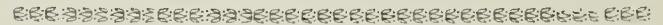
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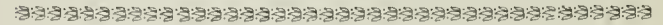
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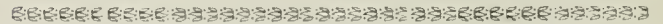
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