

A
0
0
0
6
4
5
4
8
1
3

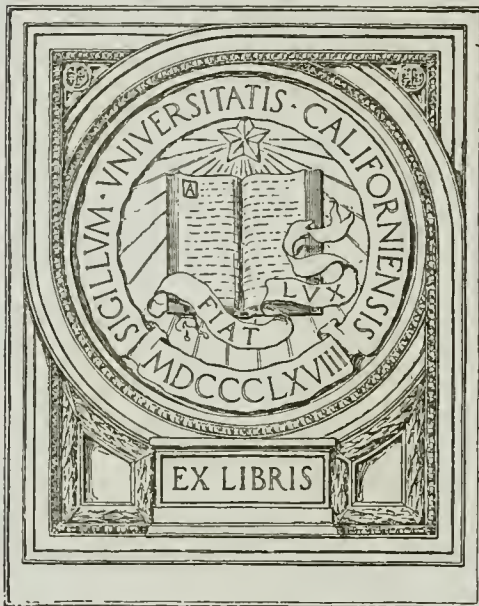


UC SOUTHERN REGIONAL LIBRARY FACILITY

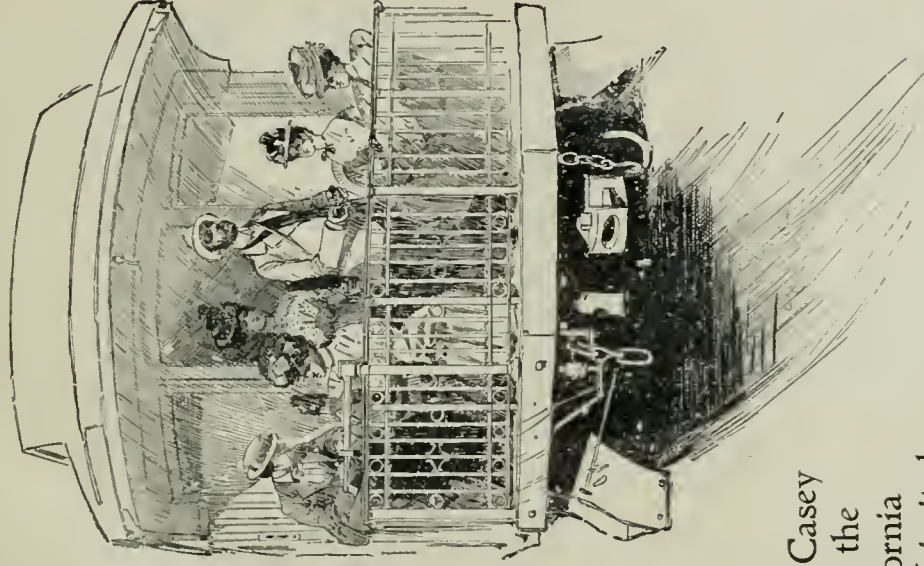
EX



UNIVERSITY OF CALIFORNIA
AT LOS ANGELES



EX LIBRIS



Admiral Casey
Says of the
California
Limited

“The appointments and service of the train were all that could be wished for, and the cuisine of the dining car would have suited the taste of the most fastidious.”



The above is the verdict of all those who use this great train of the

Santa Fe

Leaves Los Angeles every Monday and Thursday

The Walkover Shoe

The Best Shoe for Young Men

\$3.50 For \$5.00 Style
For \$5.00 Elegance
For \$5.00 Durability.

Black, Tan and Patent Leather.

The Walkover Shoe Store 111 South Spring
Nadeau Hotel B ock

F. F. WRIGHT, Prop.

JNO. F. HUGHES, Mgr.

Boston Dry Goods Store

(J. W. ROBINSON Co.)

WHOLESALE and RETAIL

239 Broadway

Los Angeles, - - - Cal.

WOODBURY
Business College.

'PHONE GREEN
1848

226 S. SPRING ST., LOS ANGELES, CAL.

The Leading Commercial School in the Southwest.
Thorough Courses in all Commercial Branches.

**BOOKKEEPING. SHORTHAND. TYPEWRITING,
ENGLISH and TELEGRAPHY and SPANISH.**

The Classes in Spanish are personally taught by Miss ENRIQUITA DOUGHERTY. Individual Instruction. Students enter any day. Night School in session Monday, Wednesday and Friday Evenings of each week. New catalogue on application.

N. G. FELKER, President. JOHN W. WOOD, Vice-President. JOHN W. LACKEY, Sec'y.



The Hat that
bears this imprint
has real worth
that everybody
can't copy.
The Best are

\$3.00

Whether Away or Whether You Stay

There's many an important item of Dress you'll find needful in vacation time that we can help you in, and you are cordially invited to visit our store.

HATS, NECKWEAR, COLLARS

in all the correct summer styles, fads and fancies for men and women.
Men's Shirts, full dress, Outing or Golf. Fancy Hosiery. Underwear, Belts, Pajamas, in fact everything in Correct Men's Furnishings.
High Grade Suits to measure \$25.00 and up in our Tailoring Department.

F. B. SILVERWOOD,

Furnishings, Hats and Merchant Tailoring.
221 S. Spring St., Los Angeles.
1524 19th St., Bakersfield, Cal.

What the Teachers say in their Dreams

Mr. Dozier: "You don't seem to pay any attention to the ringing of this bell. Don't you know it means stop talking?"



Mr. Chamberlain: "Dew don't fall."



Mr. Davis: "I don't mean to find any fault with the teaching of nature study in the training school, but——"



Dr. Shults: "Yes, yes, that's right."



Miss Monks: "Cherubs."



Mrs. Barnum: "Make your illustrations live and definite."



Miss Elliot: "Perhaps you may have heard of the Renaissance."



Miss Hellmuth: "The does, the knows, the is."



Miss Moore: "Oh those theses."



Mr. Shepardson: "Sr. A's go to your first recitation."



Dr. James: "This class is original (with a very small o.)"



Miss Dunn: "Girls, girls, stop talking."


Jones'....

Book Store,

226 and 228 W. 1st, L. A.



**School Books bought,
sold and exchanged.**

**School Supplies
of all kinds.**  



LATEST NOVELS RENTED
TEN CENTS PER WEEK.



A BARREL OF MONEY TO LOAN
ON ALL FIRST CLASS SECURITY.

Ladies can draw one per cent a month on money loaned through this office.

♦ ♦ REAL ESTATE FOR SALE. ♦ ♦

S. P. CREASINGER, . . . 218 S. Broadway, L. A.

OUR LADIES' DEPARTMENTS
ARE VERY COMPLETE ♦ ♦ ♦

The Latest Novelties in

**Ready Made Suits, Wraps,
Underwear and Shoes....**

It is our aim to show the best grades in all departments
and price them always lower than the average price....

JACOBY BROS. 331, 333, 335,
S. Broadway, L. A.

Edison's Standard Phonograph
IS A BEAUTY FOR \$20.00

Come and see it. And don't miss seeing the fine Morning Picture Exhibition

Galveston Flood. Paris Exposition.

Mrs. Nation Smashing a Saloon.....

AND MANY OTHER SCENES EVERY EVENING AT 8 O'CLOCK.

ADMISSION 10 CENTS. CHILDREN 5 CENTS.

TALLY'S PHONOGRAPH PARLOR, 339 South Spring Street, L. A.

You should hear the New Songs and buy your Sheet Music
for 25 cents per copy at this popular place of amusement.

Mr. Von Neumayer: "Seven o'clock sharp and *nec'ry*.
It is very *nec'ry* to consult the diction'ry."



Miss Seamen: "Cultivate the art of conversation."



Mr. Hutton: "If there's a misspelled word on the page,
I'll see it."



Miss Laughlin: "Shut the door and illustrate. One in a
seat, please."



Miss Hogan: "The girl in the back seat, with a blue
waste on, and sing right up in your eyes."



The Los Angeles
School of Dramatic
Art.    
(Incorporated.)

G. A. DOBINSON, PRINCIPAL.
FLORENCE AMY YOUNG, ASSISTANT.

Elocution, Dramatic Interpretation
and the Art of Expression.

STUDIO 526 SOUTH SPRING STREET.
SEND FOR PROSPECTUS.

DIRECTORS

G. A. Dobinson

W. C. Patterson

Jno. D. Hooker

Weldon Bor en

B. R. B umgardt

Southern
Califonia
Music Co.

THE acknowledged leadership of
this house—their reliability and
command of the market, gives
them many advantages over compet-
ing firms.

Every Piano they handle is of the
highest grade and bears honored
names. *You* cannot afford to make
a purchase until you see what can be
done at

*The Southern Cal-
ifornia Music Co.*

Bradbury Bldg., 216-218 West Third Street.

CHICKERING AGENTS

No Pain

No Danger

Had lower back molar taken out today by Dr. Schiffman with absolutely no pain.

E. L. JOHNSON,
Cashier "Record."

Dr. Schiffman pulled my tooth. "Didn't hurt a bit."

C. S. SPRECHER,
Orpheum Publisher.

I couldn't believe it was out till I saw it. "It didn't hurt a bit."

GEO. L. MILLS,
Manager Syndicate Loan Co.

Dr. Schiffman pulled two of my wisdom teeth today and "Didn't hurt a bit." On the contrary the sensation was pleasant.

GUY L. HARDISON,
307 W. First Street.

Averse to giving certificates for advertising purposes, I am impelled to give this one for the good it may do others. Dr. Schiffman has extracted several badly ulcerated teeth for me on different occasions, without pain.

W. H. WHELAN,
Pastor First Baptist Church, Azusa.

It is with pleasure that I state that I have had several teeth filled by Dr. Schiffman, and that he killed and extracted the nerve and filled the root of one of my teeth and put on a porcelain crown which cannot be distinguished from a natural tooth, all of which was done without pain.

JUDSON R. RUSH,
Of Davis & Rush, Attorneys, 3 Rogers Block.

I have had porcelain crown work and some filling done, also had ten teeth and roots extracted by Dr. Schiffman and take great pleasure in recommending his method to anyone wishing dental work done without pain.

MRS. C. T. W. SCHRAMM,
Mother of Paloma Schramm, corner Austin and Wadsworth.

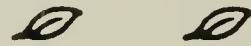
It is a pleasure to evidence the exceptional skill and quickness with which I have just had an annoying tooth extracted by Dr. Schiffman, *absolutely* without pain.

FRANK M. VALE,
Cashier The Herald.

107 North Spring



The Affirmative Intellect



Has come to stay. It was not born in the Arizona philosopher's brain and book, but is the working out of an evolutionary force.

This school is also a force in helping young people to evolve to planes above the average—to planes where success is assured.

Darwin's Natural Selection

may not interest very many, but every young man and young woman should be interested in selecting the best school. The Los Angeles Business College has made it a business for years to train young people for success. It does this by teaching them intensely practical things.

The Commercial Course

is a mind developer, an eye opener, a life producer. It makes the young people realize their worth. Inculcates ideas of honor, self-confidence, self-respect. It makes the boys and girls expert in the various commercial branches.

The Shorthand Course

is also a hummer. Our shorthand pupils are snatched up for good positions as fast as we can get them ready. We have many calls for students who have taken both courses—more calls than we can supply.

Special Summer School

beginning July 1 and continuing six weeks. This will afford an excellent opportunity to teachers and others to learn bookkeeping or shorthand during the summer. Special rates.

The school is live, progressive, up-to-date. Open the entire year, students may enter any day. Visitors always welcome. Elegant catalogue and copy of *California Educator* mailed on application. Letters of inquiry promptly answered.

212 W. 3d STREET

Los Angeles
Business College

TEL. BLACK 2651

This was found in a book of a Training School pupil.

Once we had a teacher;
He was a Senior A,
And what he didn't teach us
Isn't worth the while to say.
He taught us about the little bugs,
How they grew and why;
And then we pupils liked him much,
Because he was such a *Guy*.

Who says the Training School pupils don't talk about their teachers.



Why that smile in the Senior class as Miss Eliot carefully traces the ancestry of the "Bolingbrokes."



Ask Jessie Lewis why she lost the bet and had to treat to candy.



A Senior, "How can Mrs. Smith call the roll when her mouth is full of cherries?"



We Manufacture the Finest Quality of

Ice Cream & Water Ices

Using Pure Cream and Crushed Fruits throughout.
Special novelties in brick form for card parties, etc.
Prompt delivery.

WELLS CANDY CO. 447 S. Spring St.
Tel. Main 379.

Our "Green Seal" Chocolates and Bonbons are the best.

FOR FINE PRINT- RING UP PRESS 4
ING AND BINDING

TIMES-MIRROR
PRINTING AND
BINDING HOUSE

112 N. Broadway Los Angeles, Cal.

The Yosemite Valley



Including a rim of mountain wall a mile broad around its border, has an area of less than 57 square miles. The floor of the valley has an area of 13 square miles. This little space, carved out amid the mighty Sierras, has within its limits some of the most majestic, some of the most beautiful, some of the most stupendous, some of the most graceful of the wonders of the world. No other place of equal size on the earth is so enriched. Waterfalls from 500 to 2500 feet high—one rock 3300 feet high with an area of over 500 acres on its two overhanging faces—perpendicular walls above a flat floor so high that in the center of the valley in winter the sun is visible just two hours—immense burnished domes, such as the Half Dome, a smooth, oval, immense cap of rock sitting up among the clouds 5000 feet straight upward from the floor below—these are a few of a hundred wonders. Summer rates are greatly reduced and unusually attractive arrangements are made for campers. Yosemite Camp and Camp Curry are ideal in their appointments. Better send 10 cents to nearest Southern Pacific agent for a copy of Yosemite book—beautifully illustrated—handsome enough for any drawing-room : : : : : : : : :

Southern Pacific Company

Los Angeles Ticket Office

261 S. Spring St.

Los Angeles, Cal.



17. YOSEMITE FALLS, YOSEMITE VALLEY, 2526 FEET HIGH

THE BROWNSBERGER HOME SCHOOL

— of —

SHORTHAND AND TYPEWRITING

Located on its own beautiful prop-
erty, 953-955 West Seventh Street

Los Angeles / / / / California



THE NEW HOME OF THE SCHOOL



A VISTA OF THE GROUNDS

Beyond the confusion of the main streets, yet within easy walking distance; easy access to all car lines; extensive grounds, beautiful flowers and grand trees. A typical, modern, refined home combined with the most thorough business training. Three experienced teachers and three paid dictators. This school owns a larger number of machines than any other school in the state. Every pupil furnished one at his home or room free of charge. Office training daily under a special teacher. Speed work under a special teacher. Daily instruction in spelling, punctuation and English composition. Spanish and penmanship will be included in the course after September 1st. Bookkeeping for those who desire it. Evening school all the year under experienced teachers. Large, handsome catalogue free.

VOL. XIII

NO. 2

NORMAL EXPONENT

Los Angeles State Normal School

Los Angeles, California

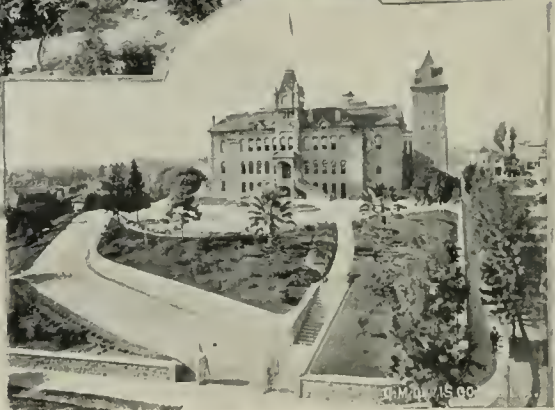
PUBLISHED BY

SUMMER '01

UNIVERSITY OF CALIFORNIA
LOS ANGELES

STATE
NORMAL
SCHOOL

LOS ANGELES,
CAL.



Pulver

© 1915 W. S. CO

Our Faculty.

NORMAL DEPARTMENT.

EDWARD T. PIERCE, L.L.B., Ph.D., President,
School Economy.

MELVILLE DOZIER, P.B., VICE-PRESIDENT,
Mathematics and Bookkeeping.

GEORGE F. JAMES, A.M., Ph.D.,
Professor of Psychology and Pedagogy, and
Supervisor of Training School.

SARAH P. MONKS, A.M., Curator of Museum
Zoology and Botany.

HARRIET E. DUNN, Librarian,
History.

ISABEL W. PIERCE, Preceptress,
English.

JOSEPHINE E. SEAMAN
English.

MAY A. ENGLISH,
Chemistry.

CHARLES E. HUTTON, A.M., Registrar,
Mathematics.

EVERETT SHEPARDSON, A.M.,
Psychology and Pedagogy.

ADA M. LAUGHLIN,
Drawing.

JAMES H. SHULTS, A.M., M.D.,
Physics and Physiology.

CHARLES M. MILLER,
Sloyd.

CHARLES DON VON NEUMAYER,
Reading.

JAMES F. CHAMBERLAIN,
Geography and Physics.

ETTA E. MOORE, A.M.,
English.

B. M. DAVIS, M.S.,
Biology and Physiology.

SARAH J. JACOBS,
Director of Physical Training.

MARY M. SMITH,
Drawing and Sloyd.

JENNIE HAGAN,
Music.

KATE BROUSSEAU,
Psychology and Mathematics.

MARY G. BARNUM, B.L.,
English.

LOU HELLMUTH, Ph.B., M.L.,
English.

AGNES ELLIOTT,
History and Geography.

JESSICA C. HAZARD,
Domestic Science and Domestic Art.

LUCY J. ANDERSON,
Domestic Science and Reading.

KINDERGARTEN TRAINING DEPARTMENT.

FLORENCE LAWSON, Director.

GERTRUDE LAWSON, Assistant.

TRAINING SCHOOL.

Critic Teachers.

FRANCES H. BYRAM, City Principal.

EMMA W. EDWARDS, M.L.

CARRIE REEVES.

ALBERTINA SMITH.

CLARA M. PRESTON.



DR. EDWARD T. PIERCE.



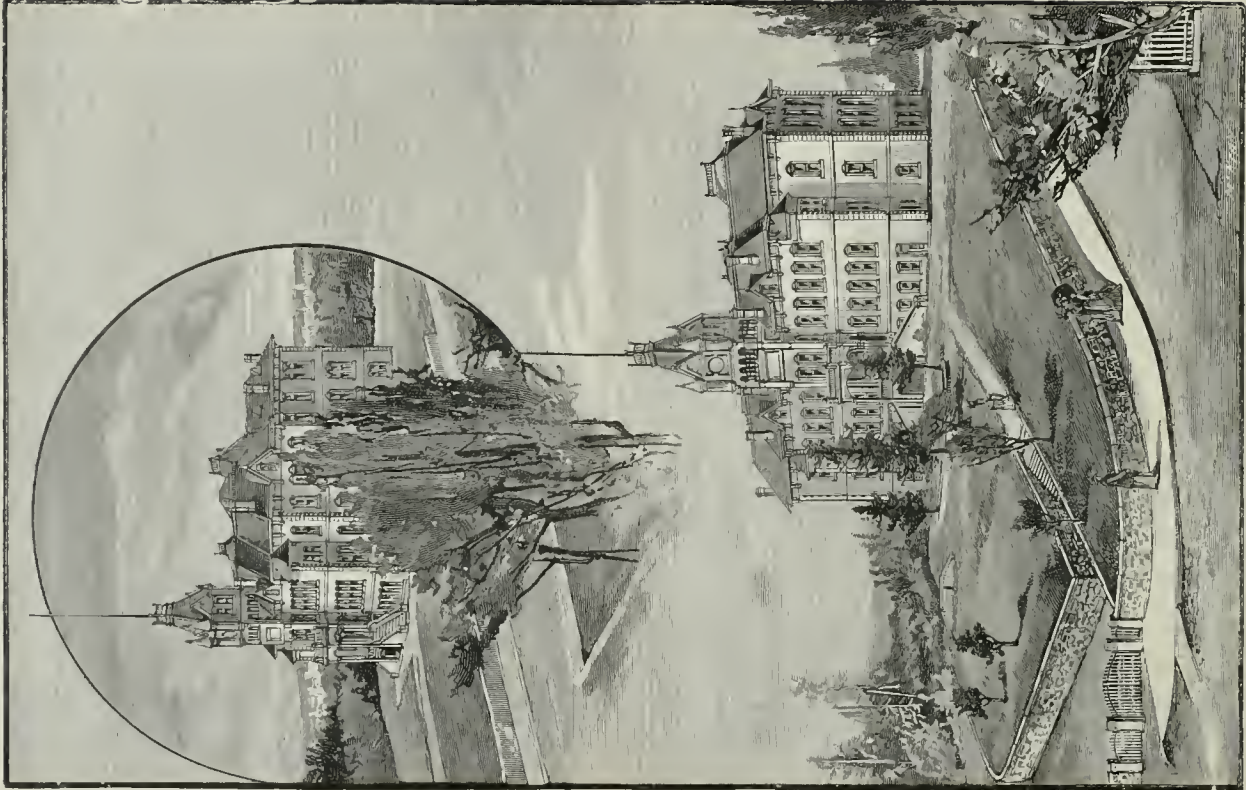
MELVILLE DOZIER.



DR. GEORGE F. JAMES.



EVERETT SHEPARDSON.



VIEW OF NORMAL SIXTEEN YEARS AGO.



DEDICATION

*To the worthy class
To whom will pass
Our dignity;
Who'll go below
And try to show
Ability;
We leave behind
Our wishes kind
For triumphs great;
Good friends and true,
This book to you,
We dedicate.*

J. M. L.





BUSINESS MANAGER



ASST. BUSINESS MGR.



EDITOR IN CHIEF



ASST. BUSINESS MGR.

BERTHA SCOTT
KATHERINE WITHERS

GEY L. DUCKWORTH
CELE NORTON



CLASS

ARTIST

SOCIETY

ATHLETIC

ARTIST

KINDERGARTEN

PROFESSIONAL

MABLE COCKE
JESSIE LEWIS
ANNA FITZHUUGH

GRACE FARNSWORTH
CLARENCE SHULTS
MABLE MORTON

GRACE HARWOOD
ANTOINETTE GANAHL
MABLE SMITH

CLASS EPIC

Preface and Invocation

I sing of a class and its triumphs that e'en in its first semester,
Gave to the wondering school a singular promise of genius.
Country and city alike contributed each of their dearest;
Azusa, Garvanza, Glendale, Anaheim, e'en Pasadena,
Sent forth their best to the Normal to march in the vanguard
of progress.
Goddess of Enterprise, tell me, how can it be that together
Spirits so choice may assemble to shed the light of their
presence
Round about on their comrades! Great are thy ways, O thou
Goddess!

BOOK I.

Hard is the life of a Junior. Uncouth are his manners and
awkward:
Learned not in the ways of the school, his mistakes are many.
Thus have the higher-class students grown used to mocking
at Juniors.
Not in this manner however, acted the Juniors of this class:
Wise were they beyond measure, nor heeded they aught of
the snubbing.
Jeers and the jibes of their schoolmates who were blind to the
light on their foreheads
Passed as a cloud in this country, leaving no traces behind
them.
Proudly they carried their banner, blue with color of heaven.
Gold with the colors of sunset, where lay all the castles they
builded.

Lit was the school by their presence, for the halo of genius
burns brightly.
Teachers and pupils alike might have basked in its light, but
lo! many
Failed to acknowledge their genius, and shut their eyes to its
brightness.
So through the first year of school, mid distrust and misunder-
standing,
Prejudice, ignorance, doubt, nobly struggled these great ones,
Growing the stronger through hardships.

BOOK II.

At last, their Junior year ended.
Entered they proudly as Middlers. Here alas! a few stumbled.
Fair seems the path of the Middler. Much seems already ac-
complished,
And in their own eyes, at least, they have grown to be wonder-
ful students,
Who, if moved by a fancy to desert the hard road of study,
May in the meadows of leisure cull the sweet blossoms of
pleasure,
Returning no whit behind because of the days of their freedom.
Wisdom they think they have stored up, as bees the honey of
flowers,
So that whenever they wish, they may play the drone without
mishap.

Here at the gates of promotion sang the Sirens so sweetly,
Promising fun with no payment that some were lured to the
 wayside,
Never regaining their comrades. Alas, for the foolish who
 listened!
Nathless the others marched on, the genius of all concentrated
 Round the faithful remaining, who reached the next year in
 safety.

BOOK III.

Think you their hardships were ended now that they entered
 as Seniors?
Straight seemed the road to its ending. Success held a crown
 for their efforts.
Lo! to their vision a sight presented itself so appalling,
Fearful in aspect and mien, that it took all the strength of
 their genius
Exerting itself to the full to push by the monsters before them.
Scylla on one side, upholding a register tight in her left hand.
Ink of a crimson hue dripped from the pen in her right hand;
Stern was her face and demeanor, dreadful her eyes in their
 sternness.
Low sank the hearts of the Seniors, even the hearts of these
 brave ones.
There on the right glared Charybdis, even more fearful than
 Scylla;
"Criticism" the motto that was printed plain on her forehead;
She like her mate held a pen with its menacing red ink
 a-dripping;

Horrid her face to behold, for a hundred eyes in their sockets,
Shifted their glance with the seconds, so naught could escape
 their keen lightnings.
Lower still sank the hearts, now trembling with fear and
 foreboding,
Seeming to lose their daring. But now it was that the habits,
Formed through the years that preceded, helped in this
 awful period:
Eyes that had always been brave now showed not a vestige
 of terror;
Hands that were steady and strong soon pushed aside all things
 that hindered;
Brains that were clear and untiring selected the path without
 trouble;
Feet that were unused to straying carried them past their
 tormentors.
On now to victory they hasten, glory before and behind them,
Light of success behind them, light of reward before them.
Crowned are they now in their triumph, highest of all the
 classes!
Wisdom and foresight and patience, wit, perseverance and
 courage,
These are their diadem's jewels, brighter than rubies and
 diamonds;
Ne'er shall its lustre grow dim, but increasing with each year
 that passeth,
Finally shall it become as a light to mankind in the darkness,
Guiding them onward and upward. Honor to them whom it
 crowneth!

R. N.

OPINION OF NORMAL BY A JUNIOR

Going to Normal! How the dignity and wisdom of that institution seem to surround the future student even as soon as he has entered his name on the book in the President's office! Before this, the happy school days have passed with hardly a thought of the morrow; but now it is all changed, our future is before us and we each have a definite work.

With fear and trembling we passed up the long walks and into the large hall, on the first day of the term. We tried to compose ourselves and be prepared to meet the wise looking students and the stern, sharp-eyed teachers—for we pictured the members of this institution as those who were too wrapped up in their life work even to smile. But what a surprising picture presented itself to us! In the office was the kind-faced President, and up and down the halls were girls and girls, with perhaps a few lone boys scattered here and there. Not a student among them, we thought. Each was congratulating the other on the happy summer just passed, and many a merry laugh reached our ears.

Yet before we had time to realize that we were lonely, someone had drawn us into the midst, and we found ourselves feeling quite friendly and at home. Many were the pleasures we experienced in the next few days, but none left such a lasting impression as the sweet cordiality of those girls and the general feeling of friendliness among all.

Another delightful surprise awaited us. We Juniors immediately fell in love with our class teacher. In fact, we left the building that day with happy memories and the brightest of hopes. No tired looking student could we see. Underneath

the bright joyousness there was a steady purpose guiding each one, and the deformed student—who thinks of all books and no pleasure, or just the opposite—was not to be found.

The next day teachers and students met in the great Assembly hall. After devotional exercises were over, we were led in music by a teacher whose very presence filled us with better thoughts and feelings. This first hour of music, when all the school was assembled, gave us a feeling of kindness and good will which lasted the rest of the day. It drew us into a close bond of sympathy as nothing else could. The songs ended all too soon. There was a merry buzz of conversation as we passed to our recitations. The day had begun with all in a happy mood and ready for the knowledge which is going to be gained.

Everyone was kind to the Juniors, we knew that we had a place among the many classes, and we began to feel more responsibility with the freedom and trust placed upon us, which at the same time infused us with loyalty for our school.

That night we told of the great buildings with everything given to us which would add to our education or comfort, the delightful view seen from nearly every window, the lawns with trees and flowers, and last but not least, we told of our work for the year and our hopes and aspirations concerning it.

The four years of Normal life look very bright to us now. Still, with all the other thoughts of the new student, one creeps in and makes us pity and sympathize with the graduates who look back and wish for "dear old Normal days" again.

ALICE L. THOMPSON, Junior.



A NEW DEPARTURE

Our institution is never behind; and in keeping step with the vanguard of advanced education, it has added a new department of manual training, in the two branches, Domestic Science and Domestic Art.

The work in Sewing was commenced last fall. The editorial room of the Exponent was fitted up with sewing tables, and here, under the skylight, the classes have worked; bearing with cheerfulness the unfavorable light, inadequate ventilation and other discomforts, looking forward to the good time coming, when the new building will furnish commodious, airy and cheerful quarters.

This work was put into the Middle C year, and almost without exception, the students have taken up the new line with willingness and zest. It was given also to the seventh grade in the Training School.

Two periods a week, for one term are given to the course, and for so short a time much has been accomplished. The aim of the course as it is arranged, is to give a working knowledge of the foundation principles of plain needlework, by teaching the stitches used in ordinary garment making; beginning with the simplest, and gradually progressing to the more difficult.

The work has been planned and presented with a view to its adaptability to the common Schools, as well as to the individual benefit of the students taking it; and it is expected that the methods given in the Normal class will, as opportunity

offers, be carried into the various school rooms to which these teachers go.

No room being ready for the Domestic Science, this was deferred until the second term, at which time the Physics Department hospitably shared its room and the laboratory was fitted up for cooking.

This work was put into the Middle A class and given also to the Eighth Grade in the Training School.

One lesson a week, two periods in length, for one term, is given to the course. The theory and practice of cooking are carried along together. Typical dishes illustrating different classes of food are prepared by the students. The cooking of cereals, vegetables, milk, eggs and meats; the making of salads, breads, cake and puddings; with table setting and serving, are the lines pursued.

Costly, extravagant dishes are avoided, it being the aim to give simple, practical instruction in the foundation principles of cookery. It is hoped that those who work in this department, will go out as apostles of the gospel of health through hygienic cooking and living.

Our Normal is the third institution of its kind in the country, to put this work into its curriculum—may the good accomplished here be so evident, that others will quickly follow the example set, and the claims of Domestic Science and Art to a place in educational work be as universally acknowledged as are those of any other line of school work.

LUCY J. ANDERSON.



A Summer Idyll

A bit of meadow, fresh and green
All dotted o'er with clover;
A lazy murmuring little stream,
The sunset sky broods over.

A mellow radiance in the air,
The scent of sweet wild roses;
Blue-eyed violets, shy and fair,
The waving grass discloses.

A little maid with golden hair,
Is waiting in the gloaming;
Sees in the brook her face so fair,
And sighs that I'm late in coming.

And I—behind a friendly tree—
Have paused to still my heart's wild beating;
For well I know more sweet will be
Because deferred, our stolen meeting.

G. L.



ATHLETICS



— Football — C. S. V. L. L.

L. A. S. N. S.

ATHLETIC DEPARTMENT

Clarence J. Shults, Editor.

Even if Normal hasn't as many boys as some other schools in this part of the country, we can have athletics all the same. But quality, not quantity, is what counts, and, adapting Johnnie Reb's time-worn expression, one Normal boy is worth four common boys. At least we think so! I say Hooray for our boys.

We have, as everyone knows a fairly large gymnasium, tennis courts that need repairs, and a great deal of enthusiasm, and what we can't accomplish with these three, particularly the last, isn't worth accomplishing. But when we get our new gymnasium next year and get our tennis courts paved with asphaltum, let the outside world beware, for we shall certainly "do things" with a vengeance.

Last year we took second place at the annual interscholastic field day, while this year we only secured third place. It isn't that we have retrograded any, for everyone admits that our boys did better work this year than last. The case simply stated is this: The other fellows improved a little more than we did. It means that we must work a little harder along some lines than we ever have before and that we must continue the high grade work that we have already attained along other lines.

Basket Ball.

We have played two games of basket ball this term, both with the boys from Los Angeles High School. The first was

on March 20 and resulted in a score of 13 to 4 in our favor. A week later we played them again and somehow they ran a score of 30 to 15 against us. On both occasions only those of our boys played who were not in training for the field day.

Some of our best men were in training. Wait till High School runs up against our crack (A) No. 1 team. Did you ever hear of 40 to 0?

The girls' basket ball team has evidently lapsed into innocuous desuetude, a fact which we cannot explain. Harry Ruess was once an authority on such matters. If he were only in school, perhaps he might enlighten us. It does seem as though, with a school of four hundred and fifty girls, there ought to be at least ten who could form themselves into teams that would accomplish wonders. We shall leave this for the consideration, cogitation, and careful digestion of the girls in question, however. This is evidently a case of the Caudle curtain lecture reversed; the masculine elements are lecturing the feminine elements.

The Inter-Scholastic Field Day.

Our boys went into training about six or eight weeks before the field day. The last Saturday in March we had our trial field day at Agricultural Park. We had been having fine weather up to the day in question, but on that day a very



Hickeox, the
Basket Ball
Star.

strong wind arose, making it very uncomfortable for spectators and participants in the races. Gallup "ran" things as usual, taking everything in the running line, except the mile. Howland won the mile from Conrad. Chas. Reinhard easily took the bicycle races.



Gallup wins the 100-yd. dash.

blackboards, I even see it in my sleep. It was certainly the best advertised enter- in the Normal School. it was that the adver- part of it. Ambrose swell (or is it swol- gan, he is past descrip- might call an anomaly, means. I don't be- thing was a howling



Miss Prescott as "Katicha."

On Friday morning, for Santa Barbara (N. B. S. B. stands for Santa Barbara. It takes too much time to write it out each time.) They arrived at S. B. ("by the sea") at eleven o'clock, and were met at the station by some of the S. B. men. During the stay there, the boys visited the Anna S. C. Blake Manual Training School there and were kindly shown through the building by Miss Rich, the principal. They also visited several of the missions.



Mr. Morgan in "Who's Who."

Friday afternoon the track was inspected and a little training

done. The track during the whole time was in poor condition, and in addition there was a heavy wind to contend against. Rest and a little training consumed Saturday morning.

At two o'clock the 100 yd. dash was pulled off. At the start the S. B. man jumped the gun and got a start of at least ten feet. This caused no end of argument, and finally the race was run over. All got fair starts this time and Gallup won. Then there was some more argument. Of the medal. We S. B. and Nor- was an exciting S. B. man for sec- the end of half was finally agreed to divide the points. Howland did excep- tionally good work in the mile run; the only trouble was, San Luis Obispo had a better man.



Ronan. Last quarter of the relay.

The San Luis Obispo team deserves a great deal of praise for the way in which they helped enliven the field day. They knew practically nothing about training. Their school lacked spirit and refused to help them in any way, finan- cially. The team paid its own way to S. B. and its own hotel expenses. and at the field day showed of what stuff they were made. Pretty good stuff it was, too!



Stepper Ball.

The contest ended with S. B. first and Normal a *reception* to the visiting teams and politely invited them to dig up, ed them to dig up, fork over or cough up, or whatever you may please to call it, seventy-five cents for the evening's entertainment. The gate

receipts were about \$142; each of the four schools competing got \$10 and S. B. pocketed the rest for "expenses." There is one thing: "we don't like no cheap men."

On the whole, the boys had a pretty good time. When they returned home Sunday afternoon, it was with light hearts. The only wish was that they might have brought home that cup.

Normal Tennis.

Up to about the first of May, there had been very little tennis played on our courts. This was probably due to the rainy weather which kept the courts in such a condition that no one cared to play. Some of our most energetic young men have

got a couple of the courts into such good shape as to cause more enthusiasm in the tennis line.

Nearly every afternoon tennis balls may be seen flying back and forth across the nets at a great rate of speed. There are some very exciting games being played.

Mr. Davis is one of the best players that we have. He has a serve that is hard to receive, and his returns are something marvelous. Mr. Dietrich, who

has been known as a good player for several years, still holds his reputation. Very few balls ever get past him, while his hard cuts enable him to put up the strongest kind of a game.

[Editor's Note. As Cato closed every speech with the "Carthage must be destroyed," so I close this with the plea to Dr. Pierce, The Board of Normal School Trustees, the Faculty in general and anybody in particular to please fix up our tennis courts with asphalt pavement.]

It is hoped that before the term closes, we may be able to work up a tournament. Many of our experts are waiting for an opportunity to show people what they can do with a racket. If it is possible that such a tournament should occur, we may look for some hotly contested and well played games, for we brag of having some crack men.

A large grand stand has just been completed which is to be used for the training school children at noontime, and also as a convenience for any persons wishing to view the sport on the courts below. This is something that has been needed for a long time and those who enjoy seeing a good game of tennis may have the privilege without having to sit on the bare ground as heretofore.

It was thought for a while that we were going to have a layer of asphalt spread over the courts. This idea was finally given up and we still have to play on the gravel. It is probable that next term our hopes will be fulfilled and that we shall play tennis on asphalt courts. If this change is made, we can claim the best courts in the city and we may yet develop some players that will stand against any in Southern California.



Chandler in training.

WILEY AMBROSE.



Butler, the Club Swinger.



Evolution of a Normalite

First she is a Junior:
Verdant as Spring is she,
She uses words of wondrous length,
She dresses gorgeously.
She carries a lunch basket
Of very ample size,
Her earnest countenance appears
Most marvelously wise.




To the Middle Year she rises;
No books she carries now,
She studies in Assembly,
(Pray, do not ask me how!)
She brings a tiny luncheon
In a dainty paper neat;
She revels in society,
Her dress is always "sweet."



And last of all, as Senior,
In state she treads the halls,
With attitude professional,
Her mien the youth appalls!
No noonday luncheon carries she,
In box, or paper neat,
When dinner-hour comes around
She dines across the street.
She ponders over volumes,
By day-light and by night,
She's ever seeking for the way
To lead "the child" aright.
So, fortified with plan books,
Her term full soon is o'er;
Full soon there's nothing left to learn,
Then she is seen no more.

JESSIE M. LEWIS.





**Events
of
Graduation
Week**

- Saturday, June 8,
Trip to Mt. Lowe.
- Friday, June 14,
Dr Pierce's Reception, at his residence.
- Sunday, June 23,
Baccalaureate Sermon.
- Monday, June 24,
Senior B Party.
- Tuesday, June 25,
Senior A Class Day.
- Wednesday, June 26,
Senior A Candy Pull.
- Thursday, June 27,
Commencement.
- Friday, June 28,
Senior A Dancing Party.



HELEN MATTHEWSON
EROWING HARLAN

CLARENCE SHULTS
IRENE WILLIAMS



Adelaide Jones.



Mildred Cox.



Katherine Goodhart.



Anna Griffith.



Amy Chappelow.

CLASS HISTORY

I became interested in psychic phenomena while I was working on my thesis, poring over ponderous volumes for ideas and finding here and there very interesting bits of information regarding telepathy and its kindred subjects.

One day not long afterward a friend mentioned to me her acquaintance with a famous telepathist living in the city. Imagine my surprise when I learned that she referred to our own versatile Prof. Shepardson. I resolved at once to make a test of his metaphysical powers. The next morning I told him of my interest in telepathy and he kindly invited me to spend the evening at his home, modestly promising to give me such insight into the science as he could.

"I went early and stayed late." He first entertained me with an exposition on the Subjective Mind, Astral Projection, Crystal Vision, Slate Writing, and other allied phenomena. Then looking at me as he used to when I didn't know my pedagogy said; "You doubt the truth of my words, but I shall convince you. You are more interested just now in your classmates than in anyone else. You would like to know their little peculiarities and fads, what they think, and how they act. If my science can help you to see these things you will believe all that I have told you," He turned to a center table on which lay a large sphere of pearly whiteness that seemed to pulsate with radiance like the "winking of an electric light." Leading me up to this he flourished his ever-present pencil over my head. My body seemed to fall away and leave me sitting apart from everything material. The globe now looked like a great full moon. A shadow fell upon it, growing clearer and clearer, until I saw before me, ghost-like but distinct, my friend and fellow-sufferer, Melvin Lorbeer. He was ranging up and down in an



Carmelita Troconiz.

excited manner, wildly waving a huge baton, and saying; "I was not destined to be a common teacher! Did I not hold Miss Hagan and the Seniors spell-bound as I drew from them the fervent supplication, 'Abide with me?' If I didn't have such a cold I should be greater than Damrosch."

A wave of the pencil and the scene shifted. Long rows of business houses stretched out before me, and Mr. Duckworth's form flitted across my vision. From the door of Jones & Son to that of the Dizzy Corner, then across to Bolter's and back again he rushes, and behind him, on the still evening air, floated these words of woe, "\$200 worth of ads before the first of June and nobody working but me! \$200 worth of ads and nobody working but me!"

Once more the picture faded and a new one came in view. I saw the interior of room N. and a group of Senior A artists. The chalk tray supported a solid row of drawings. Helen McCallum rising from her seat, pointed to a half dozen or more bananas, she called them, done in water-color by the first grade. She murmured, as she gazed at her exhibit, "I shall make a specialty of easter eggs and bananas." Mary Allen, seemingly oblivious of everybody else, was praising her own row of straight-bottomed vases in pen and ink, and giggling (she is an inveterate giggler) to herself, "I'd rather teach drawing in the ninth grade than music in the first." All this time Ruth Dougherty stood admiring the result of her own instruction. Glancing superciliously at the other work she said, "Nothing like these lilies has ever been done in the Training School; Miss Laughlin said so." I was about to say, "That's true Ruthie," when I seemed to slip and fall, and was myself again with only a slight twitching about the eyes to remind me of my experience.

"Now," said Mr. Shepardson, "By means of Crystal Vision you have seen some of your schoolmates carrying out those tendencies which are strongest in them. Ghost stories are not altogether myths; this you are perhaps prepared to understand. Very often, indeed, it is the natural thing; the subjective mind, assuming the bodily form of its possessor, continues when the body is asleep, the most intense work of the day.

"You may now, if you wish, go subjectively to a familiar place where you will see the ghosts of some other friends." I nodded my willing head, and, with a twirl of the inevitable pencil, felt myself sinking as into delightful dreams.

Then a sense of chill and gloom as of the grave came over me and I felt



Elizabeth Gregory.



Effie Steinart.



Rose Van Deventer.



Emilita Abbott.

about me the walls of our Alma Mater. Down the hall came the ghost-like form of Helen Bushnel sighing (stage technic) as she swept along, "That business of mine! How shall I ever get it? It seems so immodest to lay my head upon his shoulder. Mother will be shocked, I know. And the cues—Oh dear!"

I followed her to the assembly, where, upon the rostrum, I saw the ranting form of Chas. Brubaker, as he strode back and forth declaiming, "I want to be an actor, and with the actors stand; or be among the chorus girls, and hold them by the hand."

Just then, from down the stairs, came a confused murmur of voices and a peppering fire of gentle taps. The greatest disturbance seemed to come from Room 1, and to that place I proceeded. Before their respective blackboards were Houser, pointing with lightning on their absent pupils.

Near the desk sat Julia Spencer and Grace Davies busy fingers were weaving as they sang,

"In and out, in
See how very
Some do weave
But I shall make

Similar unearthly sounds drew me across the hall, blackboard exercises were being conducted by Nellie Anna Fitzhugh. Then came the sense of a yawn and a night-mare, and I was back in Prof. Shepardson's parlor.

"What were those girls doing in the Training School?" I asked. "Why, that is an example of what I have just told you. They are continuing in sleep their frantic daily efforts to keep first grade work moving.

"Thus far, you have been, while in the hypnotic state, observing the subjective forms of others, I shall now, with your permission, help you to see the objective form of any friend on whom you will fix your thought." Concentrating my mind upon my dear Ganahl, I was in the parlor of her home on Ave. 54. She was evidently entertaining a group of young people, most of whom I recognized at once as my classmates. The gentlemen in the company were strangers to me. They seemed backward in one



Grace Woodin.

a heap of straw at their feet, which their ever-

and out,
nice and stout;
the splintry mat,
a raffia hat."

where the same ghostly
Cocke, Lottie Barry, and
of an awakening as from



Bessie Austermeil.



Eunice Kirkpatrick.



Mabel Morton.



Charles Brubaker.



Julia Garey.



Madge Stephens.

respect only: they sat with their hats on. They were however, very much adored by the ladies. One of them, whom everybody called Cedric, seemed an especial favorite. The striking thing about his costume was his negligee shirt, of bright red flannel. His deep musical voice and executive manner were very familiar but I didn't know who he was. Arabella, a charming young lady, whose timid ways reminded me forcibly of Grace Farnsworth, was gazing in admiration at him and appeared in no way embarrassed to be observed by the other guests. I heard another of the gentlemen ask Antionette Ganahl to be his wife and saw him clasp his hands to his heart in tragic pain when she said, looking jealously at the man in the flannel shirt: "Parson

Bolingbroke, I have answered that question for the last time." The parson must have been a relative of Mabel Morton's for he looked so much like her. A young fellow, whom they termed Apollo, was holding Anna Griffith's hand and vowing that she was "fairer and fresher than Pheobus Aurora."

A graceful, little blackheaded fellow was playing the piano and making goo goo "eyes" at "Sweet Lewis, me child," "Don't you think I'm grand?" I heard him ask her, and Jessie answered, striking a honeywood pose, "Oh, my darling Carm, you'd make Aphrodite grin!"

In another corner of the room was a group of little girls, their queer old-fashioned gowns reaching just below their knees, their hair hanging down their backs in tight little pig tails. You may be sure I was surprised to recognize them as my dignified Senior friends, Julia Garey, Bonnie Green, and Edith Philips. They were discussing the feasibility of studying History Methods and of keeping Biology note books. I caught this fragment, "The way we Seniors have to study is enough to make a goat weep. Dont you think so? "Then all eyes were turned toward Arabella as she called out, "Adelaide Jones, you



Edna Sojer.



Augusta Zuber.



Mabel Smith.



Melvin Lorbeer.



Freddie Christiansen.



Amy Neilson.

are so grand, Prometheus would crawl into a gopher hole beside you!" I hadn't seen Adelaide and was still looking for her when, like frost on a window pane, the vision melted, and I was barely conscious of Mr. Shepardson's voice as he said, "Think of Emilita Abbott." Obeying, I found myself beside a group of girls evidently deep in the study of School Law. They were seated around a table on which were strewn multitudinous white fleecy-looking scraps of variety innumerable, half a dozen school law pamphlets and all the latest fashion plates. Bessie Austermeil was saying, "I think Mr. Shepardson requires altogether too much to ask us to know all about these old school moneys." The permanent fund "That reminds me girls," broke in Catherine Goodhart, "this wash chiffon at 85 cents a yard would wear well. We would have something permanent and serviceable if we got that." "Then there is 5 cents a yard discount to every Senior A. who will get her dress at Ville de Paris," interrupted practical Celia Norton, "and, by the way, 5 cents discount will help us to remember this permanent fund. 5% discount on public lands is part of the permanent fund." O girls exclaimed Anna Schubert, just imagine giving "Dearest Mamma." I don't see what Mr. Von Neumayer can be thinking of "The Match Makers is just fine." "But girls are you going to have yours trimmed in lace or ribbon?" asked Eva Alexander, before the last sentence was finished. "White satin ribbon with point-lace insertion," said Emilita Abbott. I like these soft clinging effects. I'm going to have mine shirred."

"I like these patterns, don't you" asked Bessie Austermeil holding up a fashion plate of bride's dresses.

"O Bessie" they all exclaimed "you would look to sweet." Miss Moore would think so too."



Ella Washburn.

"But girls" said the studious Eva "its getting late and I don't know this stuff yet. Which fund do collateral inheritances belong to?"

"I don't know but I wish somebody would leave me a collateral inheritance and I would have this \$1.10 chiffon made over China silk. Wouldn't it be lovely?" This from Anna Schubert too, and I was back at Mr. Shepardson's in my Normal senses.

"Have you had experience enough to convince you that we have a subjective mind," he said, "which when properly understood may do many wonderful things for us." I thought I had.

"Now I will show you some of the marvels of slate writing although I don't care to have it generally known among my pupils that I ever resort to such means of getting information."

He gave me a double slate perfectly clean with a little bit of pencil between the sides. "Now think of some one with whom you would like to communicate." I thought of Bertha Scott. Immediately there was a scratching of the pencil as of someone writing. In a moment it ceased, I opened the slate and read. "O say Mabel, the Exponent is coming on beautifully. We are going to have a number that is just too lovely—mostly pictures. Mr. Chamberlain wants to publish his grand method lectures but I don't think. You've got a good joke on me haven't you? Please don't leave out—Scottie."

I was so pleased that I could hardly wait to try the experiment again. This time I thought of Maude McAfee. The message came. "Don't you just love the 5th grade? Aren't they too sweet for anything? Don't you just adore Mrs. Preston?" I knew it was from Maude because that's what she says to me every day.

I was fascinated and determined to have yet another message. I fixed my thought on Catherine Withers. This time the pencil wrote "I never expect to teach. I don't know what I'm doing in this school with such a voice of mine, I expect to



Lulu Hull.



Frieda Boechneche.



Claude Lawless.



Stella Bollong.



Anna Schubert.



Anna Fitzhugh.

join the grand opera as soon as I graduate. Miss Stevens will be Ortrude and with Claude Lawless as Lohengrin, I think we shall be the most famous troupe in the world." C. W.

I should like to have kept up the performance but Prof. Shepardson said I had had enough for scientific conviction. There were other things in store for me.

"We are anxious" he said "to know just what per cent. of those students who have taken advantage of a course in this school really contemplate teaching. To this end I have prepared the following statistics.

Those who expect to go into business:

- Eunice Kirkpatrick, } Typewriting and
- Clarence J. Shults, } Mimeographing.
- Lulu Hull—Exploring in Australia.
- Julia Speneer—Basket weaving.

Those going on the stage:

- Catherine Withers, }
- Stella Bollong, } Vaudeville.
- Mildred Cox, }

Those engaged, wearing the ring and expecting to marry in June.

- Helen Bushnell, Lottie Coy,
- Effe Steinart, Grace Woodin,
- Mabel Smith, Helen Matthewson.

Those engaged but expecting to teach two years:

- Ella Washburn, Freddie Christiansen,
- Eva Ogborn, Augusta Zuber,

Those having now a chance of matrimony but refusing it on account of their duty to the state (considered in a precarious condition.)

- Frieda Boechnche, Rose Van Deventer,
- Lily Cuff, Amy Neilson,
- Lizzie Gregory, Minnie Whims,

Julia Pann,



Grace Farnsworth.



Helen Bushnell.



Maude McAfee.



Mary Allen.

“For so large a class I think my investigations fairly gratifying.”
 “I’m sure they are very interesting,” said I, “but you have said nothing about Daza Barnes.” Immediately the shade of that young lady was seated opposite me. “You recognize your friend do you not?” said Prof. Shepardson. “Her tastes are all intellectual,” he continued; “See how readily she will accept the suggestion I shall make to her.” Then turning to her, he said, “Miss Barnes, you now think that you are Dr. James conducting a Monday afternoon Seminar.” Immediately she straightened herself up, attempted to run her fingers through her pompadour and pursing up her lips in a naïve manner as Dr. James is apt to do, began, “There is no doubt that a Senior can do all the work required by the State Normal School in two hours a day, provided that that Senior has done all his previous life work faithfully. We will now proceed to the revision of the Course of study.



Evalyn Alexander.

“Miss Swerdfeger, at what conclusion have you arrived concerning second grade work?” No sooner had she called the name than Grace “materialized” as a cloud of vapor might form in clear air.

“I wish all the teachers in that grade to give special attention to what Miss Swerdfeger has to say,” and with these words the room was full of airy figures. I recognized them every one as the girls who teach in the second grade.

“I have given the subject serious consideration Dr. James,” said Grace, looking straight at Miss Barnes, (so powerful is suggestion over the subjective mind). “It seems to me that music should be made the central subject. I have worked out a scheme using the song introduced by Mr. Shults.

‘A little man bought him
 Boom, boom, boom!
 Who knows said he when
 Boom, boom, boom!
 I’m not at all frightened
 But if I am called on to
 I want to be ready to play
 Boom, boom, boom!’



Lottie Coy.

a big bass drum,
 war may come,
 you understand,
 fight for my land,
 in the band,
 for one term.

“This song will furnish ample reading material
 “Miss Harlan do you agree with Miss Swerdfeger here?”
 “Yes sir, I should first require the class to copy

the selection with an indelible pencil in their note



Anna Fine.



Julia Spencer.



Daza Barnes.



Laura Cottle.

books writing only upon every other line, then indicate in writing in indelible pencil over the word, or group of words referred to, whether the thought is discriminative, emotional, volitional, positive, negative, contrasting or comparing, emphatic, moderate or subdued."

"You deal too much in generalizations, Miss Harlan. Will someone kindly volunteer to be more specific," interrupted the instructor.

"I should do all that Miss Harlan has suggested," said Maude Weaver, "being very careful to have the children inhale through the post-nasal passages and vocalize every particle of expiring air in speech." "Too specific!" echoed Miss Barnes.

Then Lena Rosa volunteered, "I should follow Mr. Von Neumayer's method implicitly taking up the elements of expression week by week."

Anna Fine lifted her hand timidly, and receiving a nod of encouragement, said, "I should make a strict examination of the vocal and articulatory organs, and in case of any malformations, should recommend amputation or expulsion from school."

"Quite right," exclaimed the pseudo professor. "Now let us hear something in regard to the other subjects."

Here, Daisy Morris arose to elucidate the drawing problem. "The subject of every day's lesson should be taken from this song. The drum, the little man, without, and later, with his drum in more and more difficult poses to gain progression may be used. I should lose no opportunity to question Miss Laughlin, but should rather follow her as a shadow, thus making sure of success."

Miss James then introduced the subject of morals and manners. "It seems to me that twenty minutes a day could be spent very profitably on ethics. The words bought, war, fight and others will furnish sufficient subject matter for a term. Among

other devices for impressing moral lessons, would be war-pictures and cripples from the Soldiers' Home that the pupils may learn the evil effects of war. I should give the children lessons in buying and selling, showing them all the tricks by which they may take advantage of others in trades and cautioning them to avoid using the same." "I should correlate nature work," said Grace Swerdfeger, "by studying the sheep whose skin is used to make the head of the drum.

I should take the children to a sheep ranch where we would buy a sheep, making a review of the lessons they have learned in trading. The sheep should then be taken to the school house where the children would have entire control of the animal."

"What can you add Miss Soper?" came from the leader.

"This would be an excellent place for the practical application of twig cutting. The pupils should make a pen for the sheep. Then the effect of fright should be taught. This was suggested to me by Mr. Shults, who, when he presented the song, furnished a vivid picture of the pale face, erect hair, trembling limbs, and quivering muscles of a frightened man."

"This will be a good song with which to realize the four aims of the music teacher," said Amy Chappelow. "1st. To make the pupils sing just above their mouths. 2nd. To make them send the sound from their eyes. 3rd. To make them sing out of the tops of their heads. 4th. To make them sing the scale as if they were holding a cat by the nape of the neck with its body hanging loosely down."

Here Miss Barnes arose, went through the motion of taking a watch from her pocket and said, "Class dismissed." The spirits were gone as quickly as they had come.

I leaned back in my chair to reflect, absent mindedly I touched the slate again. The pencil began its scratching. I waited expectantly until it stopped. Then to my amazement read: "Miss Cocke; If you don't go home immediately and put this episode on your report, you will hear from Mrs. Pierce." Saying a hasty good night, I fled.



Maude Weaver.



Lena Rosa.

Kindergarten Department



THE BOOK OF THE CHRONICLES.

On September 5, 1899, the twenty of us first met. Now we are seventeen, fifteen of whom are of the original number.

The first awful thing that happened was our music test, when we sat in agony before Miss Hagan, saying under our breath the old fashioned but practical scheme for remembering those sharps, "Go drink and ever be free," and back again for the flats. My, but Miss Hagan looked cross that day! We soon learned, however, that behind that frowning countenance, there hid a smiling face.

Our invitation by the then reigning Seniors took place a few days later, when we were led as merry a chase as John Gilpin ever rode—over chairs, under tables, outdoors and in, evolving through different stages of fish, frog, bird, butterfly, and various other flesh and fowl. This was followed by refreshments and dancing.

Then we went to work and worked hard; upstairs and down, we were experimenting, studying, observing and absorbing. Oh, the Kindergarten course is not all fun!

It is a good thing for the Junior Kindergarteners to make

themselves known to Miss Jacobs before a dance in the gym, for a hold up in the gym is the inevitable result of a neglect of this courtesy.

Near Thanksgiving Miss Lawson entertained the Alumnae, Seniors and Juniors, with a children's party. We were made children again just for that night, and, the spirit as well as the dress of childhood being ours, we ate, danced, played and squabbled as children do. The rooms were transformed into a huge barn, with stacks of corn, garden implements, and so forth, adding to the delusion.



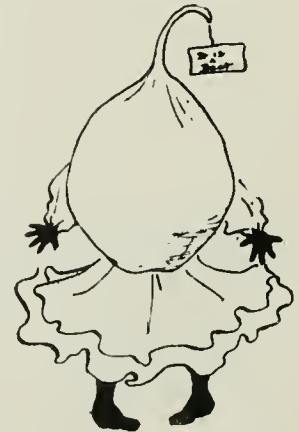
At Christmas time we had a dainty luncheon, when certain dignified tutors tried to look comfortable on twelve inch high chairs. On St. Valentine's day we had a spread, and just before the Seniors left, we gave them a farewell luncheon.

After the summer vacation, we came back—Seniors, with a fine large flock of Juniors to bring up. Then our practice work began, the class scattering to all points of the compass, six to Pasadena, to be in private, charity, and Orphans' Home Kindergartens, two to the Ninth Street Mission, four to Olive street, across the way, while the rest stayed at Normal. After

three moves during the year, we feel as though we had met all sorts and conditions.

Of course we initiated the Juniors with appropriate ceremonies, and they retaliated by giving us a most delightful Hallowe'en party, with darkened rooms, red lights and all sorts of tricks to gain husbands and other good fortune. But alas and alack! The Kindergarten department is as good as an anti-matrimonial society. But we bobbed apples dipped fingers, ate pie, and burned candles at the shrine of the mysterious and uncertain Prince.

Next in succession was another of Miss Lawson's unique and delightful affairs, this time a vegetable party. Miss Lawson impersonated Mother Nature, and the guests were carrots, beets, pumpkins, radishes, flowers, and other people of nature who made a pretty picture in the beautiful forest like rooms. A gypsy in her tent in one corner divulged secrets of the future, and the afternoon was altogether charming.



The beautiful butterfly party came next, when we of the Senior B class all fluttered out to the gym, and entertained ourselves and our friends with fancy dancing and just the common kind. Every one knows how pretty that was.



As "Ithers" Saw Us.



The Juniors entertained us recently with a charming luncheon, at which the color scheme of yellow and white was carried out in the courses and in the decorations. Our farewell to the Juniors was an afternoon function at which a German of adapted Kindergarten games was the distinguishing feature.

The Kindergarten Alumnae party was a charming feature, among the closing festivities of the year, and the last farewell rites of the juniors for us closed a series of delightful affairs to which we will look back with homesick hearts, when we are safe, safe, in the wide, wide world.

POT--POURRI.

Who is who?

His observations on the observation. To a Junior—"Oh, I know who you are. You're one of those who just sit around and write things in a book."

Miss Cora Parker will recuperate at Catalina.

Miss Sadie Vestal will devote her time to music during the summer.

Ask any of the Pasadena girls if they will have some honey kisses, 5 cents a package.

Miss Juliet Carvell will sew this summer, and so—



Miss Gabrielle Dobbins will return to her old home in Buffalo, N. Y. and Miss Annie White will also visit the Pan-American Exposition.

Miss Augusta Dunkleberger will continue to wear half mourning—violet—because even the Sommer will wax and wane and depart.

Miss Lawson and Miss Gertrude will visit in the east during the summer.

His story. Phillip had volunteered to tell a story in morning circle. A fit of bashfulness seemed to seize him, however, and he stood speechless for some time. Finally he ejaculated, "Saw a cow," and sat down with a bump.

Miss Carvell is the artist of the class, as is evident from the accompanying illustrations.

The Alumnae party given the Seniors was a poster party with a chaffing dish luncheon.

Miss Agnes Morgan and Miss Ada Dryden are each to spend a part of the summer traveling in Mexico.

Who said, "He's the darlinest thing that ever happened on top of the earth?"

Miss Lawson is to spend a part of the summer working at the Chicago Kindergarten College.

What's the matter with the tennis tournament? We have some champions we would like to see matched.

"We've got some new baby chickens at our house," said Johnnie, "and I heard 'em whistling to each other."

Miss Grace Harwood may visit the Yosemite.

Miss Florence Bailey doesn't know what the summer has in store for her.

Neither does Miss Leah Darcy, unless—— Then she may go out hunting for ways to spend money.

Which kind of picture does Miss Gage care for most? Answer, C-pl-y prints.

Miss Katherine Ward refuses to tell her plans for the summer. Mysterious silence, this.

The Kindergarten class is such a butterfly class! Only three of the girls have any definite ideas of settling down.

By the way, the first wedding of the Kindergarten Alumnae is announced for this summer.



Miss Isabel Harden announces that she will not be married by a priest. She will take a Bish—.

Chinese puzzle. Who can pick out Miss Alice Kirk from the accompanying group picture?

"There were thirty-four ships killed in the Spanish war," said one chap.

Miss Bonnie Gage will be at home to friends in Long Beach during the gay summer time.

Miss Lottie Young will bring unrest to stolid hearts in various places in vacation.

The Juniors, Miss Lawson and the Seniors entertained the girls' mothers with afternoon tea and Kindergarten games on the eighteenth.

Miss Marion Washburn will spend the summer at her home in Oakland, visiting Berkeley a part of the time.

Miss Blanche Allen will return to her home in San Diego to spend the summer.

Miss Helen Rush leaves this summer for Philadelphia where she will make her future home.







Class Hymn



United, our lives have resembled
A river in its course;
Each life, one drop; but the union of these
Has given the river force.
Through the sands in the valley of learning,
It has slowly pushed its way;
Overcoming the obstacles in its path
By steadily working each day.
And though from different sources,
We started, it is true;
We were branches of that same main stream,
With the same end in view.
Some drops we have left along the path,
In this short journey of ours:

They paused for a day as little drops may,
To water the wayside flowers.
Now from our place in the river,
We see a gleam of light;
We have almost reached our journey's end,
Already the ocean's in sight.
The river was held within limits;
The ocean is boundless and free,
And not one can tell what, in its spell,
It holds for you and for me.
On life's ocean, wide and deep, we may
Be parted perhaps forever;
But death alone can break the ties
Which bind our hearts together. H. M.

✂ ✂ NAMES AND ADDRESSES OF CLASS ✂ ✂

Abbott, Emilita	-	-	957 Grattan St., City.	Fine, Anna	-	-	963 5th St., San Bernardino, Cal.
Alexander, Evalyn	-	-	520 S. Flower St., City.	Fitzhugh, Anna	-	-	402 E. 23rd St., City.
Allen, Mary	-	-	1930 New England St., City.	Gage, Mary	-	-	Long Beach, Cal.
Austermell, Bessie	Cor.	Santa Barbara and Figueroa,	City.	Ganahl, Antoinette	-	-	316 Ave. 57, City.
Bailey, Florence	-	-	1819 Union Ave., City.	Garey, Julia	-	-	1922 S. Los Angeles St., City.
Barnes, Daza	-	-	Richland, Cal.	Goodhart, Katherine	-	-	235 Date St., Riverside, Cal.
Barry, Lottie	-	-	Ventura, Cal.	Green, Bonnie	-	-	1010 E. 23rd St., City.
Boechneche, Frieda	-	-	Prospect Park, P. O. Box 3.	Griffith, Anna	-	-	Monrovia, Cal.
Bollong, Stella	-	-	771 4th St., San Bernardino, Cal.	Gregory, Elizabeth	-	-	Los Angeles, Cal.
Borden, Ada	-	-	Santa Ana, Cal.	Harlan, Browning	-	-	Trenton, Tenn.
Brubaker, Charles	-	-	451 S. Hope St., City.	Hull, Lulu	-	-	116 W. 28th St., City.
Bushnell, Helen	-	-	1929 Estrella, City.	Harden, Isabel	-	-	2331 Thompson St., City.
Carvell, Juliet	-	-	2323 Scarf St., City.	Harwood, Grace	-	-	622 W. 4th St., City.
Chappelow, Amy	-	-	Monrovia, Cal.	James, Myrtle	-	-	1231 W. 2d St., Pomona, Cal.
Christiansen, Freddie	-	-	Exeter, Cal.	Jones, Adelaide	-	-	1024 Maple Ave., City.
Cocke, Mabel	-	-	Downey, Cal.	Kirk, Alice	-	-	923 Grattan St., City.
Cocke, Nellie	-	-	Downey, Cal.	Kirkpatrick, Eunice	-	-	1205 Catalina St., City.
Cox, Mildred	-	-	453 N. Grand Ave, City.	Lawless, Claude	-	-	Visalia, Cal.
Coy, Lottie	-	-	412 W. 3rd St., City.	Lewis, Jessie	-	-	1134 E. 12th St., City.
Cuff, Lillie	-	-	510 S. Flower St., City.	Lorbeer, Melvin	-	-	811 W. Holt St., Pasadena, Cal.
Darcy, Leah	-	-	426 E. 29th St., City.	Matthewson, Helen	-	-	1038 W. 24th St., City.
Davies, Grace	-	-	70 Eureka, Pasadena, Cal.	McAfee, Mand	-	-	1321 De Long St., City.
Dobbins, Gabrielle	-	-	San Gabriel, Cal.	McCallum, Helen	-	-	420 N. Bunker Hill Ave., City.
Dougherty, Ruth	-	-	S. Pasadena, Cal.	McCormack, Blanche	-	-	325 W. 17th St., City.
Duckworth, Guy	-	-	Anaheim, Cal.	Morgan, Agnes	-	-	3078 Wilshire Bldg., City.
Dunkelberger, Augusta	-	-	1200 W. 9th St., City.	Morris, Daisy	-	-	950 Orange St., City.
Dryden, Ada	-	-	1435 Valencia St., City.	Morton, Mabel	-	-	108 N. Flower St., City.
Farnsworth, Grace	-	-	1405 S. Wright St., City.	Neilson, Amy	-	-	Exeter, Cal.

Norton, Cecilia	-	-	851 S. Flower St., Cal.	Swerdfeger, Grace	-	-	-	Azusa, Cal.
Ogborn, Eva	-	-	Escondido, Cal.	Troconiz, Carmelita	-	-	1112 S. Grand Ave., City.	
Pann, Julia	-	-	6th St., Riverside, Cal.	Van Deventer, Rose	-	-	-	Craftonville, Cal.
Parker, Cora	-	-	512 E. 12th St., City.	Vestal, Sarah	-	-	-	Whittier, Cal.
Phillips, Edith	-	-	401 W. Washington St., City.	Ward, Katherine	-	-	1121 S. Grand Ave., City.	
Rosa, Lena	-	-	-	Washburn, Ella	-	-	1638 Millard Ave., City.	
Schubert, Anna	-	-	416 N. Burlington Ave., City.	Weaver, Maude	-	-	-	Highland Park, Cal.
Scott, Bertha	-	-	215 W. 16th St., City.	Whims, Minnie	-	-	1481 W. 23d St., City.	
Shults, Clarence	-	-	1240 W. 30th St., City.	White, Annie	-	-	241 N. Marengo Ave., Pasadena, Cal.	
Smith, Mabel	-	-	851 Buena Vista St., City.	Williams, Irene	-	-	-	Ventura, Cal.
Soper, Edna	-	-	883 W. 2d St., Pomona, Cal.	Withers, Catherine	-	-	627 S. Main St., City.	
Spencer, Julia	-	-	614 E. 21st St., City.	Woodin, Grace.	-	-	-	Artesia, Cal.
Steinart, Effie	-	-	Downey, Cal.	Young, Lottie	-	-	1337 Santee St., City.	
Stephens, Madge	-	-	Prospect Park, Cal.	Zuber, Augusta	-	-	1543 W. 8th St., City.	





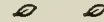
EDITORIAL

Fellow students:—We, the June class of '01, now bring you our farewell offering.—The Normal Exponent. We have made it your paper as well as ours, not one class has been forgotten, and while the Senior A's claim the most attention, it is because it is our last chance. We felt you would wish to know us as we are before we leave you and the Alama Mater.



This is the third edition of the Exponent to be issued by a Senior A class. We feel the present plan to be the best for the success of the paper and the enjoyment of all. The future of the paper we leave as a trust to the Senior B's, now

fully prepared to feel their responsibilities to the utmost. Senior B's make the most of your charge.



During our course, there have been two worthy enterprises struggling to secure a foot hold in the school. I speak of the Exponent and the Student Body. We are sure of the Exponent's future success, but what of the Normal Students' Association? Will you not reorganize the association? It has been of profit and of interest,—why can you not make it much more so in the future? We have felt the great lack in the school to be a closely united organization among the students, to work for the common good of the school. Senior B's, when you try to fill our

places, we urge you to form such a student body under the proposed constitution or any good constitution. May it seem to you a duty that you owe to the school and to yourselves.



The present edition of the Exponent differs somewhat from the preceding ones in its make-up. We feel that the paper should show the nature of the school it represents. The school is judged by its products. We have used more articles of a professional nature. We feel sure each one to be of definite value to the readers and altogether to make the Exponent a distinctly Normal School paper.



We are deeply grateful to those who have so generously assisted us in our work on the paper. We especially wish to express our thanks to Mr. Davis, Mrs. Barnum, Miss Moore,

Miss Hellmuth of the faculty and to Misses Sterry and Doss of the class of '00, for their interest and co-operation in the paper.

BERTHA SCOTT, Editor.



We desire to call special attention of the students to our advertisers. Glancing over the business houses whose advertisements are herein contained, you can see that they are the most reliable and enterprising business firms in the city and are worthy of your patronage. You may think it a little thing when you go into a store to make a purchase to tell them you are from Normal. But when you get to be a Senior and try to publish a paper you will realize that it is no little thing after all. The firms like to know that they are being patronized by the people among whom they advertise. So for your sake and the sake of all concerned we earnestly urge you to trade with our advertisers.





A Senior's Dream

First Impression of Normal

By High School Graduate

So you want a Middler's impressions on entering Normal. Well, I'm afraid our views were rather homesick ones. Our Alma Mater was too much in our minds to let us appreciate a new one so soon.

A State institution, indeed! We began to think it was the lunatic asylum. The unknown labyrinth called halls led everywhere except where we wished to go. But they were sure to bring us face to face with one of the teachers who greeted us with, "Have you been vaccinated yet?" "Where are your credentials." "You must hand in your report," or "When will you pay your deposit?"

So much distracted were we, that some of us were found wandering in the basement, and on being asked our business, replied vaguely, "Hunting for the Attic."

Everywhere we went placards met our gaze, "Quiet on the Stairs," or, "Silence in the Hall." We soon found that the Seniors and Faculty were exempt from the ruling. In fact no one but us frightened mortals paid the slightest heed to it.

Then, that terrible room R! How we shook and trembled at the flow of eloquence which our attempts at harmony called forth. Little did we dream that "You are the slowest class I ever saw," and many similar remarks, made in an exasperated tone, were only the prelude which would be followed by soda-water treats.

The imposing array on the platform oppressed us with such

a feeling of the solemnity of our new life that we never smiled again—that is for fully a week.

And, oh, how we did miss our boys, the dear, old boys! Here, we had just one in a whole section; and he, so frightened at a roomful of strange girls that "nary" a glance or word could we get from him.

How unsophisticated we were! We thought that our gymnasium work was intended merely for recreation, and we were led to believe that our vaccination certificate secured us from all future ills.

To those from the L. A. High School, the hill seemed like an old friend. To be sure we missed the graveyard and the tamale stands. Nor were they all we missed. Where, oh where, were the clocks? Time seemed to be no item here.

But, one thing delighted us, that peculiar invigorating atmosphere of independence. We felt personally responsible for much which had, hitherto, always been done for us. Each breath of air carried to us the call to work—and work hard; but as well the thought of future recreation, well earned. Something within each responded to this and with increased courage we prepared for the task before us.

Then, too, that pleasant feeling of comradeship among members of different classes was as agreeable as it was novel. No one seemed to care whether we were Juniors or Seniors. We were new comers, and as such to be welcomed.



SOCIETY NOTES



- JUNIOR B CLASS.—May 10. A dancing and game party.
- JUNIOR A CLASS.—May 3. A merry gathering in the gymnasium.
- MIDDLE C CLASS.—May 17. A fancy dress party.
- MIDDLE A CLASS.—May 30. A poster party. The Seniors were the guests of honor.
- ATHLETIC—BOYS.—May 8. Entertained by Miss Jacobs at her home on South Hope street. Misses Seaman, Ball, Savage, Cray, and Lea assisted.
- JUNIOR KINDERGARTENERS.—May 24. Gave the Senior Kindergarten class luncheon. Dr. and Mrs. Pierce were the guests of honor.



FACULTY

Where They Expect to Spend the Summer

Dr. and Mrs. Pierce, N. E. A. at Buffalo.
Dr. James, Chicago and the N. E. A.
Mr. Shepardson, at home.
Mr. Dozier, at the coast and hunting in the mountains.
Mrs. Barnum, Ocean Park.
Dr. Shults, work in a Physiological Laboratory and Surgical Ward in the city.
Miss Hellmuth, Berkeley to study human nature.
Miss Elliot, Catalina.
Miss Dunn, Berkeley Summer School.
Miss Laughlin, at her new cottage at Ocean Park.
Mrs. Hazard, San Francisco.
Miss Anderson, Chicago.
Mr. Miller, Los Angeles and the mountains.
Miss Bronsseau, Redlands.
Miss Smith, goes to Tahoe and then to Columbia to study.
Miss Seaman, visit relatives and will study some at Berkeley.
Mr. Hutton, either at Long Beach or La Jolla.
Mr. Davis, University of Chicago and N. E. A.
Miss Hagan, East Chicago! study?
Mr. Chamberlain, at home and in the mountains.
Mrs. English, in the pine woods.

Miss Monks at San Pedro in charge of the Biological Laboratory of the University of California.
Miss Jacobs, on the coast.
Mr. Von Neumayer, "we" are going to spend it on the coast.
Mrs. Byram, make a tour of Southern California.
Mrs. Smith, Berkeley.
Mrs. Preston, at Santa Monica.
Miss Reeves, Glen Ranch, San Bernardino mountains.
Miss Lawsou, Chicago, Pennsylvania and the N. E. A.

It was with a feeling of heartfelt regret that faculty and students of the Normal School learned of the resignation of Miss Moore, for more than four years a member of our English department. All who have been members of Miss Moore's classes carry with them an inheritance that mere instruction can never convey—the power of personality reaches beyond all text book instruction. To those who come after, deprived as they will be of this culture that contact with one of such deeply intellectual power, and possessing in so high degree all attributes that constitute "woman" in the true sense, to these we extend our sympathy. To Miss Moore herself, entering upon a course of study and travel both in the east and abroad, the heartiest of congratulations and godspeed in the enlarged life she is about to enter.

Works of Art in Assembly Hall

The classes of 1900 and 1901 have united to leave behind them a most beautiful memorial of their association with the Normal School. The Winged Victory, which has recently been unveiled in the Assembly Hall, is their gift.

The happy custom of thus expressing the love and respect felt by graduates for their foster mother originated with the class of '96, who placed upon the walls a fine picture of the impressive ruins of the Parthenon.

The classes of the following year added a beautiful print of Harry Bates' Cupid and Psyche. This delicate and graceful relief tells in three parts the story of the

"Latest born and loveliest vision far
Of all Olympics' faded hierarchy."

The central and largest represents Psyche borne by the west wind, while those on the sides show Cupid's interest and admiration contrasting with Psyche's despair.

A plaster cast of the Diana of the Hind, standing at the left of the rostrum, is a gift of the class of '98. The original is in the palace of the Louvre, and is a counterpart of the Apollo Belvedere. The attitude of the "Queen and Huntress" is that of hurried and eager motion, and the statue is instinct with life and spirit.

On the opposite side of the hall, in thoughtful repose, is the majestic figure of the Minerva Medica, of the Vatican. This

cast was purchased with the proceeds from students' entertainments.

Another work of art in which the entire school has a personal pride, is the large picture of the Venus of Milo, which commemorates the successful competition of our decorated tallyho in the Free Harbor Jubilee floral parade.

The beautiful carbon copy of Raphael's Sistine Madonna, which hangs on the south wall, was presented by the class of '99.

The gift of the classes of the last two years stands in imposing grandeur on the west side of the Assembly Hall. The figure is thrown into relief by rich hangings of crimson plush. It is a copy of the Winged Victory of Sansthrace, which was discovered on the little island in the Archipelago in 1863. During the progress of some excavations, a French Consul noticed a bit of white marble emerging from the earth. He cleared away the soil and brought to light the fragments of a statue of a winged female figure. These were placed on board a French dispatch boat and conveyed to Paris. Three years later the pieces were fitted together, and the Victory was given room in an obscure corner of the Louvre museum. The several blocks of strange shape which had been excavated at the same time were neglected. When at last it was seen that they formed the pedestal of the statue, and that when put together, they would take the shape of the prow of a ship, these blocks were brought away by the French Government.



The Winged Victory--Classes of 1900-1901.

Sixteen years after the discovery, the magnificent figure was placed on its pedestal at the head of the grand staircase in the Louvre, where it now is.

The Victory is represented with the movement of rapid walking, as if she were accompanying the rowers, and eager to spring ahead of their speed. The sea-breeze blows the drapery against the body and makes it float in graceful folds behind. The feet, head and arms were carved apart, and fixed to the statue with braces; they are now lost. The imagination, how-

ever, is able to reconstitute the complete attitude. Archeologists say that the right arm, raised and extended in front, doubtless held a trumpet; the left-arm thrown back and hanging down, carried a stand for trophies. The head was erect and looking into the distance. In no other monument of antique sculpture do we find combined such strength and at the same time such delicacy and subtlety of touch. As it now stands, headless and armless, it is still of dazzling splendor of form, and vibrates with the internal life of art. E. E. M.



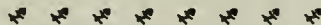


JOHN SCHLEGAL
MERTON HILL
ROY CONRAD

GUY L. DUCKWORTH
MELVIN LOEBBER
STANLEY HOWLAND

BRUNSON BUTLER
ROBERT HICKON
LUKE GALLUP

Skull and Cross-Bones Fraternity.



RESIDENT MEMBERS

MELVIN LORBEER, '01.

G. L. DUCKWORTH, '01.

MERTON E. HILL, '02.

LUKE GALLUP, '01.

ROY CONRAD, '02.

BRUNSON BUTLER, '02.

ROBERT L. HICKOX, '03.

STANLEY HOWLAND, '03.

JOHN SCHLEGEL, '03.

OFFICERS

Grand Master	- - - - -	MELVIN LORBEER
Scribe	- - - - -	JOHN SCHLEGEL
Attorney	- - - - -	GUY L. DUCKWORTH
Holder of the Bag	- - - - -	MERTON E. HILL

ALUMNI

CHARLES MEYER, '99.

ROBERT NEELY, '99.

CHARLES THORPE, '99.

GEORGE BODEN, '99.

ELMER LAWRENCE, '00.

RAYMOND LOPEZ, '00.

STEWART LAUGHLIN, '00.

WILLIAM WHITE, '00.

RALPH CHASE, '00.

JAMES REINHARD, '00.

FOREST M. WHITAKER, '01.

LAWRENCE LINDSAY, '01.

GUY STEWART, '01.

CHARLES W. BAKER, '01

CHARLES REINHARD, '01.

WILLIAM FANNING, '01.

LEONARD BIGHAM, '01.

CHARLES BIGHAM, '03.



Views of the Kindergarten.



Library

The Hills



○ BEAUTIFUL, amethyst hills
With your crowns of golden light,
The smile of the Almighty God
Resting upon each height!

Ye are types of this earthly life
Rugged, grand, and sublime,
For there's not a path o'er your rocky sides
But leads to the sunlight in time.

Among your hard, gray boulders
Are flowing perpetual springs,
And through the gloom of your forests
An eternal anthem rings.

And so in the glorious distance
Shall seem to us this life,
When Time flings his purple mantle
Over its rugged strife.

For then in the grand hereafter
Uplifted by God's own hand,
We shall see the unequal lives of men
In towering beauty stand.

Then the jarring discords of life
Shall blend in an anthem sweet,
And the rocks shall stand like monuments,
That bruised our climbing feet.



S. D.

The Use and Abuse of Books

“Books are the best of things, well used; abused, among the worst.”

BEFORE attempting to discuss the question of the use and abuse of books, it would be a wise plan to peep at Mr. Ruskin's definition of a book. He considers that a book is written to perpetuate a thought that an author perceives to be true and useful, or “helpfully beautiful.” The book stands for the best of the writer; it is the sight which “his share of sunshine and earth” has permitted him to seize.

Emerson says that books are only to inspire, but Ruskin says they are to teach us. If a writer is not wiser than we are we should not read him; if he is wiser he will think differently than we do. I regard books are for these two purposes, and think that Ruskin and Emerson each have these views. These two thinkers may not express both views, but Ruskin has said that if an author is worth anything he will hide his deeper thoughts, and in order for us to possess them we must work for them as a miner digs for gold.

So far I have been writing of books as a whole, but as this is so extensive a subject I have chosen a division of literature made famous by De Quincy. De Quincy has divided books into two distinct divisions—literature of knowledge and literature of power. The function of the first is to teach, the function of the second is to move. Between these two moves the literature of criticism. My paper is to treat of books of power, although I shall briefly mention the books of criticism.

The function of the literature of power is so great that it

extends even to little children. Almost all our modern educators agree that books have a greater influence in forming a high moral character in a child than a living example has. So close is the relationship between a child and books thought to exist that the culture epoch theory has been advanced. In this theory the growth of a child is compared to the growth of our civilization; and the various stages of the child's development are compared to the epochs of literature.

There is the inspiration to be drawn from books in the desire with which we are often filled after reading a book—the desire to write something as good or better.

Emerson says, “Books are for the scholar's idle times. When he can reach God directly, the hour is too precious to be wasted in other men's transcripts of their readings.” It is very well for a genius like Emerson to say this; but we all are not born with this genius which Corson calls, “spiritual sensitiveness.” We unfortunates must repair to masters and many of us have found that we can see more beauty in nature after reading such painters of nature as Ruskin or Burroughs. They open our eyes and make us see things in a new light and see wonders which, until now, we had not noticed.

The author of the “American Scholar” fears that too much book lore will dwarf our personality. There is indeed this danger which Corson hints at when he speaks of commentaries. Where, oh where is the opportunity to get the hidden

meaning Ruskin speaks of if we allow commentators to explain every passage in literature that requires thought. If we allow others to think for us we will become a "satellite instead of a system." Be master of what you read; do not let a book master you; do not permit your own independence and self respect to be obliterated. "He who reads incessantly," says Milton, "And to his readings brings not a spirit and a judgement equal or superior, uncertain and unsettled still remains, deep versed in books, but shallow in himself."

Do not think you must accept all of one book. All of it may not be of literary value. Richardson says that just as almost every article of food has its poison, so nearly every book has its. Just as nature assimilates the good and rigorously rejects the evil, so in reading we should train our minds to retain only the good, the true, and the beautiful, while the bad, the false, and the repulsive should instantly pass out of sight and recollection. If nature did not distinguish between the good and the poison, it would not be safe for us to eat many things which we now enjoy. Reading is even as full of perils if we do not train ourselves to retain the good and reject the bad. If you read a book, one sentence of which sets you to thinking, though your mind forgets the rest you have gained something. Books need not be taken as a whole.

One beautiful thing about the use of books is that we unconsciously gain so many truths. Mrs. Browning in her "Aurora Leigh" speaks of great poets as the only truth-tellers now left to God. We must remember the truth Corson expresses when he said that, "Literature is the expression in letters of the spiritual co-operating with the intellectual man."

Mabie regards great books as "reservoirs" of vitality to which

one may repair when he is worn out. "The racial experience is so limited and the individual experience so narrow that a person who does not have access to this store-house substitutes a part for a whole. He has a narrow interest, which is the essence of provincialism." A person well versed in history is not excited at a seeming change in the course of events. He knows that such conditions have arisen before and is prepared to adapt himself in the best way to his environment. In this manner books are an effective cure for pessimism. The reading of a real book ought to be an event in one's history. It ought to broaden his horizon and give him food for thought.

Did you ever pause to think how unhappy we are when we think of self? Fröbel considers this a dangerous condition of mind. He recommends that bright balls, or a bird in a cage, be hung up to attract an infant's attention when he is not being amused so that he may never think of self.

No definite rule can be laid down as to what one should read. Carlyle says, "Learn to discriminate, to read all kinds of things that you have an interest in, and that you find to be really fit for what you are engaged in. Get a book you have a curiosity to read; it puts one in a good condition to improve. Any good book is wiser than yourself and will teach you directly." Robert Louis Stevenson advises fiction because he thinks it gives you truths in a delightfully unconscious manner and does not hurl facts, labeled as truths, at the unsuspecting reader.

Emerson has laid down three rules. First, never read a book that is not a year old. Second, never read anything but famed books. Third, never read anything but what you like. Frederic Harrison says, "Read the old masters. Since great

minds have approved of them, try them; if you do not like them the fault lies in you and not in those who did appreciate them.'

It seems to me that the humblest reader has a right to read the literature which he enjoys best. How is he to determine what he likes best? The best is that which appeals to him; that which the reader is able to interpret. "The interpretation," says Mabie, "Depends upon the wealth or poverty of one's nature." Some people are afraid to read what they like because they fear that others will scoff at them. They dare not read Longfellow because other people are reading Browning. Both readers should remember that we must all begin with the simple and through the simple we will pass on to the deeper.

We are not all born with good taste; taste must be cultivated. Therefore make a good start and read the best which appeals to you. "When the first real hunger is over," says Harrison, "You will begin to be a little critical, and will not like trash if you have a wholesome nature." An acquaintance with the best increases our regard for literature and enables us to judge what is good.

All critics agree that we can not get away from the best works, because they are inexhaustible. Time is kind to good works; it gives each age more experience and confirmation of the truths they contain. Shakespeare means more to us than he did to people of Elizabeth's time. We have more light to translate and apply the truths set forth by Shakespeare than did the people of his time.

One who has not the means to travel can have a good substitute in books. Think how much a place of interest means

to the well read person. Imagine how much more Westminster Abbey means to a person who feels acquainted with its dead, than to the person who looks upon it as a burial ground for great people who lived long ago.

Although Emerson does not term it as such, he speaks of the abuse of books which exists because of author worship. A man may write something good. Because of the great admiration his work kindles, we immediately concede that every thing he has written before this book and every thing that he writes afterwards is true, and we swallow it as truth.

Frederic Harrison is disgusted with people who read books of unknown reputation; people who hunt volumes in out of the way shops because they are curious to see what these curiosities contain. The fact that people search for unknown books, when we know of so many good books, certainly shows a misguided curiosity.

Wilson says, "No man is master of thought without being master of its vehicle and instrument." When we read the expression of truth from great authors we are gaining ideas of the correct use of words, and learning to express good live English. Our grammar is the language of the English speaking people and it can be gained in no better way than through book reading. Burroughs says, "Personality is a higher quality of style than rhetoric. Nine times out of ten when we are interested, we are interested in the revelation of the author. Style gives the reader a lively sense of being in direct communication with a living, breathing, mental, and spiritual force."

There is an abuse of books, at the present time, that is assuming a darker aspect every day. I speak of the popular

novel. Deplorable but true, certain books are fashionable, and the book market is being stocked with writings, many of which are written from a utilitarian view. I doubt whether some of these books would even be classed by Ruskin as books of the hour. The influence of the popular novel does not stop here. The novel is dramatized and played. The result is that old classics are cast aside. The stage, which is one of the greatest educators of those who can read, and also of those who have not the time, loses its important function.

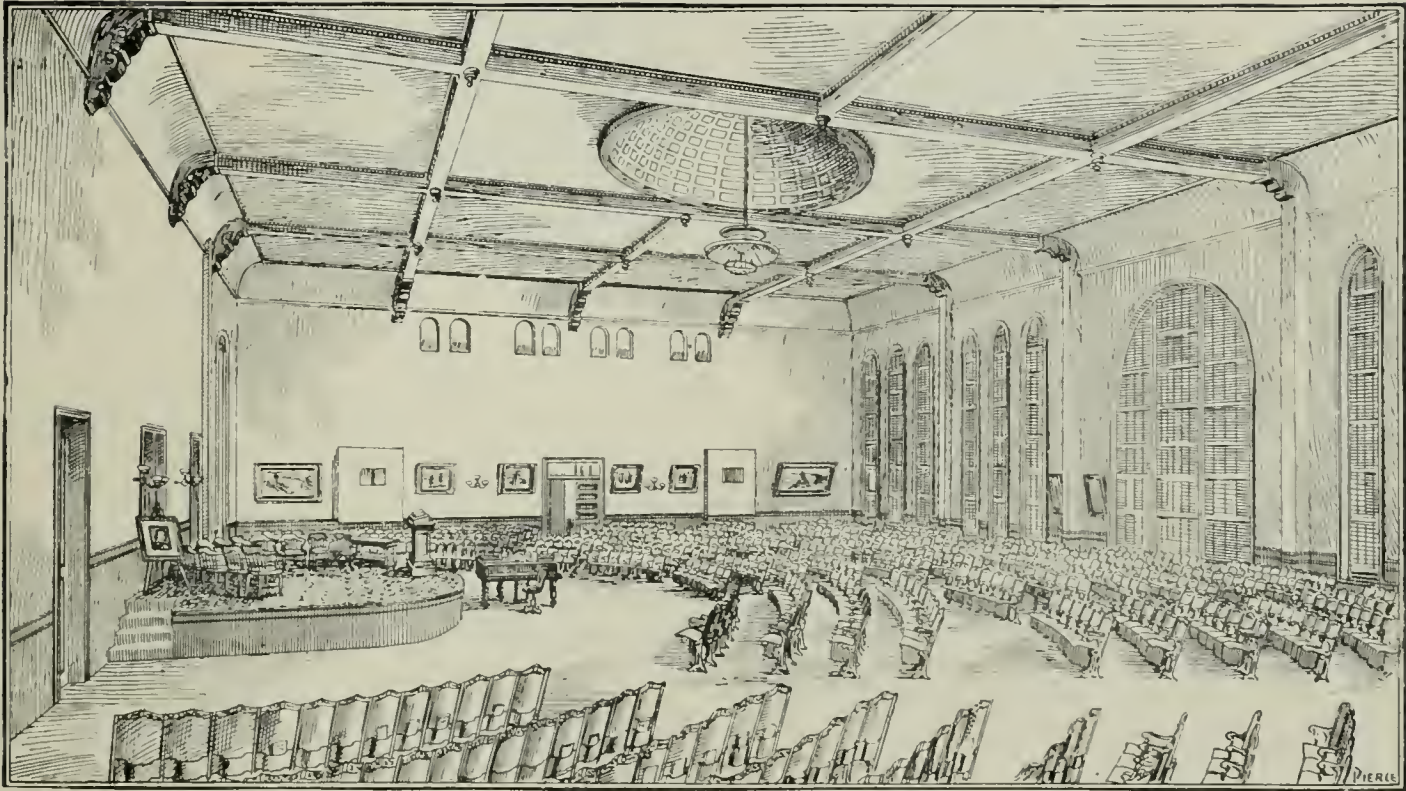
I do not mean to say that no literature is being written, but there is much trash being put into circulation. The worst of it all is that people have not sufficient strength to resist. They

fear that they will be considered fogies if they do not read all the late works.

There is the necessity of being alive to current topics and keeping up with the times, but it should be remembered that literature is for all time. Knowledge of the times should not be our only knowledge. It must serve to illustrate ancient times, just as the knowledge of the past gives us a better understanding of existing conditions. Life is short, and what little time we have for culture in this fierce struggle for existence, let us not spend with plebeians, but with kings and queens, the books of all times.

GRACE HELENE FARNSWORTH.





Assembly Hall



♣ ♣ **Y. M. C. A.** ♣ ♣

WHAT a noble nation is that we love! How multitudinous in extension! How sublime in historical records! In deeds of mercy and valor how incomparable! In opportunities how unparalleled! In moral greatness how ideal! The wonder of the world! The paragon of nations! Yet, whence is our greatness? It cannot be our wealth; consider the fabulous income of Russia. It cannot be our educational grandeur; remember the art and learning of Egypt and Greece. It is neither our depth of thought nor our system of Philosophy; China boasts of a thousand Emersons, and France has hosts of Philosophers. Is it all these qualities combined? No!—review the career of Rome! The true source is the universal guide, upon which the government is founded, and by which our rulers govern.

The Y. M. C. A. has a vital interest in insuring the future

welfare of our land. From the ranks of the Y. M. C. A. come the best athletes, who win laurels and respect all over the country. From thence come men of character, who expect to do their duty.

With effective workers at the ropes, and the great Pilot at the helm, the Normal Association has been truly successful. A pleasant reception was given to entering boys. Two delegates were sent to the Pacific Grove conventions,—one during the summer vacation, the other during the winter. A Bible study class has been carried on. Thursday evening prayer meetings have been held. From these “we have taken increased devotion to the great cause” and are all resolved to labor more zealously during the coming year.

MERTON E. HILL.



Y. W. C. A.



THIS month sees the close of perhaps the most successful year in the history of the Young Woman's Christian Association in our school. We began the year with an enthusiastic welcoming of the new students, helping them to find boarding places and desirable church homes, showing them the building and introducing them to Normal life, in every way trying to make them feel they had found friends. During October the Association was delightfully entertained and "materially enriched" by the Juniors. We will ever remember the kindly good-will and appreciation of the Junior class of September, 1900. Early in the term we began a canvass for new members. The result was, our membership was raised from fifty to about one hundred and seventy. At the Hallowe'en season, the new members and the ladies of the Faculty were entertained in a manner appropriate to that jolly time.

Our reception to the new students in February was held in the Gymnasium. The attendance was large and everybody voted the afternoon a success.

During the year the new Y. W. C. A. room has been furnished. From this we hope to derive great benefit, for we have long felt the need of it. A thriving new Bible class has been started, which we hope will be the nucleus of a large work in this direction in September.

Although the Association has had its failures and discouragements, and has not grown in every way as it has in numbers, we feel that it has been a good year indeed, and in many ways has paved the way for more aggressive work in the future. Our prospects are very bright, and we feel that next year our Association may indeed fulfill its mission in our school, as never before.



Some Facts About Our Alma Mater

Did you know:—

- That our school was established in 1882 with only 5 teachers;
- That we now have 34 teachers and 600 students;
- That we have had over 1200 graduates;
- That our new building was erected in 1893-4;
- That our Gymnasium was built in 1891;
- That our Assembly Hall will accommodate 1000 people;
- That our Physics Apparatus is valued at \$1200;
- That our Biological Apparatus is valued at \$1200;
- That our Chemical Apparatus is valued at \$800;
- That our Physical Culture Apparatus is valued at \$800;
- That our Drawing Dept. Materials are valued at \$500;
- That our Library contains 10,000 volumes valued at \$15,000;
- That our yearly circulation of books is 30,000;
- That we have a fine Museum valued at \$600;
- That we actually have 35 boys enrolled;
- That we have three courses, Kindergarten, High School and Regular;
- That the Kindergarten Dept. was established in 1897;
- That we have 300 children in the Training School;
- That we have 50 children in the Kindergarten;
- That the Art Decorations of the Assembly Hall are valued at \$1000, most of which has been given by the several graduating classes.
- That, in short, we have one of the best schools of the kind in the West and the standard is rapidly being raised



A Senior's Impressions of Normal

IMPRESSIONS of Normal! Has a Senior any impressions of Normal, except such part of the Normal as the Training School comprises? To be sure, a Senior spends half, yes, more than half, of her time upstairs, but it is "life below stairs" that occupies all her waking hours. Yea, verily it occupieth her dreams, as well. For is there one Senior who has not gone thro' the whole "five steps of the recitation" during the hours nature has provided for peaceful slumbers? But I shall not dwell on the Training School, for that subject is as threadbare as the empty barrel joke.

But to return to the "parlor floor." What most impresses the Senior A? First there is her thesis which ought to have been written when she was a Senior B, (or a Junior B or any time except Senior A), then there is the Seminar, which almost rivals the bliss of School Law. Also methods, which were invented for the Senior A's special edification, and then, joy de la joy, reading from the platform. This you begin to dread when you are a Junior B, you dread it more when you are a Middle B, you gasp at the prospect when you are a Senior B, you shiver and shake at the thought of the ordeal when you are a Senior A. At last, one day, you go to room I, to Reading Methods. On the wall is a long list of names far more dreaded than the Black List in Mr. Sloyd's room. There it stands, "one of Fate's sign posts along the highway of life." Oh terror, do you dare to examine it? Suppose your own name should be there! Still it is your duty to look at it every week, so go boldly up. Don't try to sneak up when you think

no one is looking. You may be half dead with fright, but don't let any one know it.

Finally you venture nearer. One look suffices. There is your name. You are billed for Thursday. Then you begin to wish you had not looked at the list. Thursday might have come and gone without your knowing that you should have read. But soon the truth is forced upon you that there are more Thursdays coming. You might as well read this week and have it over.

Finally the day arrives. You have had a foreboding that you would be tardy on that particular morning. In your anxiety to be on time, you get to school at 8:10. Every one who sees you asks, "what is the matter? You look as pale as death." The answer, "I am to read this morning," tells the whole story.

What is that remarkably loud noise! Only the gong in the hall ringing. It is really time to go to Assembly.

Chapel has begun. Pres. Pierce never read such a long selection before. No wonder Miss Hagan looks actually ferocious at the way that prayer is being chanted. Did you ever hear it dragged out like that? Will it never end? Is the "Amen" lost? Oh no, only delayed: Here it is at last.

It is time to start toward the platform. You must take it slowly or you will be out of breath when you get there. On the way to the rostrum, you discover that you are holding your book upside down, but you have practiced your selection so many times that *that* makes no difference. In fact, you

could say the poem backwards, without any book, if it were necessary. That is the one thing you are sure of—you know your piece.

There you are at last. You have not stepped on your dress, nor tripped on Mr. Von Neumeyer's feet, nor fallen in a dead faint. Remarkable! You stand looking at the wide world below you. But it does not feel in the least as you expected. Your heart is not thumping; your voice is not quavering; your book is not shaking. You actually are not frightened at all. Then, does a thought of thanksgiving come stealing into your consciousness? No. You are so angry with yourself for having been worried almost into nervous prostration, that you refuse to speak to yourself for two weeks.

You have to read from the platform once, or at most twice, but the joys of Seminar are ever recurring. Do not imagine, Senior B's, that you are going to find out what we do in Seminar. Into those mysteries you will enter in September. It costs more than eleven cents to be initiated too, if you allow anything for the wear and tear on your pencils. You bite and break them, in your nervousness, more than you did in History of Education.

By the way, do you remember those exciting days, in the History of Education class, when there was no lecture, and instead we "got acquainted?" (I use *got* advisedly here. Webster defines it as "obtained by force, or by exertion of great power." Certainly the term is suggestive of the way the answers to his questions were obtained.)

The method hours are all fine, especially so for persons troubled with insomnia. If one method period stands out more prominently than another, it is the one where you learn

"baton-ing" one hesitates to call such grotesque antics, and such wild gesticulation the "use of the baton," but such, at least, it is intended for. Yes, you may nearly die with laughter when some one else is doing it, but try it yourself. Giving a model lesson in geography is bliss in comparison.

These are not all the joys of the Senior A class but there are enough to make you change your opinion that Senior A's need not be so slow. You, like every one else, made up your mind that when you were a Senior A, there would be something doing in the higher circle of Normalism. *But you changed your mind.*

You ask, "Is Senior A all dull grind?" What a question! With *five boys* in the class, how could it be dull? Even if there were not all those boys, things could not be dull, there isn't time to be dull. If at times things get a little slow and sleepy, take a training school class to the gym. That will wake you up. But there are some really good things in store for the Senior A's. Among the good things is the Senior B party. When you were a Senior B, and worked like a Turk for the party to be given for the graduating class, you questioned whether the Senior A's cared whether there was a party or not. Now, when you are a Senior A, you can best answer this question. You hear that the Senior B's are working up a fine party. Do you care whether it comes off or not? Indeed you do. You look forward to it with utmost pleasure, and vote that the Senior B's are jewels. You say in your heart, and, what is of more vital interest, you say in your classroom, "Three cheers for the Senior B's."

HELEN W. BUSHNELL,
Summer '01.



Independent and Spontaneous Play-activities of Children.

⌘ ⌘ ⌘ Reminiscent ⌘ ⌘ ⌘

MY first recollection of a "made up" play is as follows: My brother—he was a year older than I, but we were both little tots—took me by the hand and said, "Come, George, we'll drive to the depot and meet your family and bring them back to my home." We then cantered or trotted or whatever you please to call the gait of our fiery steed up through the long apple orchard that separated our yard from our grandmother's, and we finally paused before a large elm by my grandmother's door. Here we met "my family," consisting of my wife, my eldest daughter, Jessie, a girl who remained eighteen as long as I knew her, and who was the most beautiful girl in the world, my twin sons, Harry and

Frank, and my daughter, Leila, a girl of fourteen or thereabouts.

I do not remember my play previous to this about these people, nor how we decided that I was the father of a family and my brother F—— was a bachelor. We were, I think about four or five at that time, but rather old for our ages, as we had played with our mother more than any one else.

We lived on the outskirts of a shady, sleepy school-town in eastern Kansas. Our house, of the large and rambling kind, having been added to at need, was set far back on a three acre lot. The front yard was a well shaded lawn with a few set flower beds. Roses and pretty vines of all sorts grew in pro-

fusion over the house. The back yard was divided into two parts, one including a wood shed, a laundry, a tower where ice was kept, and a large barn, the delight of our lives. The rest was put into fruit trees. We were too far from the children we knew to make much visiting to and fro possible. So that F—and I played together, and as was quite natural, I became a perfect tomboy, never caring for girls' things. We both of us, by the way, never cared for set games but preferred the ones we made up.

The play I first told of was continued until everything else fitted into it. My family and I settled for good at my brother F's place, where there was a beautiful fountain filled with gold fish—this is the only detail I remember as we planned it at first. About this time my mother gave me the only doll I ever cared for, although, being for some time the only girl, my father had given me many beautiful ones. This was a rag-doll with ink marked features, which we christened Bog-legged-Sam. In his life time he passed through many wonderful adventures. He was a criminal, and the "Brothers," our name for our play, hanged him. He was a sailor, but a storm came and he was drowned in the watering trough. We buried him for weeks and played he had been to China, and had come back to the Brothers to relate his experiences. These we would make up in turn. The silent one listening in open-mouthed amazement. Finally we buried him and forgot where he lay. We grieved for him but our attention was called to other things, for about this time we started to country school, where two new games developed.

My brother had always played by himself to a certain extent. He would lie across something and talk to himself of battles

and adventure. He objected to allowing anyone overhear what he was saying; so when he would do this at school, the little girls headed by myself would tease him, calling out, "play-by-self," "play-by-self." At first it angered him and he would chase us, but it gradually developed into the game of "Bear," of which we grew very fond.

I remember one curious incident which does not redound to my credit. The girls of the school were divided into two hostile parties. For diversion I proposed to my party that I should go to the other side as a spy. So we pretended to have quarreled and I joined the other side. My own party and I made faces at each other for several days, and call disagreeable names when the teacher was not around. This was fun at first, but I soon wearied of it and proposed to party number two that they should send me as spy to the other side. This pleased them and I was again changed. The faces I made the first time were nothing to those I made now.

Our pet game of "Brothers," we played until I was about fourteen. The brothers were twins. When my sister grew old enough to demand her part, we became triplets, but she was not of so much importance as the play could go on without her but not without us. We were the handsomest, wisest, richest and most accomplished men in the world. We had been elected joint President of the United States ever since we were old enough. We lived in New York City in a palace a mile square, in which there was a treasure room full of jewels and gold from our mines, which were constantly sending more. My daughter Jessie's ball dress cost a million dollars and was made of cobweb-lace. She always wore her hair hanging with diamonds caught in it. It reached to her feet and was a beauti-

ful brown. We had boots of patent leather that changed color like a chameleon. We wore irresistible armor, in which we fought great battles. A flying machine was also among our inventions. In this we made many wonderful trips which were usually accompanied with a breakage in the machinery causing us to be cast on some undiscovered island, where we always found a many-chambered cave, where we lived comfortably, discovering many new strange animals. This play always took place on rainy days and the cave was built of chair and shawls. On clear days the Brothers were great hunters. We used to make traps, catch birds, hunt berries and flowers, playing they were something else that we had run great risk to get. Of course we were the best hunters to be found anywhere.

As we grew older we ceased to act out the "Brothers," but only told them to each other. I did not like this so well but my brother preferred it.

There were many other games we used to play; one of note was, "Pirate." We used to select a stick, put it on the stream and sail away to the Gulf for adventure. My brother, a boy friend and I were the party. They were to be the pirates and I watched the boat and attended to the spoils.

We used to play robber "Indian" and relate imaginary adventure, all of which frightened me.

We invented a card game, very much like euchre, I afterwards discovered. We also had a ball game somewhat complicated, but similar to pitch and catch. Out of this developed the imaginary game in which the "Brothers" were prominent. They gave a tournament for spear throwing. We would stand upon the piazza and hurl from us as far as possible a long

pointed piece of wood (the spear). The object was to be the one who excelled in distance.

A side play to the "Brothers" was, "horse." My brother was always the horse and I the rider. He would prance about and I, seated on his back, would try to control him, which I usually did. When I had sent the steed back to the stables, I would turn to behold F—— one of the Brothers, who, after congratulating me on my horsemanship, would confess that it had quite won his heart, and ask me to marry him. We would then, as the two Brothers, plan the wedding. We married F—— many times to this athletic young woman, but he would always be a bachelor by morning as his wife did not belong to our cast of characters.

My brother, sister and I used to play theatre. We always required an audience, and would invite our parents and the servants to attend. In one play I was a slave and my brother my master. The scene in which he attempted to beat me and I broke away rushing into the audience, is still fresh in my mind. It must have been funny but I don't remember that we were ever laughed at or discouraged in our attempts. The plays engaged in by my sister and I were of a different character to this one, but as my brother did not approve of such sentiment as was embodied in them, we never played them before him. One such, I remember distinctly. My sister and I were a beautiful prince and princess who had been suddenly transported from our home by an envious fairy and set down in a country inhabited only by wicked, magical creatures. But we had had three charms with us in case of emergency. The dangers and difficulties we encountered and surmounted are not, perhaps, strikingly novel, but to us they were almost real, and

we would be trembling with excitement as we selected a large and small stick, to throw them later, one to the right and one to the left of a large willow tree to propitiate the demon who lived therein. We also occupied much of our time by dressing up in our own rooms as prince and princess and acting out such stories as these. More adventure of this nature was carried on one summer at my uncle's farm. His daughter and I planned a book of adventure, which was never written, however. If we saw a cow look at us and low, we would invent the most wonderful stories of how we had been chased by wild herds, and many such groundless facts out of some suggestion or another.

Our family used to camp in Colorado in the summer and here was a very good place for play. The game of Brothers continued, but as my brother was often absent fishing, other games became more prominent. The building of play tents and camp fires was the game most widely engaged in by the

children of the camping party. During this time I used to play by myself a great deal, just rehearsing the prince and princess play or others similar to this. Later on, after our return home, we played mud pies and flying kite.

When I was nine I had a birthday party, and my nine little friends had such a good time that we formed a reading club to meet every Saturday. Later on I belonged to a secret society in which we had our own language and cipher writing. Everything was mysterious about it but it had no object, as I remember. A year after this, B—— and I edited a magazine, doing all the work even to the printing, which was writing. We issued two copies, but as there was not much demand for our paper we soon ceased this.

All this and much more happened between the age of five and twelve. I have never ceased making up stories and plays although I have reached the age of ——.

N. S.





A Picture



DOWN in the emerald meadow,
Aglow with summer light,
Breezes are playing hide and seek,
Through grasses waving bright.

Fragrant raspberries, red and lush,
Hang over the low stone wall,
Rivaling the flowers in dainty hue,
In breath surpassing them all.
The meadow lark on the ruined gate,
Is breathing divinest song,
The woodpecker from the neighboring grove
Is sounding his drowsy gong.
And through the mellow warmth and glow
Fairer than flowers, sweeter than song,
With tiny baskets, hand in hand
Two children wander along.
The brook, grown silent when it hears
The silvery music of their tones,

As if ashamed of being heard,
Slips quietly adown its stones.
The grasses kiss their tender feet,
The breezes toy with their hair,
The flowers yield all their incense up,
Before these mites so fair.
And now they spy the old gray wall,
With its treasures, red and sweet.
What clear, wild shouts of glad surprise!
What rush of tiny feet!
Oh! picture framed in golden light!
I see again each glowing face.
The eager outstretched little hands,
The figures poised in perfect grace.
I see the red lips grow more red,
The fingers with their sweet rich stain,
And I wonder if in all my life
I'll see so fair a sight again.



Nature Study in *The Los Angeles State Normal*

While nature study is conceded as a necessary part of the common school curriculum, it must be admitted that in practice much of it falls far short of what is expected.

Indefiniteness of plan, disregard of natural interests of children, repetition of topics from grade to grade, and above all the lack of insight of the teacher as to the real aims and purposes of the subject, are responsible, in part at least, for this failure.

The following synopsis of the nature study done in the training school of the Los Angeles State Normal, represents the progress made so far toward a solution of the difficulties just indicated, and an attempt to put the subject on a better pedagogical basis. No claim is made that the principles outlined or the course of study based upon them represent a final solution of the problem, but simply what is in actual operation in this school. It will continue to be revised and subjected to the most severe tests of ordinary school conditions.

Synopsis.

- I. THEORETICAL BASIS.—(I, 2, 6, 7, 16, 17).*
 - (a.) Environment being twofold, physical and social (that of civilization), both must be considered. As civilization advances less attention may be paid to the first but we are not ready to neglect it now, for the instincts formed during the race's complete dependence on nature are still strong.
 - (b.) One of the chief aims in education is to give to the individual power to adapt himself to his environment. This adaptation does not depend so much upon the child's early training in special lines as satisfying certain natural tendencies. These tendencies or instincts are what the race has found necessary to fit into environment, hence must be considered in the present environment. The love of nature is probably one of the strongest instincts of the child during the ages from four to ten. (I, 2.)
 - (c.) From the preceding it follows that the subject as related to

* Numbers refer to References.

schools is valuable in proportion to the opportunities out of school to secure contact with nature. It must not be taken for granted, however, that the subject should be neglected in favored localities. In such places the natural advantages should be made the most of. The country child should realize his opportunities so that he may appreciate his surroundings.

(d.) The problem in the early school years of the child is to bring into his life as much of nature as possible. In carrying out this greater aim, the lesser ones, such as habits of observation and interpretation, power of expression, etc., will be gained.

(e.) Nature work has its greatest value in the kindergarten and early primary years, but is valuable in later years in furnishing an acquaintance with and understanding of the common things of nature, and the power to interpret them.

II. PURPOSES OR AIMS. (Definitely stated.)

(a.) Fundamental, satisfying natural interests, thereby giving basis for accessory development. (I, 2.)

(b.) Character building, considering character in the sense of being the adaptation of an individual to his physical and social environment. The best adaptation not only secures the immediate but provides for the future. The latter can only be done by the individual giving something to his environment, whether physical or social. (e.g. Caring for animals and plants.) (I, 7, 17.)

(c.) General culture. (I, 3, 4, 5, 10, 11, 13, 14.)

1. Knowledge of the things of nature which all should know.
2. Training which may form a basis for future studies in pure science, or application of science methods.
3. Experiences which may be useful in interpretation and production of literature.

III. APPLICATION OF ABOVE.—(All of II.) Three general lines of procedure.

(a.) Bringing into the child's experience as many things as possible



in the school room directly, and outside by means of reports and collections.

(b.) Co-operative study of the natural environment of the school, where the teacher organizes and directs the work.

(c.) Caring for animals and plants, utilizing the industrial or human relations to nature. (e.g. The cow as a milk producer, dairies, etc. (I, 8.)

IV. SELECTION OF MATERIAL —Two objects to be kept in view, viz:— natural interests of the child at different ages, and availability of material.

(a.) Interests. (I, 12, 15, 17.)

“Attributes such as form, size, color and structure, which are usually emphasized in science lessons have very little interest to the child, while motion and use have very great attractions.” (I, 1.) The animal as a moving object to secure and play with seems to attract the child at first. Soon is added to this a desire to find out what it does. When this great object is reached, aside from interest in movements, the child is ready for something else. The spirit of competition may be used to advantage in many ways in all grades. (e.g. In securing specimens and in garden work.) (I, 7.) Tendency to collect things should be made the most of. In the fifth and sixth grades group activity may be secured by forming naturalist's clubs. (I, 16.)

(b.) Material. Chief source of material is in the immediate environment of the school. The material at hand is used, for it is most easily obtained and cared for. The outdoor studies center around the garden work. The studies of animals and plants in field excursions, and in the class room are expected to stimulate observation out of school hours. All outside experiences are used so that the pupil may put a value on them, and have a desire to increase them. Other things being equal, the material is always selected which will conform to the general aim of the subject. (II, a, b, c.)



V. METHOD.—(All of II.) General method has already been indicated. Nature study differs somewhat from other subjects in having two phases of presentation, requiring different methods.

(a.) Observation. The child must gain his experiences from actual contact or close observation. He must be led or directed in such a way that the great facts of whatever is observed may be seen and appreciated, and not covered up in a mass of details. Usually the child naturally selects, as his center of interest, the most important characters. The questions which arise should be answered by the object itself as far as possible.

(b.) Recitation. The basis of the recitation is what has been previously observed. All points relating to the subject should be recalled by the pupil and definitely expressed. The recitation should stimulate accurate and extended observation, so that the pupil may use his time better when new material is taken up.

VI. FACTS TO BE KEPT IN MIND IN HANDLING MATERIAL IN OBSERVATIONS OR RECITATION.*

“Nature study has largely to do with the relations of things.” (I, 14).

1. To the whole of which the object is a part.
2. To natural environment.
3. To past and future.
4. To other individuals, similar or otherwise.
5. To cause and effect.
6. To man.
7. To Creator. Natural laws.
8. To other school work.

Recognizing that the chief interest is not in the structure but activities of animals and plants, the following is suggested:

ALL LIVING ORGANISMS ARE AT WORK AND ALL ARE DOING (each in its own way) THE SAME KIND OF WORK, VIZ:

- (a.) Its own support.
 1. Nutrition (food and oxygen).
 2. Protection (enemies, etc.)
- (b.) Production and care of organisms like itself.

ANIMALS.—(III, 27, 28.) The animal body must be adapted to secure the essentials of life for itself and young in its particular environment. With some, this region is extremely limited, because the animal is adapted to conditions which have a very restricted area. (e.g. Even or uniform temperature, water, etc.) These adaptations may be classified as follows:

1. Food securing. 2. Air securing. 3. Self protection. 4. Rivalry. 5. Defense and care of young. 6. Surroundings.
1. In *getting food* two things must be considered.
 - (a.) Nature of food, and how secured or captured. (e.g. If the food of a certain animal consists of roots of plants, it must be able to dig them up, or make burrows to reach them. After reaching them the teeth and jaws must be adapted, to breaking them off.)
 - (b.) How food is managed after being secured i.e. whether disposed of at once and how (by teeth or other means) or stored up for future use.
2. The adaptations for *securing oxygen* are easily determined. If from air, by means of lungs or air tubes; if from water, by means of gills.
3. The animal may *protect itself* in any of several ways, or by a combination of all or part of these.
 - (a.) Hiding, using some means of shelter, either from view or from direct attack of the enemy.
 - (b.) Defending itself by inflicting some injury on enemy, as biting, stinging, etc.
 - (c.) Running away, and thus escaping.
 - (d.) Imitating in color or form its surroundings in such a way as not to be seen.
 - (e.) Imitating some animal known to be dangerous.
 - (f.) Being provided with protective armor which successfully repels attacks.



* These suggestions are expected to help teachers in preparing lesson-plans by keeping the great facts of animals and plants before them.

(Often the same adaptations which will secure protection will also help in securing food.)

4. *Rivalry* among members of its own species, (e.g. brilliant plumage of certain male birds.)
5. The animal *must care for its young*. In general this care depends upon the individuals in the family. An interesting way to consider this subject is to study the life histories of animals. In many cases this is possible. The same questions as to food, oxygen, enemies, etc., are to be noted in study of the care of the young, except that the parent may provide for all or part of the essentials for existence. (Egg, scale insect, ants, kangaroo, etc.)
6. Animals must adapt themselves to their *surroundings*. Some of the factors are seasons, climate, water, dryness, etc.

SUGGESTIONS FOR STUDY OF INSECTS.

Equipments for the School Room.—(III, 27, 28, 30, 31, 32, 35, 36, 37, 38, 39, V, 77.)

Insect Net —Made by fastening a hoop eight inches in diameter of No. 8 wire to end of broom handle, and sewing a bag of netting two feet deep to the hoop.

Cage.—A small wooden box with posts extending from corners, (8-12 in.) above the top of the box to support the netting. The box should be partly filled with earth and growing seedlings. The netting should cover the box completely. A paper shoe box makes a very good cage. Collecting-boxes should be small cardboard or cigar boxes.

Poison Bottle.—This is sometimes needed if insects are to be killed and mounted. (III, 36.)

Collecting.—Insects are usually hard to find on account of their protective devices. Each plant should be looked over quietly and carefully. A few plants should be selected and hunted over slowly rather than a great many hurriedly. Examine leaves, bark, flower, fruit, stem and roots, taking note of places and conditions. (II, 21.)



Points to Observe and Study.

Method of getting food from plants. (Jaws, teeth, etc.)

How they deposit eggs, ovipositor, spinning apparatus, etc.

Movements. Wings—Arrangement. If two pairs, arrangement of each. How wings are used in flying. Resting condition, whether spread or not. Character of wings as affecting flight. Compare with birds.

Crawling movements. Legs—Position and attachment. Order of movements. Tracks in dust.

Attack and defense. Color, shell, odors, stings, concealment, etc. Life History. Changes from egg to adult. These changes may be watched by keeping the larvae and feeding them in the cage.

Table for identification of a few of the common orders. For closer identification see (III, 27, 30, 31, 36.)

- A. Jaw-like mouth parts for biting.
- B. Two pair of wings, unlike in structure.
 - e. Outer wings sheath-like and meeting in a straight line; under wings folding in two ways.—Sheath-wings, (Coleoptera.)
 - cc. Outer wings leathery and meeting in a straight ridge; under wings folding lengthwise like a fan.—Straight wings. (Orthoptera.)
- BB. Two pair of wings, alike in structure.
 - e. With many nerves in the wings.—Nerve-wings. (Neuroptera.)
 - cc. With few nerves in the wings.—Membrane-wings. (Hymenoptera.)
- AA. Tube-like mouth parts for sucking.
- B. Two pair of wings.
 - c. Wings covered with powdery scales.—Scale-wings. (Lepidoptera.)
 - cc. Wings not covered with scales.
 - d. Upper wings of uniform texture, with one wing crossing the other in the back.—Similar-wings. (Homoptera.)
 - dd. Wings plainly of two different textures, with one wing crossing the other on the back.—Dissimilar-wings. (Heteroptera.)
- BB. One pair of wings. Two-wings. (Diptera.)

PLANTS.—(IV, 45, 46, 48, 52, 53.)

Flowering Plant. Many parts or organs, but three chief ones:—*leaf, stem and root*, each definitely related to something outside of it. (IV, 52.)

1. *Leaf*.—(Foliage.) On stem always exposed to light, each leaf seeking as much light as possible without danger.

Chief *work* of the leaf to make use of sunlight as power to form starch-like compounds from carbon dioxide (taken from the air) and water (taken from the ground).

Structure. Protecting region (epidermis). Working tissue (green cells). Conducting tissue (veins). Openings (stomata).

Protection against cold, dryness, sunlight, rain, etc., by hairs, thickened epidermis, water storage, movement of leaves, etc.

2. *Stem*.—Great *use* of the stem for leaf display, and its character depends upon the character of the leaves it bears.

Structure determined by its work. All stems have protecting, growing, conducting, supporting, and food storage regions. Variety due to disposition of these regions.

Types. According to method of supporting leaves, procumbent, climbing (several kinds), floating and erect.

3. *Root*.—Adapted to soil relation, and *work* is to absorb, this depending on surface exposure. Growth near end, and influenced by gravity and water. Many roots used for food storage.

Types.—Underground (the common type), aquatic (adapted for getting free water), aerial (adapted for getting water from air), parasite (adapted for getting water and food from other plants), clinging (modified for support).

Additional points to be kept in mind in the study of plants:

Life History.—If flowering plant, form and parts of seed, mode of dispersal, food supply, stages of germination, disposal of seed-coats in germination, etc.

Environment.—Soil, dry or wet. Character of soil (sand, clay, etc.) Power of soil to retain moisture. Elevation. Exposure to sun and winds. Relation to other plants.

Food.—Adaptation of the plant for getting nourishment from the ground. Character of the roots.

Adaptation for getting sunlight. Character of the stem as regards leaf display. (Erect, climbing, etc.)

Arrangement and shape of the leaves. Structure of the leaves in regard to protection from too much sunlight, or too free transpiration. Relation of this structure to the plant's ability to thrive under various conditions. Effect of dry weather on plant.

Enemies.—Plant enemies (rusts, mildews, etc.) Animal enemies, means of protection from. Relation to man. Useful or harmful. If harmful (a weed) points that make it so (rate of growth, reproduction, etc.)

Reproduction.—Two methods. 1. Vegetative (ordinary growing process). 2. Special bodies (spores of lower plants and seeds of flowering plants).

SUGGESTIONS FOR THE STUDY OF FLOWERS.

Purpose of the flower twofold: (a.) Secure pollination. (b.) Protect the developing seed. (IV, 52.)

(a.) Pollination. This means the transfer of pollen, usually from the pollen sacs of the flower to the stigma of another, sometimes to its own stigma. When this is done, certain changes begin in the ovary of the flower whose stigma receives the pollen, resulting ultimately in the formation of the seed. Without this process (pollination) no seed can be formed. To secure pollination is the first problem of the flower. There are almost as many ways of working it out as there are kinds of flowers. Two means of transfer of pollen are available—wind and animals (chiefly insects.)

1. *Wind*.—When this method is used the following adaptations are necessary: a. Plants or flowers must be close together. b. Large amount of pollen. c. Large expanse of stigma. (Illustrated by the oats, wheat, pine, etc.)

2. *Insects*.—Three adaptations. a. Prevention of self-pollination.



b. Securing visits from desirable insects. c. Preventing visits from undesirable visitors.

(a.) Prevention of self-pollination.

The dangers of self-pollination arise only in flowers that have both stamens and pistil. The stigma of the pistil is said to be mature when it has upon it a sweetish, sticky fluid which holds the pollen. Unless the stigma is in this condition the pollen will not cause development of the seed in the ovary of the pistil. The pollen is mature when it is shedding or ready to fall from pollen sacs. There are many devices for preventing pollination, but most of them may be included in three general methods:

1. Position, (flower so constructed as to be impossible for the pollen to reach its own stigma.) 2. Consecutive maturity, (pollen and stigma maturing at different times.) 3. Difference in pollen.

(b.) Cross-pollination by means of insects:

Some inducement must be offered, such as nectar, pollen, or, in some cases, shelter. Color and odor serve as guides to location of flowers. The flower must be so constructed as to compel the insect to touch the pollen in one flower and rub some off on the stigma of the other. Each flower has its own way, hence the variety.



(c.) Undesirable insects Only flying insects are useful, but crawling insects are attracted. Some of the adaptations for keeping them away are—hairs, glandular secretions, water reservoirs, movements, milk or glue, structure of flower, bloom, position of flower, etc.

(b.) Protection of developing seed.

In general the developing seed is protected in two ways by mechanical means such as the plant protects itself with (thorns, etc.) or chemical, having the part around the seed bitter or poisonous. All parts of the flower, which are concerned in pollination alone and do not help protect the growing seed, drop off or wither.

VII. GENERAL OUTLINE OF COURSE IN NATURE STUDY THROUGH EIGHTH GRADE—(Spring Term 1901). *

Kindergarten. (No specified time.)

Garden work every day. Animals and plants in the rooms for observations in connection with stories. Trips to parks. Children encouraged to bring in anything of interest in nature.

First Grade. (Two twenty minute periods daily.)

Garden work as often as necessary to care for the plants started in the fall. Harvesting of corn, beans, peas, etc. Field lessons after the rains. (II, 19, 23, 25; IV, 47, 51.)

Animal study. (III, 26, 29, 41; V, 78.)

1. Rabbit, squirrel, and gopher. 2. Cow, sheep, and goat. 3. Hen, duck. 4. Frog and tadpoles. 5. Bees, caterpillars, and butterflies.

Stories and poems taken in connection with animal and plant study. General plan in animal study—home, food, and adaptation to environment (mode of life.)

Time taken for observation of any objects of interest at any time.

Correlation with literature and drawing.

Second Grade. (Twenty minute periods daily.) (References same as for First Grade.)

Garden work. Preparation of ground and planting of common vegetables—corn, beans, squash, lettuce, radishes, carrots, onions, etc. Observation on growth and care of plants. Flower and fruit, introduced by study of the orange flower by tracing fruit back to pistil. Idea brought out that the pistil has to do

with the fruit, and that the other floral organs are necessary to start the development of fruit.

Animal study.

Horned toad, lizard, turtle. Types of seizers, climbers, waders, swimmers, runners from such birds as owl, parrot, ostrich, sea-gull, pelican, and heron.

Such insects as are brought in by chil-



* Detailed outline only given for the third grade, owing to lack of space.

dren, especial attention given those found in connection with the gardens.

Correlation with literature and drawing.

Third Grade. (Twenty minute periods daily.)

Garden work. Later stages and harvesting of wheat, barley, beets, and other commercial plants.

Plants. "From flower to seed" of available plants on campus, and also the common native plants. Collections made.

Animals. Life history, habits, etc., of toad, frog, and salamander.

Occasional lessons on evaporation, weather, etc.

Correlation with literature, drawing, geography, arithmetic.

DETAILED OUTLINE AND SUGGESTIONS FOR TEACHERS OF THIRD GRADE.*

The work consists of plant and animal study taken together.

Ordinarily two periods are given to animal study and three to plant study, but this order is varied to suit circumstances, such as lack of material, etc.

Subjects.

Animal study. (II, 21, 23; III, 26; V, 67, 69, 80.)

Frog and toad, general characters and habits.

Salamander, general characters and habits.

Life history of each.

Review of horned-toad and lizard for comparison.

Such insects as are found in connection with the study of plants.

Plant study. (II, 19; III, 47; IV, 50.)

Garden work. Commercial plants, wheat, etc.

From flower to seed of the most common wild flowers.

Frog and Toad and their Life-histories.

Material, collecting, and preservation.

Collecting.

For this a pail and net (with long handle) will be useful.

Some provision for keeping the feet dry, rubbers or rubber boots.

When to go.

Any time after the 20th of Jan.

* Similar outlines have been prepared for all grades.



Where to go.

Any quiet place where water has been standing for some time. The pools along the Los Angeles river may be reached by taking the Daly street car at the Buena Vista street bridge.

Ponds at the parks at unfrequented parts.

Eggs are usually found in the garden pond.

How to hunt frogs and toads.

No specific directions ought to be necessary for this. They will usually be found along the edges of the pond and will jump into the water when frightened. They will soon come to the top of the water for air, when they may be seen and caught with the net. When caught they should be put in a covered pail or sack, care being taken to give them enough air.

Where to find eggs.

Eggs will likely be found where the frogs and toads are. It may take some careful hunting to find them. They are usually in shallow water near the bank. Frog eggs are in rather large gelatinous masses clinging to sticks or plants. Each egg has in its center a small black or dark spot (the egg proper). See preserved specimens.

Toad eggs are deposited in similar manner, but are distinguished from frog eggs by being in strings, and are not always attached to sticks. See preserved specimens.

As fast as they are gathered they should be placed in water.

Toads—What to do with them.

Places should be prepared for them as nearly like their natural surroundings as possible, and should be covered with netting to keep them from escaping. A dish of fresh water should be in the box. Care should be taken to have the box always clean.



Frogs—They may be kept in the same place as the toads.

Feeding. Both frogs and toads are fond of small living animals such as worms and insects.

Eggs. For the later stages put part of the eggs in the garden pond.

The remainder, not too many, may be put in glass globes. Several should be put in shallow dishes ($\frac{1}{2}$ doz. in each) for individual observation. Care must be taken to keep the water well aerated. This may be done by changing the water frequently or by forcing air into the water by means of a bicycle pump. In all cases the natural pond conditions should be imitated.

Observations. These should be made outside of recitation period on the animals in the school room. One trip to the garden pond should be made each week to compare with other specimens. The changes are rapid at first but less rapid as the animal grows older.

Things to be observed. Account of number from time to time. It will be found that the number of individuals will gradually decrease.

Some reasons for this decrease—lack of food, lack of air, enemies. What kind? Other causes?

Comparison of rate of growth of those in the pond with those in the school room.

Explanation of this difference, if possible. Does the number of individuals have anything to do with the growth? Under what conditions are the individuals the largest? Smallest? Change in individuals. (Keep record on blackboard.)

Does the little black center change shape?

When does the animal begin to move in the egg?

When does the animal break from the egg? (Hatch.)

What does it do when it hatches?

When does it begin to swim?

What does it do when it is not swimming? (Remains usually fastened by V-shaped sucker to some object.)

In what part of the jar is it generally located?

Is there any reason why it likes this part of the jar better than the other parts?

Is there any difference in the position of the animals just before and just after giving them air?

Feeding.

They use small plants on the stones (slime) for food. New slime-covered stones should be added from time to time. Examine the stones after they have been in the water with the animals for



some time. They may be fed with fresh meat or coarse meal.

Later changes.

Big heads, legs, disappearance of tail. (Gradually?)

Significance of coming to the top of the water?

(Using new lungs.)

Final transformation. Beginning of life on land.

Along with the study of these transformations from egg to frog or toad, observations should be made on the habits of the frogs and toads which are kept in the room.

Toads

They may be kept in the way already indicated, being careful to keep the place cool and damp. The vessel holding the animals should be covered with netting or wire screening so that they may be seen easily. Pupils must be quiet while watching the animals. The food consists of any small creeping or crawling animals. These must be alive. Pupils may bring in insects, worms, caterpillars, etc.

Points to be noticed.

Account should be taken of the number eaten in a given time.

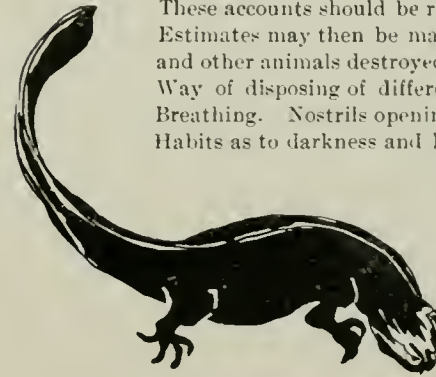
These accounts should be repeated from time to time. Estimates may then be made of the number of insects and other animals destroyed in a season.

Way of disposing of different kinds of food.

Breathing. Nostrils opening and closing.

Habits as to darkness and light to be observed at home

by as many of the pupils as possible. Encourage the pupils to have one or more toads at home in garden or yard. They will probably remain if put in a damp, cool, shady place where they can hide in day time.



The animals should not be disturbed at first. They must get used to their home and not be handled roughly.

Frogs—"they may be kept in the way already indicated. Try the same food as with toads. Observe same points and make comparisons.

Recitations—Whenever necessary the time may be taken to care for the animals without any attempt to teach.

Throughout the whole course or subject the teacher must guide the pupils rather than teach in a formal way. Refer, when possible, to the objects for answers to questions. The recitations should consist in putting together from time to time what has been seen, comparing records of individual pupils, and referring back to the objects to settle undecided questions, putting the final results, if important, on the board. The subjects indicated under points to be observed will afford abundant material. The life history of frog and toad will occupy under favorable conditions about two or three months.

The changes are most striking and rapid in the first and last stages, and therefore should receive the most attention.

Expression.

Drawings should be made from time to time so that the life history may be represented in all forms of expression (oral, written, and by drawings).

General aim

The general aim is not so much to bring out the different facts as *such*, but to bring the pupils in as natural a way as possible in contact and in sympathy with some of the most common and unappreciated animals. The life of the frog or toad with its struggles, activities, and dangers should be a revelation to inspire a desire for similar knowledge of other forms of animal life.

Salamander.

This animal is related to the frog and toad, and may be kept under the same conditions.

Where found.

In the water in most of the canyons near Los Angeles from Jan-



uary to April. At this time they are swimming in the water, and may be kept in water for several months, but will probably thrive better if put under similar conditions as indicated for frog and toad.

Points to be observed.

General characters—smooth skin, legs, tail, mouth, etc.

Compare with frog and toad.

How does the animal breathe? Watch movements. When in the water does it come to the top to breathe? If so, how often? Look for bubbles of air? What part of the head do they seem to come from?

Watch the animal get food. Feed flies or worms. Put small piece of meat on end of wire or stick and pass several times in front of its mouth. The animal may sometimes be induced to take food in this way.

How does the animal move through the water?

Watch crawling movements on a board.

Compare the two movements.

Other points may be suggested to the teacher as the animals are watched from time to time

Eggs—These may be found in the streams with the salamanders, about the middle of March. They will be found in small bunches clinging to sticks and weeds in much the same way as the eggs of frogs. See preserved specimens.

How taken care of.

Same as the eggs of frogs and toads. The development is much slower. They may be seen moving about in the egg long before they hatch. After hatching they may be cared for in the same way as the tadpoles of the frog and toad. The time of complete change into adult animals will be several months (6-9).

Points to be noticed—Same as frog and toad. Compare.

The gills of the young salamander are not covered as in the tad-



poles, but may be seen as a fringe around the head. The general suggestions about the frog and toad will apply in the study of the salamander and its life history.

Garden Work.

This consists of occasional observations on the commercial plants which were planted during the previous term, and taking care of them when they are ready to be harvested. In connection with this some time may be given to the methods in actual use on the



California ranch in harvesting and caring for the products such as wheat, barley, beets, etc.

Plants.

The object of this study is to get acquainted with the common wild plants, both native and introduced. This object includes the recognition by means of flower, and as far as possible by other characters such as leaves and seed. As each plant is studied not only are its general characters observed, but as far as possible the adaptation of its flowers to secure pollination.

Method—Nospecific directions can be given here. The teacher must select some of the main facts about the plant and see that the pupils observe and describe them. The real test is whether the child can recognize the plant and recall the name, or if the name is given to be able to select the plant from among others. Such information as is necessary for the teacher's preparation may be obtained from the references.

Collecting and caring for specimens. As far as possible have the children bring in their own specimens. Those plants in the immediate vicinity of



the Normal may be gathered by the class in field lessons. Each pupil should preserve and mount a specimen of each plant studied. These specimens, when finished, will furnish material for review.

Fourth Grade. (Three twenty-five minute periods per week.)

Garden work. Cultivation and study of some members of the Nightshade family of plants. (IV, 50.)

Plants. Review of some of the common California wild flowers. Some of the common types of lower plant life. (Ferns and their allies, mosses and liverworts, algae and fungi. (IV, 45, 46, 52.)

Animals. Common forms of animal life found at the sea-shore (not studied the previous term, insects (after cray-fish, crab, etc.) spiders, etc. (III, 26, 27, 30, 34, 36, 39)

Correlation with literature, drawing, geography, manual training.

Fifth Grade. (One forty minute period per week.)

Plants. Continuation of the study of the work of plants begun in the fall. Adaptations, (climbing, etc.)

Experiments in fermentation.

Correlation with literature, drawing, geography, arithmetic.

Sixth Grade. (One forty-five minute period per week.)

Time devoted to meetings of Junior Naturalists' Club.

Seventh Grade, ()* (One forty minute period per week.)

Discussions (with experiments and home readings) of simple phenomena of light and electricity. Construction of voltaic cell, galvanometer, and induction coils. Study of great men in history of physics:—Franklin, Faraday, Edison, Field, Morse, et al.

Eighth Grade, (‡) (One forty minute period per week.)

General study of air based on laboratory work on oxygen, nitrogen, carbon dioxide, watery vapor, smoke, etc.

Application of truths learned in explanation of combustion, animal and plant life.

Physiology.—In addition to the subjects indicated in the above outline such phases of the subject of physiology as are adapted to the different grades are selected and presented. These pertain chiefly to the care of the body, formation of habits, etc.

* Outlined by Dr. Schultz. ‡ Outlined by Mrs. English.

VI. BIBLIOGRAPHY OF REFERENCE BOOKS ON NATURE STUDY.

(The following list is not complete, but includes the most important and useful.)

1. *Underlying Principles Determining Method.*

1. Barnes, Earl. "A Study in Children's Interests."—*Studies in Education*, (part VI, pp. 203-212.)
2. Burk, Frederick. "From the Fundamental to the Accessory."—*Pedagogical Seminary*, (vol. VI, 1898)
3. Coulter, J. M. "Mission of Science in Education."—*Science*, (vol. XII, num. 295, Aug. 24, 1900.)
4. Coulter, J. M. "Some Problems in Education."—*Inland Educator*, (vol. I, num. 9, 1901.)
5. Dewey, John. "School and Society."—Chicago University Press.
6. Davis, B. M. "Basis of Nature Study."—*Proceedings of Cal. Teachers' Assoc.* 1899.
7. Hodge, C. F. "Foundations of Nature Study."—*Pedagogical Seminary*, (vol. VI, num. 4, vol. VII, num. 1-2, 1899-1900.)
8. Hodge, C. F. "Nature Study and Life."—Ginn & Co., 1901.
9. Hugh, D. D. "Animism in Children."—*Northwestern Monthly*, (vol. IX, pp. 450-453.)
10. James, Wm. "Talks to Teachers."—Henry Holt & Co
11. Jackman, W. I. "Constructive Work in the Common Schools."—*Educational Review*, (vol. XVII, pp. 105-124.)
12. Lucky, G. W. A. "Children's Interests."—*Proceed. of Nat. Educational Assoc.*, 1897.
13. McMurray, Chas. "Special Method in Science."—Public School Pub. Co., Bloomington, Ill,
14. Scott, C. B. "Nature Study and the Child."—D. C. Heath & Co.
15. Tayler, J. S. "Some Practical Aspects of Interest."—*Pedagogical Seminary*, (vol VI, 1898.)
16. Van Liew, Chas. "Racial Traits in Group Activity Among Children."—*Proceed. Nat. Ed. Assoc.*, 1899.



17. Van Liew, Chas. "Mental and Moral Development of the Kindergarten Child."—*Kindergarten Review*, (vol. X. pp. 87-94.)

II. *Method.*—(5, 6, 7, 12, 13, of I.)

18. "Elementary School Record," (num. 4, Botany, 1900)—University of Chicago Press.
19. Davidson, Alice Merritt. "California Plants."—Baumgardt & Co., Los Angeles
20. Jackman, W. I. "Nature Study in the Grammar Grades."—Macmillan Co.
21. Jackman, W. I. "Nature Study."—Henry Holt & Co.
22. Jenkins & Kellogg. "Lessons in Nature Study."—Whitaker & Ray Co.
23. Lange, D. "Handbook of Nature Study."—Henry Holt & Co.
24. Lloyd and Carss. "Nature Study in the Horace Mann School."—*Teachers College Record*, March, 1900.
25. Wilson, L. L. "Nature Study in the Elementary Schools."—Macmillan Co.

III. *Subject Matter. Animals.*—(20, 21, 22, 23, 24, 25, of II.)
General.

26. Burnett, M. "Zoology," (Elementary).—Amer. Book Co.
27. Davenport, C. B. and C. G. "Introduction to Zoology."—Macmillan Co.
28. Jordon and Kellogg. "Animal Life."—Appleton.
29. Lydeker, Sharp, et al. "Natural History."—Appleton. Insects and Spiders.
30. Comstock, J. H. "Insect Life."—Teachers and Students Ed., Appleton.
31. Cooke, M. "Insects Injurious and Beneficial."—H. S. Crocker & Co., Sacramento, Cal., 1887.
32. Cooke, M. "Injurious Insects to Orchard."
33. Cragin, B. S. "Our Insect Friends and Foes."—Putnam, 1897.
34. Emerton, J. H. "The Structure and Habits of Spiders."—B. Whidder, Boston, 1897.
35. Hiatt, A. "Insecta. Guide for Science Teaching."—Ginn & Co.
36. Packard, A. S. "Entomology for Beginners."—Henry Holt & Co.
37. Scudder, S. H. "Butterflies."—Henry Holt & Co.

38. Scudder, S. H. "Frail Children of the Air."—Houghton, Mifflin & Co.
39. Weed, Clarence Moore. "Stories of Insect Life."—Ginn & Co. Birds.
40. Chapman, F. M. "Bird Life."—Appleton, 1897.
41. Grinnell, Eliz and Joseph. "Our Feathered Friends."—D. C. Heath & Co.
42. Miller, Olive Thorne. "In Nesting Time."—Houghton, Mifflin & Co.
43. Miller, O. T. "Bird Ways."—Houghton, Mifflin & Co.
44. Miller, O. T. "Little Birds of the Air."—Houghton, Mifflin & Co.



- IV *Subject Matter. Plants.* (18, 19, 20, 21, 22, 23, 24, 25, of II.)
45. Atkinson, G. F. "First Studies of Plant Life."—Ginn & Co. 1901.
46. Barnes, C. R. "Outlines of Plant Life."—Henry Holt & Co. 1901.
47. Bailey, L. H. "Garden Making."—Macmillan Co.
48. Bailey, L. H. "Lessons with Plants."—Macmillan Co.
49. Beal, W. J. "Seed Dispersal."—Ginn & Co.
50. Bergen, J. Y. "Elements of Botany."—Ginn & Co.
51. Clapp, H. L. "School Gardens."—Pop. Sci. Monthly, vol. 52, pp. 445.
52. Coulter, J. M. "Plant Relations."—Appleton.
53. Coulter, J. M. "Plant Structures."—Appleton.
54. Jepson, W. L. "Flora of the Middle West."—Encina Pub. Co., Berkeley, Cal.
55. Morley, M. W. "Seed Babies."—Ginn & Co
56. Newell, Jane II. "Outlines of Lessons in Botany."—Ginn & Co.
57. Putnam, B. L. "Children's Gardens."—Kindergarten Review, Sept., 1898, (pp 22)
58. Rattan, Volney. "Popular California Flora."—Bancroft Pub. Co., San Francisco.
59. Smith, G. B. "A German School with a Garden."—Dep. Agr. Experimental Station Circ. (num. 43.)

V. *General and Popular Relating to Nature.*

60. Bergen, Fanny D. "Glimpses at the Plant World."—Ginn & Co.

61. Buckley, A. B. "Life and Her Children."—Appleton.
62. Buckley, A. B. "Winners in Life's Races."—Appleton.
63. Burroughs, John. "Signs and Seasons."—Houghton, Mifflin & Co.
64. Burroughs, John. "Riverby."
65. Burroughs, John. "Winter Sunshine."
66. Burroughs, John. "Wake Robin."
67. Gage, S. H. "The Life History of the Toad."—Cornell Teachers' Leaflets, (num. 9.)
68. Gould, A. W. "Mother Nature's Children."—Ginn & Co.
69. Hodge, C. F. "The Common Toad."—Nature Study Leaflet, Biology Series num 1, Worcester, Mass.
70. Hodge, C. F. "Our Common Birds."—Nature Study Leaflet, (num 2)
71. Ingersol, Ernest. "Wild Neighbors."—Macmillan Co.
72. Jordon, D. S. "True Tales of Birds and Beasts."—Pop. Sci. Monthly, (vol. 54.)
73. Jordon, D. S. "The Fur Seal as an Animal."—Forum, (vol. 23.)
74. Kingsley, Chas. "Water Babies." (Abridged).—Ginn & Co.
75. Morley, M. W. "Little Wanderers."—Ginn & Co.
76. Muir, John "Among the Animals of the Yosemite."—Atlantic Monthly, (vol. 82.)
77. Needham, James "Outdoor studies."—Amer. Book Co.
78. Ricks, Geo. "Natural History Object Lessons."—D. C. Heath & Co.
79. Thompson, E. S. "Wild Animals I Have Known."—Scribner
80. Wright, J. M. "Sea-side and Way-side."—D. C. Heath & Co.



B. M. DAVIS.

A decorative border of repeating floral and scrollwork patterns surrounds the text.

Most of the half tones in this book are made from photographs by

Marceau

The Only

Fotografer...

Who positively guarantees and gives every patron
perfect satisfaction

**Los Angeles Theater
Building**

PERSONALS

Who were the happy Seniors who received Dr. James' blessing?



Miss Helen Rosenthal goes to Berkley next term. We understand she will take the study-hour and promenade course.



Ask Miss Washburn why she played the wedding march in the assembly.



Notice! Any information concerning "raffa" cheerfully given. Jessie Lewis.



Would you prefer being a "bachelor maid" or having a dozen cups?



Mr. Lorbeer, breathlessly, (when he heard he was to be in the class play) What girls are going to be in it?



What would the students do without the Misses Sessler and Troconiz? We fear their dances would be mostly conversation.



Any applicants for the Kindergarten course should see Miss Monks before a final decision.



Bright Senior (in School Law). "In taking the school census are orphans enrolled where their parents reside or where the orphanage is?" then wonders why class laughs.

11 acres of the famous Carnations are in bloom the year round at Redondo.

Redondo Floral Co.



Phone
Main
1031

246 SOUTH
SPRING STREET
Los Angeles, Cal.

We guarantee courteous treatment and prompt and intelligent handling of all orders.

F. E. CURTIS

R. J. MARSHALL

Students when in Santa Monica should call at

THE PAVILION

CURTIS & MARSHALL, Props.

Headquarters for a good
FISH DINNER

RESTAURANT
and FISH GRILL

Santa Monica, Cal.

NILES PEASE FURNITURE CO.

WHOLESALE AND RETAIL
DEALERS IN

FURNITURE

Window Shades, Draperies, Carpets, Oil Cloths,
Linoleums.

439-441-443 SOUTH SPRING ST.

Telephone Main 338.

TUFTS-LYON ARMS CO.

FIRE ARMS SPORTING GOODS

Crescent Bicycles
Photographic Supplies

132-134 S. Spring St.
Los Angeles, Cal.

Send Your Work To The . . .



No Saw-Edge on
Collars or Cuffs.

EMPIRE STEAM LAUNDRY

149 South Main St.

And get ticket for the Locomobile
with each 50c worth.

Office hours: 9 a. m. to 5 p. m.

TELEPHONE RED 1556.

EDWIN M. HARWOOD, D. D. S.

.....DENTIST.....

701½ South Broadway

Los Angeles, Cal.

Who is "Wealthy Jones?"



The question of the day: Who will sit by the gentlemen when we graduate?



"Peachy" still wonders who "Peachy" is—well, Clarence.



Some one asked if Florence Fitch and Arthur Brown were taking a course of study periods.



Wanted! (by Mr. Davis) someone to keep posted on the whereabouts of Mr. Chamberlain.



How we envy the Sr. B's! Those delightful Seminar meetings yet to enjoy!



Who likes to call Miss Norton "Cele?"



We hear that the Seniors' theses are to be published with biographies and notes for the Junior classes to study.

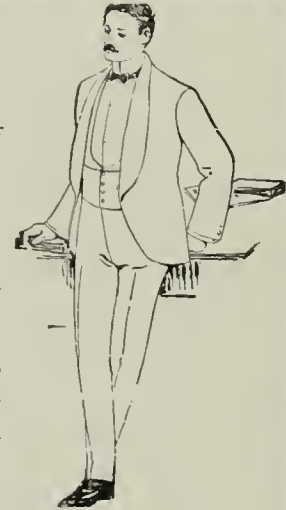


Ask Daisy Morris if anyone ever had any jokes on her.

"IF IT COMES FROM MULLEN & BLUETT'S IT WILL WEAR"

THE Stylish woman feels the sting of wounded pride and embarrassment when in the company of a man shabbily dressed, or one whose clothes do not fit him.

YOUNG MAN! Avoid such a consequence by getting your clothes from us; we make a specialty of young men's suits and would be pleased to show you through our stock at any time.



Our Prices Are Right.

MULLEN & BLUETT
CLOTHING CO.

NORTHWEST CORNER, FIRST AND SPRING STREETS.

Wanted—A specimen of the genius homo having brown eyes and answering to the name of Jack. Apply room K.

Who said Mr. Lorbeer could be joshed?

Miss Em—y, passing Miss Gm—g, “We never speak as we pass by.”

Problem—How many inches has Mr. Hill’s head swelled under the devoted attention of the trio?

Peninsula (?)

Mr. Ruess and Mr. Schlegal are authority on Santa Barbara girls. Ask them about it.

Who are the H. B. L’s?

Miss Wright of Sr. B. II. has relented. She has permitted us to put her name in the Exponent, provided that the joke is not a “silly” one.

Who said Miss Reeves’ pencil was her most intimate friend?

Senior A’s dedicate their twelve method note books (empty) to their twelve various method teachers.

Ask Maude Parker why she has failed to complete her course inloyd this term.

It Pays

State Normal Graduates to cultivate moral earnestness, to acquire the habit of enjoying to do *well* everything they undertake. These are the qualities that underlie success in teaching. Every month in the year we are anxious to find

Successful Teachers.

We are unwilling to recommend any others. We are asked to name teachers for many of the best positions in the state and vicinity.

BOYNTON AND ESTERLY,

Managers Fisk Teachers’ Agency.

525 Stimson Block,
Los Angeles.

420 Parrott Bldg.,
San Francisco.

New and Second-Hand

SCHOOL BOOKS

Miscellaneous Books, Copper Plate Engraving,
Stationery, Religious Books and Bible Depository

SEND FOR CATALOGUE

FOWLER BROS.

221 West Second Street.

Why is Emily Monroe always anxious for the U. S. History period to come.



Apply to Mabel Dooner, room J, for private lessons in elocution.



Did you ever teach in the "Seventh Regiment?" Then don't talk.



Who is the Senior A girl who is so wealthy?



I wonder if Miss Cockrill pulled any more leaves off the tree Miss Monks told her about.



"Brown-eyed Susans" are coming into popular favor. For particulars concerning their cultivation apply to G. H. Farnsworth, room Y.



Just ask Mr. List to sing, "She is (D)aisy, (D)aisy, (D)aisy,"



Ask Johnny Schlegal about "Edna" of Springville, and see how confused he gets.



Miss Hagan, (in music class), "Are *you* afraid of me?"

Miss D—glas (emphatically) "*ye-es ma-am!*"



Miss Eliot, (in history class), "What did you, as a young student, think of Queen Mary?"

G-y D-ck-w-th: "I never heard of her until I was *quite old.*"

Telephone Main 658.

Wm. H. Hoegge Co.

Largest Outfitters and General
Sporting Goods Distributers in the
West. Manufacturers of College
Uniforms, Foot Ball, Base Ball, etc.
Can supply your extensive as well as
your smaller needs.

Wm. H. HOEGEE CO.

138, 140, 142 S. Main St.

Ask Mr. Schlegal what her mother said when he met her on State street



Miss Harriet Sheldon says she is not behind The "Times" anyway.



We would not be surprised to hear that Miss Hagan had been superseded by Ethel Doan of rote-song fame.



Who is "Wealthy Jones?"



Senior-teacher, "What is syntax?"

Bright pupil of fifth grade, "Syn (sin) tax is a tax on whiskey."



Why does Mr. Anderson fear to mention the name of the Senior B girl who lacks rhythm?



Wanted!—Position as janitor's assistant. Smokeless fires a specialty.

MAUDE CLEO PARKER.



It is hard to keep "np" with Nellie Sessler nowadays. We mean when she climbs the ropes in Gymnasium.



Mr. Butler's partiality toward Miss F-nch has not been forgotten.



We wonder who wears Mr. Gallup's medal.



We wonder why Miss Gun—g never opens certain letters she receives.

HICKS The CANDY MAN, the finest in the City.

HICKS The ICE CREAM MAN, the best in the City, \$1.00 per gallon.

HICKS The CATERER, everything bright, new and up-to-date.

**233 South Spring Street,
Los Angeles** 

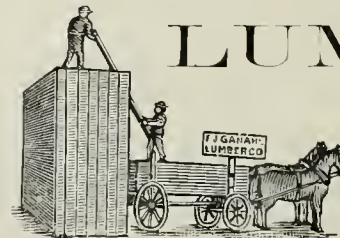
F. J. Ganahl Lumber Co.,

Doors,
Sash,
Blinds,
Lime
and
Cement,
and
other
Building
Material.



DEALER
IN

EAST LOS ANGELES
LUMBER YARD.

LUMBER.



LATH,
SHINGLES,
ETC.

 Pasadena Avenue and Avenue 19. 
TELEPHONE EAST 81. LOS ANGELES, CAL.

P. M. MORONEY

Moroney's Cash Store

WHOLESALE and RETAIL GROCER.
TEAS COFFEES

CUT RATE PRICES OUR MOTTO

Tel. Main 529.

243 South Main St.

We wish to announce that Miss Patterson has allowed her name to appear in our paper. We fully appreciate the honor.



Isn't it queer how names appear on the teachers' rolls Miss Hagan reads: Miss Goodrich? Mr. Gallup?



Ask Mr. Schlegal what the connection is between "compensation" and custard



Miss Findley is having trouble with her eyes. We hope the solitaire is not the cause.



Who said, "Isn't Miss Woodbury the sweetest little child?"



Ask Ella Baxter which Normal boy she knew before she came to Normal.



What *are* Louie Whims' Laws!

E. B. RIVERS.

H. L. RIVERS.

WHOLESALE

Rivers Bros.

RETAIL

SHIPPING SOLICITED.

TEL. MAIN 1426.

Fruits and Groceries.

300-302-304-306 TEMPLE ST.

Cor. Broadway.

P.O. Box Sta. C. 195.

LOS ANGELES,

CAL.

Telephone James 3101

J. G. DONAVAN & CO.

JEWELERS and SILVERSMITHS.

Manufacturers of Aluminum Pln 1901.

245 S. Spring Street,

Los Angeles, Cal.

PARKER'S BOOK STORE

246 South Broadway.

Near Public Library.

Largest, most varied and most complete stock of books west of Chicago.

The Seniors contemplate buying Miss Reeves a box of pencils, they think it a pity for her to waste *her* pencils on *their* plan-books.

Bright first grader (as the Senior solemnly passes around little squares of bread that the pupils might taste the butter which they had made). "This is just like communion at church only we ought to have wine."

Second boy: "I'd rather have Hire's Root Beer!"

"Why has Miss Reeves been taking such an interest in the cooking department?" is a question which Dr. Shults has been pondering over lately.

It is certainly a touching and thrilling sight to see and hear Miss Mason and Mr. Von Newmeyer crying to each other, "O, come to me and be my love!"

Ask Miss Hellmuth if she is "for a single state," and see her blush.

No admittance to room J at the noon hour—I wonder why.

Watch Miss A-d-s-n hold her breath when Miss Hagan calls on Mr. Anderson to sing.

Doesn't Victor beat time gracefully in music class?

The Senior B II seem fated to remain a select class of young ladies. Their only boy has left them.

TELEPHONE MAIN 568.

Ingleside Floral Co.

F. EDWARD GRAY, Proprietor.

140 South Spring St.,
Los Angeles.

Artistic Arrangement
of Flowers.

FIRSICH BROS.

TELEPHONE JOHN 101.

CASH GROCERY.

Staple and Fancy Groceries Green and Dried Fruits

Fine Teas and Coffees.

328 W. Fifth Street,

LOS ANGELES, CAL.

BUY YOUR BOOKS AT THE STUDENT'S EXCHANGE

HOT and COLD LUNCHES
EVERY DAY.

625 W. 5th St.

ROBT. I. HICKCOX, Prop.

Agency Anchor Steam Laundry.

Cass-Damerel Hardware Co.

SOLE AGENTS

Celebrated Quick Meal Steel Ranges.

Celebrated Universal Stoves and Ranges.

Celebrated White Mountain Refrigerators.

Celebrated Wilke Porcelain Refrigerators.

Celebrated Los Angeles Hot Air Furnaces.

412 SOUTH BROADWAY,

LOS ANGELES, CAL.

CARL ENTENMAN

MANUFACTURING

Jeweler and Watchmaker

DIAMOND SETTER AND ENGRAVER

Dealer in  
DIAMONDS AND PRECIOUS STONES

Gold and Silver Jewelry designed, made to order and repaired. Designer and manufacturer of society badges, school pins, etc., etc.

**Expert Watch Repairing
Unreserved Guaranty**

Maker of Normal
Alumni Pins



Pins for all classes
in stock

FACTORY AND SALESROOM

217 1/2 SOUTH SPRING STREET, LOS ANGELES, CAL.

UP STAIRS

Telephone John 3661



CIRCULAR BRIDGE MT. LOWE RAILWAY

"Grandest Scenic Trip on Earth"

is the verdict of travelers from all parts of the world
of the trip to : : : : :

ALPINE TAVERN VIA SCENIC MT. LOWE RY.

A verdict sustained by all who take it. Rubio Canyon at the foot of the Great Incline is the Finest Place for Picnic Parties. Echo Mountain with The Observatory, World's Fair Searchlight and Beautiful Casino is an ideal place for dancing parties, and "Ye Alpine Tavern" the most delightful of all Mountain Resorts. First-class accommodations and terms reasonable. x x x x

For full particulars regarding Special Excursion Rates for Parties, Societies, etc., call on or address

H. F. GENTRY PASSENGER AGENT MT. LOWE RY.
Telephone M. 900 250 South Spring Street

The young men request that Mrs. Hazard keep careful record of the girls in her department, as the information may be needed.



Miss Hagan (smiling), "Mr. A. have you any criticisms?"
Mr. A.—"A-in-a-a this case, a-as well as-in-the preceding, I think-a-" and of course the rest was complimentary.



Just ask Miss Hellmuth about the "fairy prince" up north.



Jessie of the Junior A class spent almost an hour hunting for the symbol H 2 O on a bottle in the chemical laboratory, we hear.



Dear Girls?

Just tell them that you saw us.

That's all.

LONDON CLOTHING CO.

HARRIS & FRANK, PROPS.

119 TO 125, 6-7-8
NORTH SPRING ST.

City Steam Carpet Cleaning Works.....

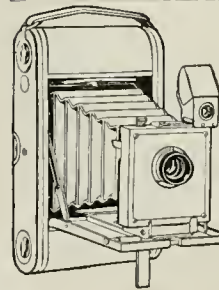
Laying, Bordering and Re-fitting Carpets
Furniture Packing, Repairing and Upholstering

Telephone Main 427

JOHN BLOESER, Prop.

... Office 456 South Broadway ...

Factory, Sacramento St. and Santa Fe R. R. Tracks



HOWLAND & CO. Kodaks

Photo Supplies, Developing and Printing

211 S. BROADWAY

Tel. M. 211

"WE CLOTHE THE PEOPLE."

Henry Klein & Co.

x PROPRIETORS x

Star Clothing House

102-104 S. Main St. Next to Orpheum Los Angeles, Cal.

F. D. HOLMAN

CHAS. M. RENBROOK

Drs. Renbrook and Holman

.... DENTISTS

Tel. John 3231

36-37-38 Mueller Block

455 SOUTH BROADWAY

JARVIS & COMPANY

Wholesale and Retail

GROCCERS

Downey Butter a Specialty
We Roast our own Coffee

Telephone Main 784

.... 419 SOUTH BROADWAY

LOS ANGELES, CAL.

DANCING

W. T. WOODS will form a class for beginners Monday evening, July 1st. Advance class Friday evening, June 28th. Receptions Tuesday evenings.

740 S. FIGUEROA ST.

MODEL MARKET

R. A. NORRIES, PROPRIETOR

Beef, Mutton, Pork and Veal

AND ALL KINDS OF

Fresh, Salt and Smoked Meats, Sausage and Poultry

TELEPHONE MAIN 979

831 W. 6th St., cor. Figueroa Los Angeles, Cal.

BRIEFS

First girl:—"Do you know what saying that group of girls with the young man at the foot of the stairs reminds me of?"

Second girl:—"No, what?"

First girl:—"The only *Duck* in the puddle."

✧

The following phrase was found on one of the blackboards:

ENGLISH LESSON.

"ULYSSES," FINISH.

✧

Clerk, (at lunch counter), "What will you have?" Young lady, (absently), "Oh, them whiskerses!"

✧

First Senior: "Of what are you reminded when you visit the A G room in the training school?"

Second Senior: "Just one boy."

Third Senior: "That's a Normal characteristic."

IDEAL KID OXFORDS

For Women, \$3.50 to \$5.00

Have the same appearance as the patent leather—but there is a difference in their construction—a splendid wearing shoe—very popular and very stylish—prices

\$3.50 to \$5.00

C. M. STAUB SHOE CO.,
255 South Broadway.

Poor Richard's

Almanac says, "Remember that money is of the prolific, generating nature. Money can beget money and its offspring can beget more." A dollar uselessly spent means a dollar uselessly destroyed. "He that murders a crown destroys all that might have produced even scores of pounds."

UNION BANK OF SAVINGS,
223 South Spring Street.



The Terminal Grocery, N. E. Cor. Fourth and Hill Streets.

—DEALER IN—

Imported and Domestic Groceries, Fruits, Nuts and Candies.

Eggs, Milk and Butter a Specialty.

E. H. MEUSCHKE, Prop.

JOKES and HITS

Prof. Ch-m-b-rlain: Miss A-d-i-h, how do they obtain salt from Great Salt Lake?

Miss A-d-i-h: They wait until all the water of the lake evaporates and then dig it up.

Ask W-l-y A-b-o-e if he likes Garlic.

We wonder if Miss A-d-e W-o-b-r-y has lost her heart on the Rhine (hard.)

Hattie G-o-r-ch does not tire easily. She still goes with a Gallup.

Teacher. Miss Sh-fer, what did you get out of the last paragraph?

Miss Sh-fer: (who has been dreaming) Why—Oh—Oh.

Teacher: Yes, I think so too.

Who is the terror of the Training School? A Training School pupil answers the question by saying.

"Dr' J—s generally. Mrs. S—th particularly."

Prof. Davis: "What did you think of the subject of narcotics as it was taken up when you were in the grades?"

Mr. D-k-o-th: "The subject was always very dry to me."

Mr. Brubaker: "What were the girls laughing at in class?"

Mr. Shults, (who has just awakened from his usual afternoon nap in room E.): "I don't know."

SMITH'S CANDY FACTORY

333 SOUTH SPRING.

The place for Pure Candy and
the best Ice Cream Soda in
town.

Grimes-Stassforth Stationery Company

Commercial
Stationery

Blank
Books

Engraving and
Printing

Telephone Main 131

307 S. Spring Street.

W. G. JERREMS

Successor to

NICOLL THE TAILOR.

GRADUATION SUITS
A SPECIALTY

W. A. JOHNSTONE, Cutter and Manager.

142 S. Spring Street,
LOS ANGELES, CAL.

TRAINING SCHOOL JOKES

Mrs. Preston (in criticisms) "It is not so much *what* you say but *how* you say it. You might use the same words that I do and make no impression whatever."

Discouraged Senior (a day later) My! how I wish Mrs. Preston would speak into a phonograph a few of her sharp, terse commands so that I might turn it lose on the children when they won't mind.

Child in Training School (who has been studying narcotics) Do you know what is a matter with that man over there,— pointing to a drunken man.

Mrs. E—: No my child.

Child. He is full of narcotics.

Mr. D-V-N-er: Miss Gauahl, are you engaged? (Shocking!)

7th Grade Boy describing Philip's generosity in "Euoch Arden"
"He sent her many gifts, flowers, rabbits, eating utensils, etc."

Mrs. Sm-th: Why didn't you sit down hard on those students you sent to me to report this morning.

Mr. Sh-l-s: I thought I did the worst thing I could do to them.

Innocent Junior (admiring our new statue) Look at "Venus de Milo" with no head on! (She probably thought the head was coming on the next express.)

BAKER & HAMILTON



Los Angeles

MANUFACTURERS, IMPORTERS AND EXPORTERS OF

Vehicles, Agricultural Implements,
Boilers and Engines.

NOS. 134-136 NORTH LOS ANGELES STREET.

The NORMAL BOOK STORE

623 W. FIFTH STREET, Across from Normal.

We carry a full line of

SCHOOL BOOKS AND SUPPLIES,

Groceries, Confections, Notions, Bakers' Goods, Etc. Cheapest and best Place for Normal School Supplies.

Come and be convinced.

Follow the crowd at noon.

Kodaks

ALL SIZES AND PRICES.

THE LATEST AND BEST

Cameras

Photographic materials, wholesale and retail. Fresh goods at lowest prices.

326 SOUTH SPRING ST. **DEWEY BROS.** LOS ANGELES, CALIFORNIA.

H. MOSGROVE

IMPORTER OF

Cloaks and Suits

119 SOUTH SPRING STREET.

Adjoining Nadeau Hotel, between First and Second Sts.

Telephone Brown... **1601.**

Los Angeles, Cal.

EXCHANGES

IMPROVED PROVERBS.

Quacks are stubborn things.
It's a wise girl who knows her own mind.
Society's the mother of convention.
Home was not built in a day.
Modesty is the best policy.
Circumstances alter faces.
A rolling gait gathers remorse.
All's not old that titters.
Let us eat, drink and be married, for tomorrow we dye.
Charity uncovers a multitude of sins.
—Carolyn Wells in The Smart Set.



He sallied out one pleasant eve to call on a young Miss, and when he reached her residence,

this
like
stairs
up
ran

Her papa met him at the door; he did not see the Miss. He'll not go there any more, for

he
went
down
like

th's.—Hx.

Best Dentistry on the Pacific Coast.



Reasonable Reasons why we can do the best work in the city. We have a skilled specialist for each branch of dentistry—one for filling, one for crown and bridge work and one for extracting, one for plate work. Our artificial teeth, for form, density of material and superior finish, cannot be surpassed—Our crowns everlasting—Our fillings do not turn dark and they save the teeth. Our work is the best, will stand the test of time and our guarantee means something.

SPINKS DENTAL PARLORS, Spinks Block, Cor. Fifth and Hill Sts.

Telephone Red 3261. Office Hours 8 to 6. Sundays 9 to 1.

AHREN'S Bakery and Delicacy Store.

A central location. Best Service in the City. First-Class Goods. We solicit your orders for Bread, Pastry and Delicacies.

Students Give Us a Call.

F. AHREN.

425 South Broadway.

Buy Furniture and Carpets at

JOSEPH'S

426-428 S. Spring Tel. M. 1345

CHAS. KESTNER.

PARK MARKET

**The Choicest
Of Meats** 

329 WEST FIFTH STREET


Telephone Red 2671.

Los Angeles, Cal.

EASTERN NUTS A SPECIALTY

Shellbark Hickory Nuts, Black Walnuts, Butternuts, Beechnuts, Chestnuts, Hazelnuts

Williamson

Choice Fruits  Fresh Vegetables
Nuts and Raisins

*PACKING AND SHIPPING TO EASTERN
POINTS A SPECIALTY.*

341 South Broadway, Los Angeles, Cal.

J. W. Duckworth

FANCY AND
.....STAPLE **GROCERIES**

WHOLESALE PRODUCE

Send for Prices **LOARA, CAL.**

The Wonderful Weber

EVERYTHING IN MUSIC

Tone is found only in the Weber Piano

—SOLE AGENCY—

BARTLETT MUSIC CO.

235 SOUTH BROADWAY

Our metaphors are strangely mixed. When a man feels as if he were going up in a balloon he is generally falling in love.
—Saturday Evening Post.

“The poor man was dying. His breath was becoming weaker and weaker every minute when I saw him.” “And what did you do?” “I gave him an onion.”—Ex.

THE BIGGEST LIE.

BY ROSIE MOORE—AGE 14.

Once a minister was walking down an alley in a little country town and he saw three little boys trying to catch a dog. He said: “What are you going to do with that dog, my boy?” One of the smallest boys replied, “We all want it and so we have decided to give it to the one who can tell the biggest lie.” The minister looked with astonishment and said: “Why, boys, when I was your age I never told a lie.” The little boy looked at his companions and said: “Let us give him the dog; we can’t beat that lie.”
Santa Barbara, Cal.

Teacher: “Where is the capital of the United States?”
Willie: “In the trusts.”—Ex.

Old maid (purchasing music)—“Have you ‘Kissed me in the moonlight?’”
Mr. Sapphed—“Why-er-no,—I guess it was the other clerk.”—Ex.

Judge (to prisoner)—“Did you really call this gentleman an old fool last night?”
Prisoner (trying to collect his thoughts)—“The longer I look at him the more probable it seems to me that I did.”—Ex.

The Finest Shaving Parlors In the City.	The OAK Shaving Parlors	W. F. BALL, Prop. THEO. R. SMITH, Mgr.
		10 CHAIRS Popular Prices. 106 North Spring St. LOS ANGELES, - CAL.

TELEPHONE MAIN 408

Mausard & Collier Co.

Designers
and
Engravers

115½ N. Main St.
Los Angeles.

**OUR
CUTS
PRINT**

FARMERS & MERCHANTS CLOTHING CO.

URI CITRON, Prop.
(Established 1886.)

—GENTS' FURNISHING GOODS.—
BOOTS, SHOES, HATS and CLOTHING,
152 S. MAIN STREET, near Second

LOS ANGELES, CAL.

In Security Savings Bank Block.

The Sherwin-Williams Co.

So. Cal. Depot, 150 S. Main St.,
LOS ANGELES.

Paints, Oils, Brushes = = =
= = = and Painters Supplies.

SPECIAL!

Students buy your Shoes
at the
Mammoth Shoe House,
317 South Spring Street.

BE QUICK.

S. J. MARSHUTZ OPTICIAN

245 South Spring.

For the choicest Confections and
finest Ice Creams and Sherbets
go to

MERRIAM'S 127 S. Spring St.

Established 1876. Phone M. 475.

Clarence J. Shults

Typewriting and
Mimeographing

Room F, . . State Normal School

R. J. WITHERS, M. D.

VETERINARIAN

President Chicago Veterinary College,
Veterinary Editor American Field
Fellow Chicago Academy of Medicine
Ex-Assistant State Veterinarian, Illinois

—PROPRIETOR—

Chicago Veterinary Hospital.

627 South Main Street, LOS ANGELES, CAL.

TELEPHONES:

Office, Main 1452. Residence, White 2131.

Telephone White 5421.

A. B. McNEELY

Fancy and Family Groceries

Wood, Coal and Mill Feed. Country Produce.
Specialties: TEA, COFFEE and BUTTER.

2526-28 S. Main St., Cor. Adams

LOS ANGELES, CAL.

THE PROBLEM SOLVED.

The genuine diamond can now be imitated. Experts must use a magnifying glass to detect the "Montana" diamonds from the genuine ones. They retain their brilliancy. Ever since Mr. S. Simmons of 315 South Spring St., introduced the Montana gems in Los Angeles and sells them for a dollar each, his store has constantly been crowded with purchasers. Is it any wonder. A person with moderate means can now afford to flash, what to all appearances is a genuine diamond, as well as the rich person. Five thousand people in Los Angeles are now wearing Mr. Simmons' wonderful gems, and each day the wearer becomes prouder of his jewelry and surely must thank Mr. Simmons for all this. That some of the jewelers and precious stone dealers are sore at these innocent diamonds can easily be understood, and people are advised to call and examine the articles and not allow anybody to substitute cheap imitations for them that are not worth 50c a dozen. Mr. Simmons will be glad to explain in a scientific way how the gems are really produced

ANTICIPATED TROUBLE.

Teacher (at cooking school).—"What could you have been thinking of while you made this." Pupil.—"I-I was just wondering what would be wrong with it."—Puck.

THE WORM.

Mrs. Flashout.—"Yes, Bobby, all these beautiful silk dresses of mine come from a poor, little, insignificant worm!" Bobby Flashout.—"Yes, mama, and papa is the worm, isn't he?"—Puck.

HUMAN.

Mama.—"O, Ethel! You naughty, naughty girl! Why do you persist in doing things I tell you not to?" Ethel.—"I s'pect it's because it's so nice to do 'don'ts,' mama!"—Puck.

WEARY.

"Blase, is he?"
"Extremely! Why, he's tired of the twentieth century!"
—Puck,

It is not always possible to choose the lesser of two evils. Take the case of twins.—Puck.



BUY.... "OUR CHOICE" FLOUR

ALBERT COHN GROCER.

SOLE AGENT FOR SOUTHERN CALIFORNIA.

ESTABLISHED 1887.

215-219 S. Main St.

Telephone Main 853.

REMEMBER THE NAME.

WHO'S YOUR TAILOR?

ROYAL TAILORING CO.

J. MORRIS, MANAGER.

Suits and Overcoats made to order
from \$12.00 and up.

Suits pressed 75c.
Pants pressed 25c.

Fit, style and finish
guaranteed.

Special Attention Given to Students.

Garments Cleaned, Dyed and Repaired.

454 S. BROADWAY, LOS ANGELES, CAL.

Watches, Clocks and Jewelry
Carefully Repaired and Warranted.

Headquarters for Normal
School Pins.

**S. CONRADI
OPTICIAN**

WATCHMAKER and JEWELER

HOLLENBECK BLOCK

No. 205 South Spring St., Los Angeles, Cal.

Fine Diamond Setting
a Specialty.

Telephone
James 1971.

UNIVERSITY OF CALIFORNIA LIBRARY

Los Angeles

This book is DUE on the last date stamped below.

REC'D LC 642

APR 25 1985

UC SOUTHERN REGIONAL LIBRARY FACILITY



A 000 645 481 3

UNIVERSITY of CALIFORNIA
AT
LOS ANGELES
LIBRARY

