

A
0
0
6
4
5
4
8
3
9

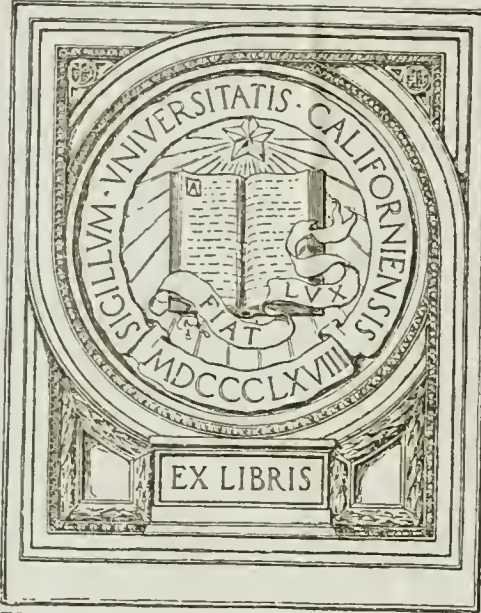


UC SOUTHERN REGIONAL LIBRARY FACILITY

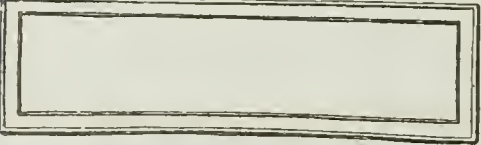
EX

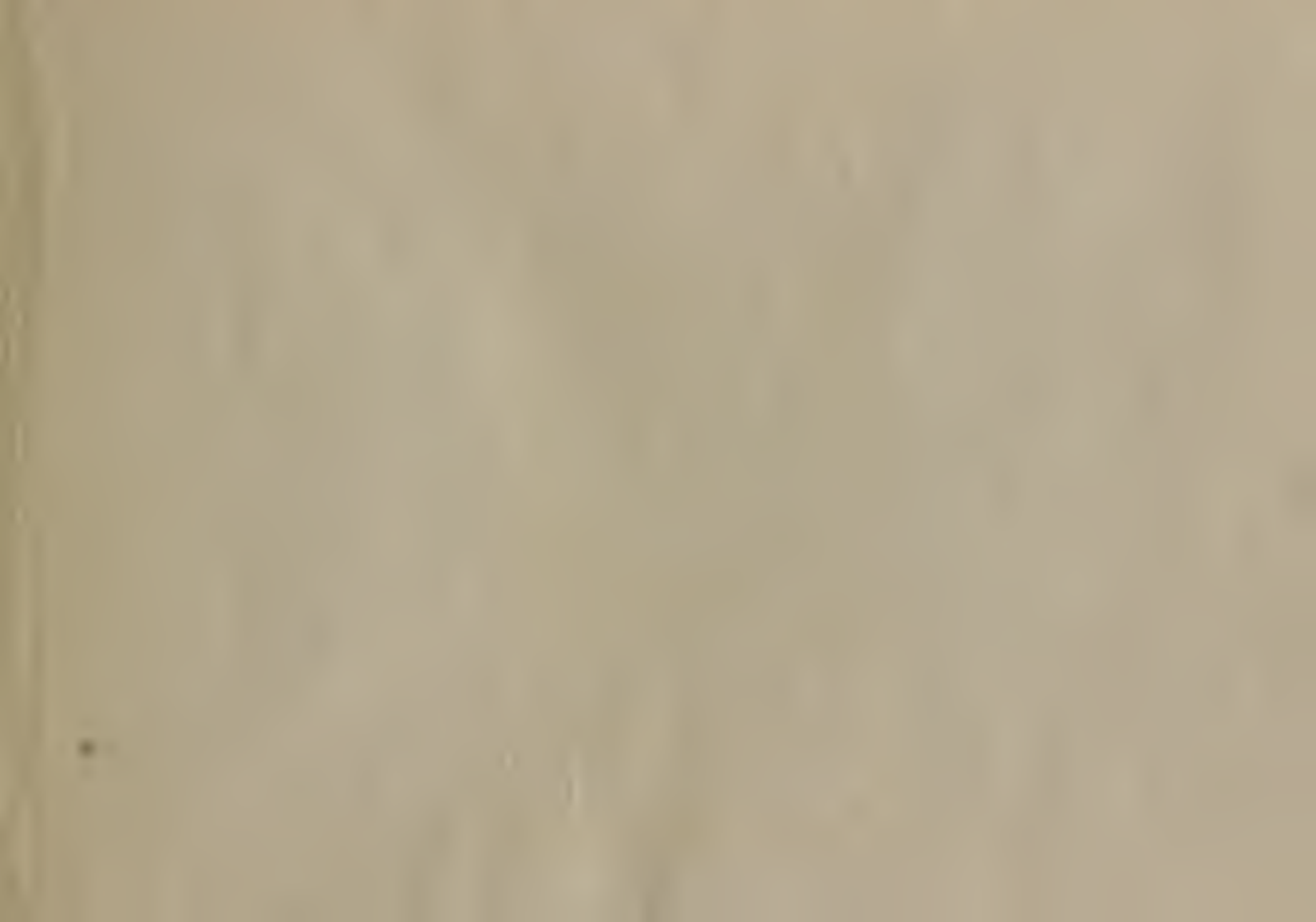
10
1857
1867
1902
S. ...

UNIVERSITY OF CALIFORNIA
AT LOS ANGELES



EX LIBRIS





*Most Sublime
Scene on Earth*

*A mile deep; 12 miles wide;
217 miles long, and painted like
a flower.*

Greatest rift in earth's crust.

*The great round world has
nothing like it.*

*Awesome grandeur defying
the efforts of poet and painter.*

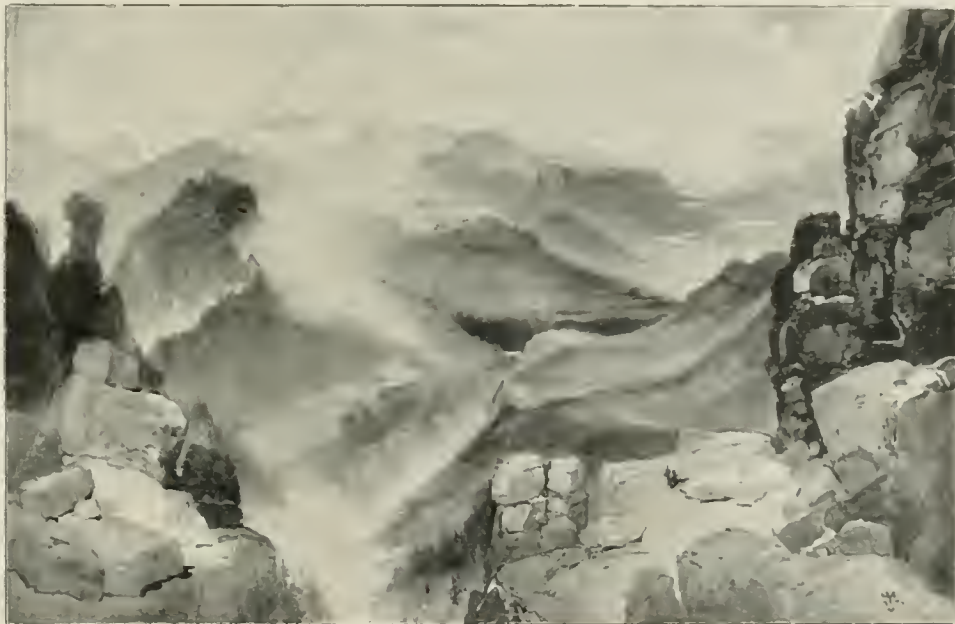
*Absolutely beyond adequate
description.*

Ask for illustrated booklet.

SANTA FE

GRAND CANYON

— OF ARIZONA



OLDEST—LARGEST—STRONGEST
MUSIC HOUSE IN THE SOUTHWEST
1875 ===== 1902

That which gives the WEBER Piano its charm, its real worth, apart from the quality of the materials which enter into its construction and the artistic beauty of its exterior, is that PURE, RICH, SYMPATHETIC TONE, in the possession of which it stands alone.

Bartlett Music Co.

233 and 235 South Broadway

WHOLESALE AND RETAIL

NEW AND SECOND-HAND

SCHOOL BOOKS

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

FOWLER BROS.

221 WEST SECOND STREET

NILES PEASE FURNITURE CO.

Wholesale and Retail Dealers in

FURNITURE

Window Shades, Draperies &
Carpets, Oil Cloths, Linoleums

439-441-443 SOUTH SPRING STREET

Telephone Main 338

11 acres of the famous
Carnations are in bloom
the year round at Re-
dondo.



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.

California Dress Pleating Co.

M. P. BEMISS & CO.

Accordion Pleating, Side Pleating and Pinking
IN LATEST DESIGNS

Goods Not Burnt or Soiled Best Work at Lowest Prices.

PLEATING DONE WHILE YOU WAIT

313 1/2 S. Spring Street

Los Angeles, Cal.

PHONE JAMES 7931

S hort Cut

First-class
preparation for
County
Examination for

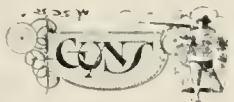
Teachers' Certificates. Call for Particulars.

BOYNTON NORMAL, 525 Stimson Block

VACANCIES for teachers in Arizona,
Nevada and California every
month in the year. State

Normal graduates preferred. Call or write soon.

FISK TEACHERS' AGENCY, 525 Stimson Blk.



A MOVING PRICE

Moving prices—prices that are comparatively low—is what sell our goods today that we bought yesterday. It's kept moving us to the front and still we're moving. We would be pleased, and we think we can please you, if you'd see our goods before making any purchases. : : : : :

TENTS
HAMMOCKS
GOLF GOODS
TENNIS
BASEBALL
SPORTING GOODS

GUNS
AMMUNITION
OUTING BOOTS
BICYCLES
FISHING TACKLE
ATHLETIC GOODS

Uniforms, Khaki and Duck Suits to order at Factory Prices. We'll give you quality, quantity and the lowest prices at all times.

WM. H. HOEGEE CO.

138-142 S. Main St.

LOS ANGELES, CAL.



Telephone
Private
Exchange 7



JONES' BOOK STORE

226 and 228 W. First St., Los Angeles

SCHOOL SUPPLIES ❁ ❁ ❁

SCHOOL BOOKS BOUGHT

PRESENTATION BOOKS

FINE STATIONERY ❁ ❁

See Jones' Special \$1.00 Gold
Fountain Pen ❁ ❁ Guaranteed

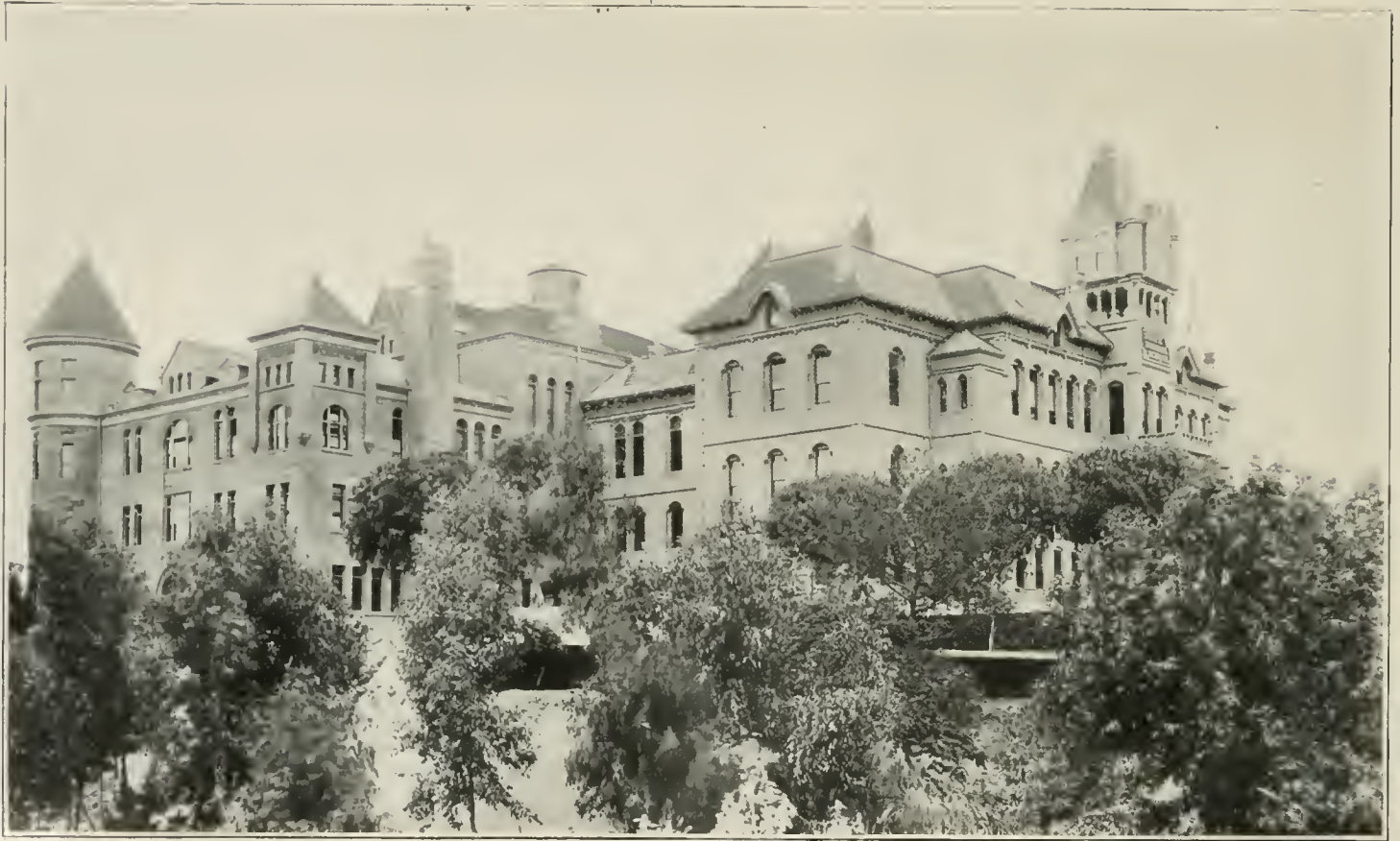


The
Normal
Exponent.

Summer '02,

L.A.S.N.

Vol. XIV.



STATE NORMAL SCHOOL—MAIN BUILDING

5827

75
1897
1897
1897
1897



STATE NORMAL SCHOOL - ANNEX

172155



DR. EDWARD T. PIERCE



MRS. EDWARD T. PIERCE

Our Faculty

NORMAL DEPARTMENT

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

ISABEL W. PIERCE, Preceptress,
English.

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

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

JAMES F. CHAMBERLAIN,
Geography and Physics.

SARAH J. JACOBS,
Director of Physical Training.

KATE BROUSSEAU,
Psychology and Mathematics.

AGNES ELLIOTT,
History and Geography.

JESSICA C. HAZARD,
Domestic Science and Domestic Art.

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.

JOSEPHINE E. SEAMAN,
English.

EVERETT SHEPARDSON, A. M.,
Psychology and Pedagogy

CHARLES M. MILLER,
Sloyd.

MARY M. SMITH,
Drawing and Sloyd.

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

MELVILLE DOZIER, P.B., Vice-President,
Mathematics and Bookkeeping.

HARRIET E. OUNN, Librarian,
History.

MAY A. ENGLISH,
Chemistry.

ADA M. LAUGHLIN,
Drawing.

CHARLES DON VON NEUMAYER,
Reading.

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

JENNIE HAGAN,
Music.

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

LUCY J. ANDERSON,
Domestic Science and Reading.

KINDERGARTEN TRAINING DEPARTMENT

FLORENCE LAWSON, DIRECTOR

GERTRUDE LAWSON, Assistant.

TRAINING SCHOOL

CRITIC TEACHERS

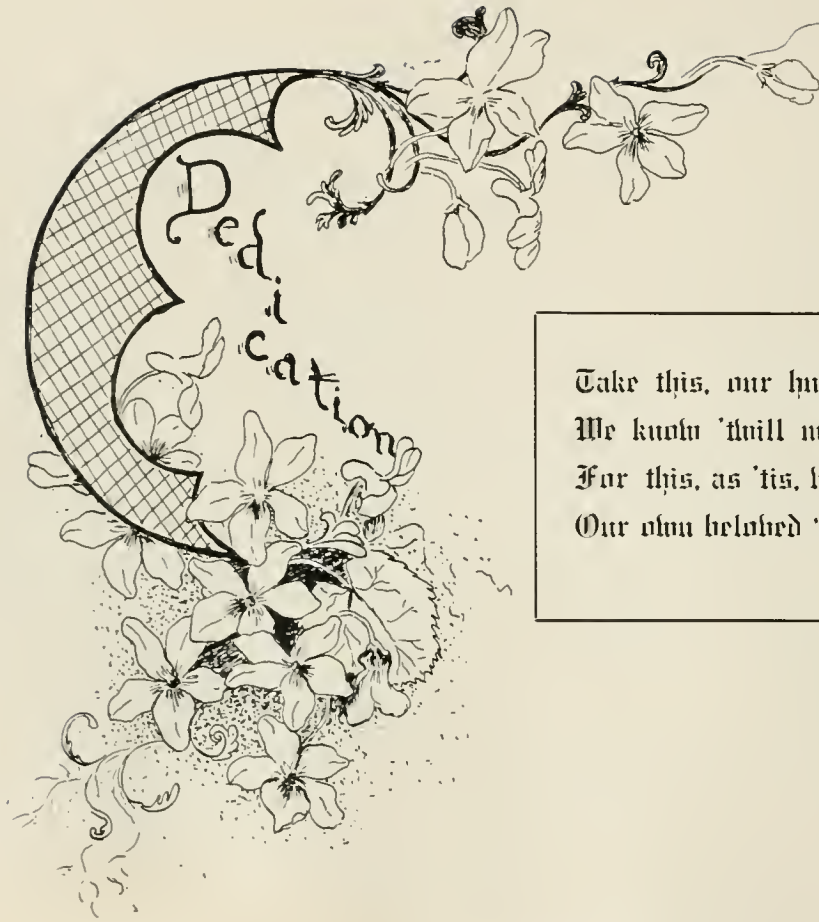
FRANCES H. BYRAM, City Principal.

MISS HELEN MACKENZIE.

CARRIE REEVES.

ALBERTINA SMITH.

CLARA M. PRESTON.



Take this, our humble dedication,
We know 'twill meet your admiration;
For this, as 'tis, was meant for you,
Our own beloved "Lady Lu."

L. G.

NORMAL COLORS : Purple and Gold



CLASS COLORS : Violet and White



NORMAL YELLS

Kemo. kimo. waro. wah.
Sollego. wallego. wah. who. wah.
L — A — Normal.
Wow !!'

Hinga langa how. china langa chow
L — A — Normal
Bow. wow. wow !!!



CLASS YELL

Zip! ha! ha!
Zip! ha! ha!
Class of '02
Rah! Rah! Rah!





B. M. Davis
James H. Shultz

Lon Helmuth
Albertina Smith

Mary G. Barnum

Sarah J. Jacobs
George F. James

Charles M. Miller
Everett Shepardson

The Tea-Gown.

*My lady has a tea-gown
That is wondrous fair to see—
It is flounced and ruffed and plaited and puffed
As a tea-gown ought to be ;
And I thought she must be jesting
Last night at supper when
She remarked, by chance, that it came from France,
And had cost but two pounds ten.*

*Had she told me fifty shillings,
I might (and wouldn't you ?)
Have referred to that dress in a way folks express
By an eloquent dash or two ;
But the guileful little creature
Knew well her tactics when
She casually said that that dream in red
Had cost but two pounds ten.*

*Yet our home is all the brighter
For that dainty, sentient thing
That floats away where it properly may,
And clings where it ought to cling ;
And I count myself the luckiest
Of all us married men,
That I have a wife whose joy in life
Is a gown at two pounds ten !*

*It isn't the gown that compels me
Condone this venial sin—
It's the pretty face above the lace
And the gentle heart within.
And with her arms about me
I say, and say again,
" 'Twas wondrous cheap"—and I think a heap
Of that gown at two pounds ten !*

—EUGENE FIELD.



Sarah P. Monks

Kate Brousseau
Jessica C. Hazard

Clara M. Preston
Harriet E. Dunn

Josephine E. Seaman
Ada M. Langhlin

May A. English and Son

Frances H. Byram



FACULTY NC



A Modern Olympus

Elders are they, the wise ones who mete out wisdom and justice to all the aspiring in "the House of the Higher Plane." A momentous occasion is this, an assembly in circle to deal with questions of Justice, of History, Science, Literature or Art. Soberly and sedately come they into the magic circle. High in the chair of office sits he who is their fountain-head.

Then closed is the portal of the chamber of justice, and silence reigns. When, lo! a tragic voice holds forth: "I maintain—aye, demand the right, the inviolable right—to sit by the door and answer the 'phone!" and with majestic stride the Prince of Declamation crosseth the chamber and taketh his stand. Now the charm of silence is dispelled and here cometh the jollity of the facul(tea). It is ushered in by the mistresses of the culinary domain. One bringeth the cauldron deep with the mystic beverage and one bringeth water and lemon rind and sweet-meats to boot. Then all unwittingly runs a thrill of expectant delight through the circle, even to him termed "The All-Wise." Yet it is he who sayeth: "I question very much the pedagogical value of tea." "Alas, it is fatal to the liquid sweetness of human song," sighs the Queen of Song, she who ruleth with magic wand the multitudes in assembly. "I fain must be content with water and a lemon rind: all for the glory of the good cause!" And her judgment is lasting.

"Aha, verily, it is so!" cries a deep voice. It is the patriarch of the circle Senior A. "Tea, destructive potion, thou hast wrought the evil charm; else wherefore am I called

to do mighty things? Would lead the multitudes in Assembly?"

Deep groweth the discussion, the congregation of the just. Heavy hangs the air, as an aspiring one of the circle Senior A. Shows, as discussion rages, stand they—youngest of the wise queens and the eldest of the elders. Beloved are these by all the hope of the luckless, the help of the helpless. "Beware, lest ye calumniate or suppress the rights of the least among them," threaten these champions. Queenly and straight and tall is she, "a daughter of the gods." Reverend and wise and honored is he, a protector of the weak. Verily his judgment hath weight, and many a luckless wight is saved in the hour of trial.

Ever and anon arises deep dispute in the meetings of the circle. "This sage of the chambered Nautilus," sayeth the fair lady whose domain is poesy and composition; "this saga which we fain would put upon the circle of the middle D, it is in the highest sense literature." "Nay; not so," cries the wise champion of the treasure cave Museum. "This saga dealeth with science, dealeth with the animal nautilus, how it groweth and why?" "Aye; but this same saga riseth above the professional commonplace uses and carryeth the soul on a flight, power-giving, inspiring, elevating." "But the life of the animal itself, shall it count for naught?" cries he of the circle who is best versed in menagerie and aquarium. Then upriseth the voice of the one who is of the wisest among the wise. The seaman of the circle is she, their pilot who steereth



Helen Mackenzie



Carrie Reeves



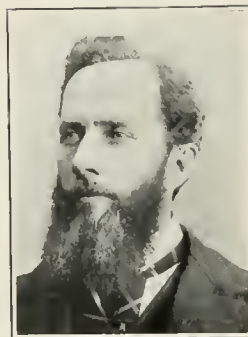
Charles E. Hutton



Lucy J. Anderson



Jennie Hagan



Melville Dozier



James F. Chamberlain



Agnes Elliott



Charles Don Von Neumayer

through the depths of technicality and the narrows of Grammar, to the shores of the land of Inspiration. "Why stay ye to haggle over points of minor moment? Verily, ye are but children of a larger growth!" Now loud riseth the voice of contention. Clamor reigneth supreme, when, lo, a soothing voice, "passing sweet," breaketh upon them: "Peace, be still, ye foolish ones, would ye crush the lilies of peace that blossom in the higher plane? Let the magic beverage once more be passed among ye." Straightway silence falleth upon the circle, for beloved and honored is she, their queen. The magic potion refilleth each cup and harmony is restored. Silence holdeth full sway. Then sharp upon the circle falleth the faint echo of cries and confusion, as the yelling of many voices. Hark, their voice hath broke forth again; the clamor increaseth—yea it ariseth in the outer hall! Alas, ye godless ones I am in (Dunn). Then forth strideth she who ruleth with a rod of iron, yet full justly; strideth past the Prince of Declamation to the portal of the outer hall. Then, lo! it passeth that peace is without! Verily, silence is golden. "Pray, deal thou gently, sister, with the effervescent spirit of youth," pleadeth the gentle idol of the athletes. "'Tis but the shout of victory wherewith the aspiring fain would swell the breeze when the brave among them go forth to compete for glory on the field."

"Aye, let it pass," speaketh one who worketh ever with the needy and who giveth of her time to all. Learned is she in the annals of history, wise in the lore of the ancients, withal fond of the sports of Diana. She wieldeth the gun with dexterity amazing. Yet fain would be kept from the circle the secret of her death-dealing power.

In the realm of Art hold forth two goodly ladies of the land. Yet little discussion have they for the circle. One hath schemes for brewing savory confections ever in mind; the ideal ruling of the Japanese mission; and aye, verily the rearing of a heathen Chinese. And one hath planned, ere many moons, to wing her flight to distant lands and larger

circles. Ever a vision of a "blarney-stone," devoid of the genus microbe, floateth in her mind in the Isle of Erin, and ever a vision of a seat next the throne of King Edward in the land of the Saxons.

Many wise ones have held forth in speech and some have thought thoughts in silence. Wrapped in such silence sits a fair one of the wise. Cursed is she in psychology and wheel lore, even to compare with the patriarch of circle Senior A, yet silence controlleth her. But not on deaf ears fall the truths escaping the lips of the sages. Forth to the world they shall be given embodied in "A Thesis on the Question of Color."

Pondering afar in a corner sitteth another whom thought in consuming. A dream, panoramic of hand-carved desk and settee and table and chair, passeth swift before his vision. Verily, strange things shall be wrought by the hand of the skilled in the domain of sloyd.

Now, once more, rageth discussion among them. "All knowledge centereth on man and the life of the sphere whereon he abideth," speaketh the deep voice of the Chamberlain of the Court Hall. "Nay, train thy mind to avoid glittering generalities," cryeth the voice of one skilled in the mystic Black Art. "Thou speaketh well," thundereth the voice of the fountain-head.

Then loud ensues discussion, and clamorous riseth the voice of contention. When lo, clear and distinct breaketh upon them the silvery bell! "The hour hath struck—peace, let us arise and depart in good cheer," quoth he among the elders who provideth parched jokes in rainy season and dry. "It is well; make haste"—and the "mother" of infant cherubs made so violent assent that the flaming penny fain must descend to the ground from her raven locks. "Yes, Yes; that's right," quoth the medicine man of the circle, for his fair spouse awaiteth her wanderer home.

Then, burying strife in brotherly love up rose one and all of the circle, departing each to his domain. "And silence, like a blessed poultice, came to heal the wounds of sound."

KATE KEVANE.



Editor in Chief



Assistant Editor



Assistant Business Manager



Business Manager



Assistant Business Manager

EXPONENT
STAFF



CLASS ..HIM..

Enthuse, O Muse!
Amuse! Amaze!
Arise and sing
A song of praise
To our dear boys!

A classic hymn
A noble rhyme,
A sweet rote song
In double time!
Our Senior boys!

Now count them all,
Triumphant score
Loud swell the strain
And cheer some more
Nine precious boys!

Our blessings, shout
Them one by one,
For we have nine
And some have none
Rah! Rah! the boys!

— A Girl



GIRL GRADUATE

EVENTS
OF
GRADUATION
WEEK



Saturday, June 7th—Miss Kellogg's Reception, at her residence in Pasadena.

Friday, June 13th—Reception by President and Mrs. Pierce to Senior A Class.

Saturday, June 21st—Trip to Mt. Lowe.

Sunday, June 22d—Baccalaureate Sermon.

Monday, June 23d—Senior B Reception to Senior A.

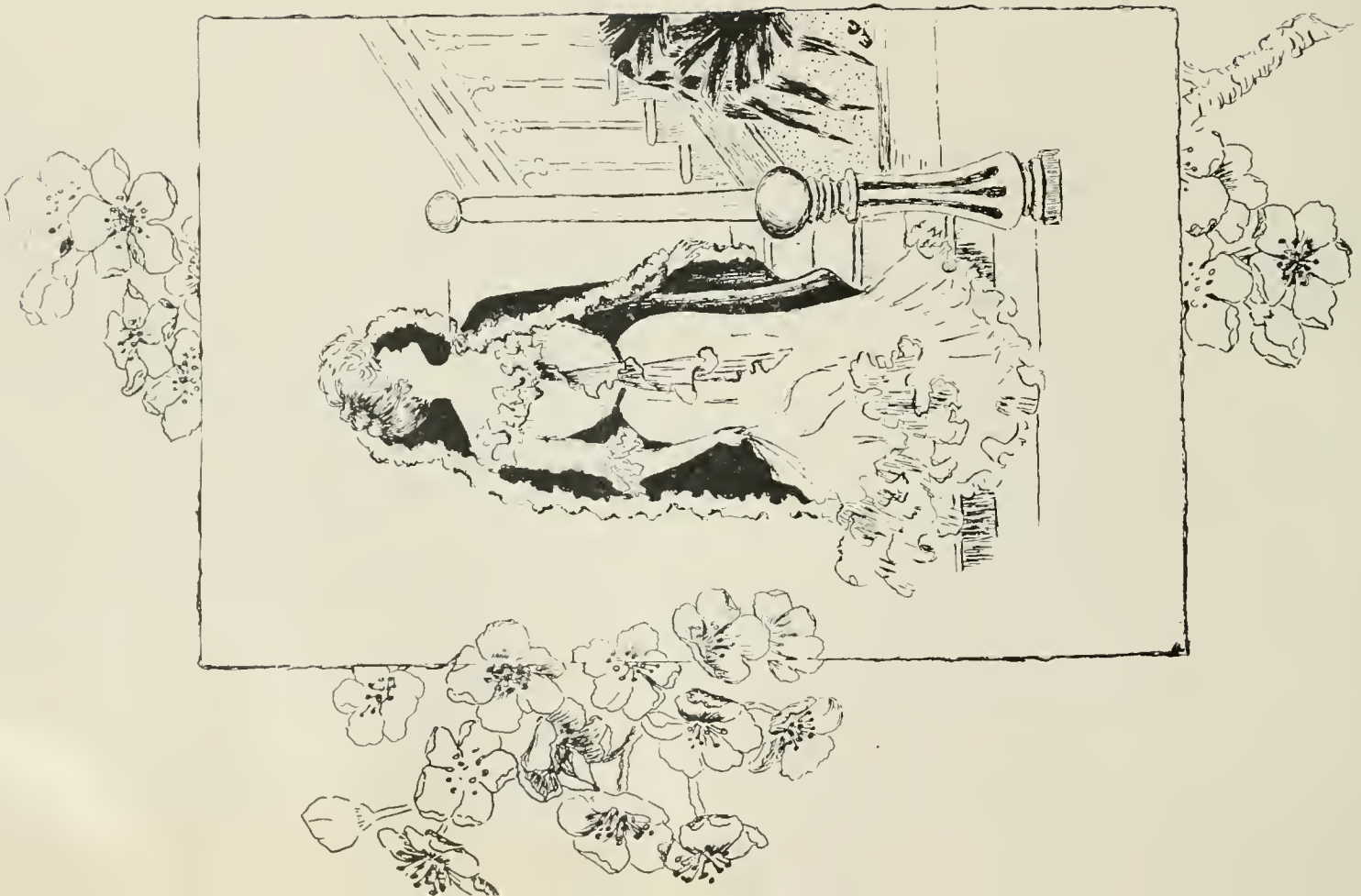
Tuesday, June 24th—Class Day.

Wednesday, June 25th—Senior A Banquet.

Thursday, June 26th—Commencement.

Friday June 27th—Senior A Class Party.







Society Calendar



- FEBRUARY 14. Middle A Valentine party in Gymnasium.
- FEBRUARY 20. Junior Kgn. Class entertained their Seniors at a spread.
- FEBRUARY 28. Senior B II's entertained at home of Miss White.
- MARCH 6. An event of great moment to girls at school—a new boy joined, Mr. Ewing, Middle C.
- MARCH 27. Illustrations of rhythmic work by Senior Kgn. Class. It is the only thing of the kind ever given here and was much enjoyed by all.
- MARCH 29. Sr. B Picnic at Elysian Park.
- APRIL 4. Middle C Patriotic party in Gymnasium.
- APRIL 11. Senior Spreads. During the noon hour each group of Seniors gave a spread in honor of its respective teachers. They were in the nature of farewells, as the end of the first ten weeks had come.
- APRIL 19. Miss Seaman entertained the Junior A's.

- APRIL 25. Middle D Book party in Gymnasium.
- MAY 7. Miss Laughlin entertained the Middle A's at her home in Ocean Park. The long car ride and the picnic lunch gave many opportunities for jollity.
- MAY 17. Field-day!
In the evening the Normal boys entertained the visitors at a dance. The Gymnasium and Student's Hall were decorated in purple and yellow.
- MAY 22. Junior A dance in Gymnasium. An unusual item concerning this party must be mentioned. There was little attempted in the way of decoration. In consequence, no one was tired out, but all were good tempered and ready for a pleasant evening. The result? Why, the boys voted it the best since the Junior party of the present Middle A's.
- MAY 29. Miss Jacobs entertained the S. N. S. Athletic Association and their young lady friends at her home. The occasion was a very enjoyable one.

CLASS OFFICERS



President



Vice President



Secretary



Treasurer





Harken unto me ye dwellers of Los Angeles. It is no small matter of which I speak, for I do hold forth the glorious record of the Class of '02.

When we first came to Normal, the school was very insignificant. The State soon discovered that it must provide for quality as well as quantity, so pavilion after hall was added.

However, the point that I wished to impress upon my intelligent readers is that our class is decidedly extraordinary. Of course it is necessary to prove this by "concrete examples."

After very careful consultation with parents, it is discov-

ered that when mere infants there were present symptoms of the "greatness born within us." One fair infantia taxed psychologist and doctor until finally it was decided that the burden of her wail was "Normal." Another, forsooth, followed a dictionary at the age of six months, two weeks, three and one-half days.

Let us come to the immediate present. In cooking much originality manifested itself. One of our number proved to the satisfaction of all that raw eggs may be put through a sieve. Many discovered that caramel sauce, when prepared by a wonderful process, will become like a rock—"hard sauce." The product may then be handed down to coming generations.

Another instance. When ordinary mortals have taken a course at our school, their heads are crammed to the fullest capacity. We do not succumb to cramming. One of our stars remarked when called on in H. & P. that he had "blank spots" in his head. Great was the delight of each one at such a



Sarah Lyon



Luke Gallup



Cora Ball



Norman Leake



Mary Jones

frank statement of his own condition. We, after a full course of fact and theory, often wonder when we shall realize our capabilities.

Once upon a time was it suggested by one high in authority that we spend more time in reflection. No later than the next day did we put this into practice. Instead of wasting our time in answering roll call, we were studiously reflecting. Some best thinkers actually fell into a peculiar somnambulistic state lasting—even to forty-five minutes,

In common with the wise sages of antiquity, we communicate in rhyme. Here is merely a typical example of our recitation.

“Until the fleece was brought to Greece
His body could not rest in peace.”

Now, gentle reader, if I have not convinced you of the extraordinary character of our class, you are surely a “block head,” but if you believe, then may good fortune attend you forever.



Philona Bossuet



Grace Ball



Mattie Caldwell



Mary Robinette



Lauraine Welch

The Quest of Naughty-two

PROLOGUE

A Tragic Comedy in Four Acts

Readers All: Pardon, at the outset—but one word of explanation. The playwrights are aware that dramatic unities of time and place should in a sketch with Normal setting require a feminine style as central figure. The defense for a hero rather than a heroine as protagonist in this drama rests upon two claims, the one literary and established, the other immediate and personal. Great and severe authority rests back of the first claim. For though Thackeray launched a "novel without a hero," Shakespeare always acknowledged the necessity of a hero as central character—if for nothing else than to serve as background for his Juliets, his Portias and his Lady Macbeths. Neither can we altogether forget Tennyson's venture in the Princess—with its results. And even in a Normal atm sphere, bare facts must give way to literary

values. But a second and more vital reason influences us here. This is a special play for a special occasion. Among the many and varied distinctions of the class of 1902 this one circumstance stands prominent—there is included among their number a group of nine boys. Never again in the course of its history will the State Normal School of Los Angeles be called upon to graduate this class of June, 1902; never again these nine boys—perhaps never again any nine boys. And so it happens, gentle readers, that in deference to the nine who, even in this day of woman's events have made possible for the class many a glorious achievement in both ball and field, we respectfully submit as the central figure of our drama a character that answers to the pronoun "he."



Florence Holywell



Mary B. B. B.



Madge Adams



Alma Hecht



Elizabeth Groenendyke

INTRODUCTORY STAGES.

Ancestral conditions at work far, back in history made the conditions of our drama possible. In the felling of forests, the establishment of governments, the erecting of hearthstones, of altars and of schools, the great grandfathers and mothers, the great uncle and aunts of our hero laid the founda-



Frances Graham



Daisy Rice

tion of his education. Influenced by these and nurtured by whatsoever his immediate surroundings had to contribute, he applied on a September day of 1898 for admission to a certain field of activity that the world has denominated a Normal course. Before this date he had answered to many variations of his Christian name; this day in early September he takes upon himself a new dignity, and in recognition of this becomes for our purpose, Naughty-2. It is in this capacity that he brings with him various assurances; assurances directed to the guardians of the State and vouched for by reputable citizens, in law, ministry, and business, to the effect that the bearer is considered peaceable, law-abiding, with ambitions;

assurances to the State Board of Health that he has not declared any serious intention of contracting contagious disease. A sudden snap—all the more memorable because the last of that genus for four long years to come—and the first crisis of this drama is reached—the Moment of First Excitation is on. Naughty-2 has entered Normal.

The Rise proceeds—slowly, quickly, gayly, seriously, hopefully. Naughty-2 essays Gym. and gives “commands” that make the old rafters grayer with displeasure. With the instinct of the true scientist, he launches into original (?) investigations as to the nature of spores and mushrooms. He makes frantic reaches for the “tonic chord,” his ideal ever the “absolute.” He “contributes” sloyd. When brought to a tight place he can always depend on himself for three dates, 476, 732 and 1000 A. D. Meanwhile over and beyond a deep-



Mae Van Winkle



Marie Evans

seated regard for all subjects in themselves, and their culture values, a vision of boyhood days lures him on; a passion bright has entered his life that makes each day seem worthy of the

effort. The fair object of his regard Naughty-2 has not yet seen—nay, he knows that no glimpse of her will he gain till more than three years have rolled away, and then only under



Gretchen Johnson



Lucy Robinson

conditions that seem to his Freshman mind uncertain in the extreme. At times, heroes departed with well-won honors from the field report that they have held converse with the family of his beloved, and that all are exceeding fair. As the third act of the drama opens, a whole merry troop of comrades join forces with him; each and all of these have had intimate acquaintance with younger members, children of that family in whose midst he ever seeks one face, and again he takes heart. And a year and its half elapse; the climax of this drama is at hand.

Armed with "five formal steps," loaded with facts and maxims, the accumulated experience of three and a half years, buoyed beyond expectation by observation of the efforts of would-be teachers in the class immediately preceding his, sure of his vowels and consonants, his articulation, his spelling;

bearing with him the "unit" and "analyzed" from all stand-points, Naughty-2 enters the last half-year of his residence with a courage born of (in) experience.

The Tragic Moment has arrived. The Training School, an institution with apparently no other office in life than that of crushing young hope, takes his ballast, his wings, his all. The Nemesis of Naughty-2 has caught up; the Universal overshadows the Individual; Free Will is in the clutches of Necessity.

And Naughty-2? Concerning those days he has no very distinct recollections. All that he can ever remember of the Fall of that drama is that it was all accomplished according



Minta Kellogg



Ethel Freeman

to "plan"—at least it was supposed to be and he was told it was; that it went in stages—5; that it was called vertical; and that there were two aims—whose he knew not, whether those of McMurry or Comenius.

Life is never all tragedy, that of Naughty-2 is no exception. Conciliatory forces are at work. He gradually learns



Ethel Doan



Carl Barry



Kate Keane



Van Denton



Katherine Patrick

that there is a more important correlation than that of reading, and language, and history, and literature, and spelling—namely, that of his own nature; he learns to arrange the “light,” if not of the room, at least of his own brain; he becomes more “definite” in his life aims; he learns to acquire proper “dignity” of manner; common sense comes to his rescue. Once again comes the vision of his Entrance the Rise, the Climax—the vision of those days but with a strength-

ened, a holier and purer aspect. He braces himself for the last of the three crises—the Moment of Final Suspense. It is at this memorable session that the Faculty in solemn council assembled are to decide, once for all, whether he is worthy to look upon the face of Her the Vision of His Quest, the Hope of all these years.

The point is decided in his favor. There have been times in the past three years and more that the suggestion has been



Therese Miller



Mary Lipe



Clara Wright



Edna Findley



Anna Roberts



Ethel Davis



John Schlegel



Isabel Sylva



Mildred Goring



Yvonne Mason

conveyed to Naughty-2, conveyed in daring red characters that made the flag pale, that he has lacked "unity," is "vague," "weak," "awkward," "not to the point"; that he needs "punctuation." All this is of the past now. As he stands amid his fellow-laborers he is looked upon as one who has watered waste places in his own mental make-up; he has rescued maidens from the rock (of digging); he has left his ideal in view in all fires of discouragement—and therein has been Arthur, Persens, Siegfried in one. And the revered object of

his Quest, she who has kept his faith ever toward the light, to her has been given the beauty of Guinevere, the purity of Andromeda, the strength of Brunhilde; upon a robe white as that worn by the Lily Maid are embroidered the true hues of the Golden Fleece. She brings with her a dowry of hopes, promises, ambitions. She brings responsibilities and the strength of glory in their possession. For the bride of Naughty-2 is Diploma and with their union this 26th day of June, 1902, ends the Quest. SECRETARY.



SENIOR A PERSONALS.

Miss G. B—1: "She smiles on many just for fun."

Miss S—lv—: Who is Sylva?

What is she?

That all our —, etc.

Miss Ly—n and Miss D—v—s: Good in their weigh.

Miss Y—n—ll: How due you due! Due you know the class dues are due?

A. S—ge: "List to the nightingale opening her lips with melodious song."

M. Adams: "Sacred and sweet was all I saw in her."

Ball: "She had rather talk with a man than an angel,
any day."

Fin—ly and Har—ly:

"Who said Boy'?"

I fancy they feel a bit safer

If only a boy be near."

Frances: "Her voice was ever soft, gentle and low—an
excellent thing in woman."

Pin: "I'll away to the gym and dance my cares away."

B—ler: "Then he will grumble; good heaven, how he
will grumble!"

L. R—son: "I'll give to him my sweetest smile."

C. B—ry: "A youth but just passing from childhood's
sweet morning."

S. Moore: "True blue."



Gail Hickox



Stella Moore



Jessie Anderson

Bi—fer: "A maiden like the mainspring of a watch cut
loose."

K. P—ck: "A modest little maid."

Miss W—ght:

Why cast thy countenance down?

Why droop thy every glance?

Look up, fair maid! Don't trot

Away, before you have a chance.

B. F. L.: "The lady doth protest too much methinks."

J. S—l: "He draweth out the thread of his verbosity
finer than the staple of his argument."

L. G—f: "Impulsive, earnest, prompt to act and make
her generous thought a fact."

H. H—t and Miss D—lass, '03: "They stick together like
the two halves of a walnut."

Miss Fr—m—n: What a find! So refined!

Miss B—ss—t: "Her mouth is a grin with the corners tucked in."

Bess: "Why don't the men propose, mama; why don't the men propose?"

Hill: "To fast, to study, and to see no woman."

Butler: I am a star vaulter,
Since that region I traversed,
The heavens are called,
The great starry vault.

E. D—n: "She is good as she is fair."

L. G—p: "How hard it is to hide the sparks of nature."

De—t—n: "I would the gods had made thee poetic."

Miss E. C—y: "In the fulness of her charms."

Miss D—s: "She was all conscience and tender heart."

L—st: "I ought to be hustling ads."

Welch: "Hair put up in some mild way."

Gallup: "He was ever precise in promise keeping."

Mo—s: "Do not take my name in vain."



GRIT.

"Don't you sympathize with trouble,
Laff it thru;
Look beyond the clouds that threaten
Fer th' blue.

Don't go grumpin' 'round and sulkin';
Whissel sum;
It'll kind o' raise yer speerits
When yer glum.

When y' feel like sighin', holler
All yer might;
When y' want t' cry, try singin',
Jis fer spite.

Don't give up b'cause th' world won't
Come yer way;
Ef y' hang on by yer eyebrows,
"T will some day."

—Selected.



Historical Sketch of the State Normal School at Los Angeles



The Senior A feeleth proud of his institution and seeketh to find out its history, which to be authentic must come from the proper source. Hence he chooseth one of his number to go straightway to the gardener, the janitor, and the elders of the faculty to find out its beginning.

First we came unto the gardener, Farnham, and he spake and said unto us, "You better begin right with the grounds. I'll tell you what there was when I came here, and that was in '04. There was *nothing*. The garden was all put in since, and I did the leveling of the ground, and the laying out of it, and the propagating of the flowers. But Mr. Pierce is the one who ought to have the credit, for he worked for the improvement; and I'll tell you he knows just what he wants, and knows when he gets it, too."

Next we came unto Barrie, the janitor, and he folded his arms and smacked his lips and said, "Well, I'll tell you I know a whole lot about the school. I don't think you want me to tell you everything. The first thing of much importance that I noticed after coming here was the new drawing teacher, Miss Laughlin. She found out that I could mix clay, and ever since then I've had that job. She brought in new methods in drawing and clay-modeling. And then came Miller and started the sloyd business. You see all that part of the build-

ing west of the library was put in in '94. Well, call around this afternoon and I'll tell you some more."

At length we came unto one of the elders of the faculty, Dozier, a man of great wisdom and experience. From him we obtained the following facts:

They talked much about building a Normal School addition to the one at San Jose, then the only one in the State. It came to pass in the year 1881 that \$50,000 was appropriated for its construction. And so they went upon a high hill in the southwest part of Los Angeles, where grew some orange trees, and there did build.

In the year 1882 there came unto this house three learned teachers, Prof. C. J. Flatt, Vice Principal; Miss Emma L. Hawks, Preceptress; and Mr. J. W. Redway, all under Prof. Chas. H. Allen, then Principal of San Jose Normal. There entered in this same year sixty-one little cherubs who hearkened unto the wise words of these teachers. They grew wondrous wise, and sought smaller cherubs to hearken unto their words of wisdom. As a result the Normal Training School was organized under the supervision of four more learned teachers who came unto this house—the Misses Gibson, Knapp, Desmond and Poyer.

It came to pass in the year 1883, that Prof. Ira More, a

man of great wisdom and experience, came unto this house to take the office of Principal. During the next few years the school showed rapid growth and more teachers came unto it.

In the year 1884, twenty-two of the cherubs, who had now grown wise and strong, entered into the realm of the teacher.

Now in the year 1890, a new and strange thing happened. A gymnasium was opened in connection with our school.

After ten years of valuable service, Ira Moore retired and Prof. Edward T. Pierce was chosen to fill the place. Under his capable management the school has rapidly progressed. About this time the State gave unto the school \$75,000, and the building was enlarged and more teachers were added to the faculty, and the grounds were greatly improved.

In the year 1897 a kindergarten was added to the Normal School, which has since proved to be of great educational value.

During the last two years a new department in the line of industrial education and domestic arts has been "introduced."

When we look back upon our little Normal of twenty years ago with its three teachers and note its rapid growth, holding as it now does a place of high rank among educational institutions, we can but contemplate with satisfaction what an important place it will hold among educational institutions in the future.

JOHN SCHLEGEL.

Knowledge and Wisdom

Knowledge and wisdom, far from being one,
Have ofttimes no connection. Knowledge dwells
In heads replete with thoughts of other men;
Wisdom in minds attentive to their own.
Knowledge—a rude, unprofitable mass,
The mere materials with which wisdom builds,
'Till smoothed, and squared, and fitted to its place—
Does but encumber whom it seems to enrich.
Knowledge is proud that he has learned so much;
Wisdom is humble that he knows no more.

—*Cozper.*





Echoes from Room R



As you go through the Assembly Hall and near the southwest door, do you ever feel your hands and feet growing cold and the shivers run up and down your spinal column, while the blood races madly up to your head? Do you know what these symptoms mean? You are passing through an acute stage of Music-on-the-brain.

Can you explain why Johnnie's knees seemed so unsteady and his voice took on the tremolo stop when he bravely sang "I am not at all frightened, you will understand"?

Wanted—A new piano stool for Room R. The old one is so slippery that Miss Hagan slides off occasionally.

Lost—A key. Finder will please return to Mr. Butler before he gives his next rote song.

A warning to Juniors: If you wish to get a "C" in music, *never* wear a pink waist.

If you need to take a deep breath before singing, have Mr. Leake give you the signal. It is so suggestive of lifting a baby.

Among the many novel entertainments of the past year

was the Old Folks' Concert given by the Normal Glee Club in January. You should have heard it—and seen it too! All kinds of people were there. Some were old women of the fifties, who wore tiny bonnets and hoop skirts. Others very closely resembled old maids (but do not tell them so).

There was one giddy little girl who took a "right smart" deal of watching lest she should flirt with some of those "horrid men." It was she who sang "My Grandma's Advice." No less charming was the prima donna. Every one said, "Sweet!"

We saw men of Washington's time and some of Lincoln's time, but the gray haired leader was the most imposing. Although rheumatism had wrought its work, still he seemed spry beyond the ordinary.

The rendering of "Cousin Jedediah" was very impressive, showing the wonderful ability of the leader and singers.

The concert was a success in more ways than one, and as a result the athletic boys were given a good lift. E. D.

Under the greenwood tree
Who loves to sit with me,
And tune his merry note
Unto the sweet bird's throat?



THE OLD FOLKS.



Athletic Notes



The Field-Day

FROM A GRAND STAND POINT OF VIEW.

"Keemo, kimo,
Waro, wah!
Sollego, Wallego,
Wah, who, wah!
L. A. Normal
Wow-w-w!!"

Oh, such excitement! "Hear ye, hear ye," cries the announcer through his improvised megaphone, "the hundred-yard dash is about to take place." Gallup appears up the track near the dressing rooms, and the gold pennants begin to flutter nervously. "Oh my," says an admiring co-ed; "I just know Mr. Gallup will win this; don't he look grand!" Crack! they're off, and the fair co-ed's prediction is fulfilled, for the golden-haired hero wins by a clear two yards from Gould of Throop, and the bleachers settle down to an afternoon of noise.

Next event, the mile run. Ball appears, in flowing robes of a delicate mud color. "What's the matter with Ball?" queries the chief rooter through his megaphone, and a mighty roar hurls back the reply, "He's all right!" A few minutes of preparation, the men take their places, a puff of smoke, and they are off.

"Jiminy crickets," says a sun-burned youth, "are they running a quarter?" He has good reason for asking, for the fellows sprint for the first three hundred yards at a three-minute-gait. "They can't hold it," says the wisecracker, and he is right, for the pace slackens considerably after the first quarter past. Ball is leading; can he keep it up? Now the half is passed, with every man going strong. Up in the grand stand the excitement begins to increase, and when the last quarter is reached the noise becomes deafening. Poor fellows, they are tired to death. Ball has dropped back, but he fights gallantly for third place, though he is ladily exhausted, and staggers rather than runs. He takes it, however, Coffin of Pasadena being first.

A pause now, while the various schools count their scores and predict the next winners. Then the bicycles come out, and the crowd begins to flutter again. Riddell is the Normal man this time, but his chain breaks in the first quarter, and he is out of the race. Hard luck, hard luck.

"Hear ye, hear ye," cries the announcer, "the running broad jump is about to begin," and the crowd punctures the atmosphere for the benefit of Chandler, who represents the purple and gold. He hurts his knee, unfortunately, and is only able to take second place. Hard luck again, for he is

down for several other events. The agitation among the co-eds is extreme, and Mr. Morgan is dispatched to investigate. He brings back reassuring reports, and hope is restored.

Now the two-hundred and twenty yard dash, which Gallup wins easily, and the yellow flags wave madly amid a deafening roar. "What's the matter with Gallup?" demands the rooter, and the reply jars the grand stand perceptibly.

The pole vault and the hammer throw take place together, and the crowd becomes somewhat bored.

"How far do they throw the hammer?" inquires a fair member of the audience. "About a hundred and twenty feet," is the reply. "Well, how far would that be measured on the track down there?" she asks, and the young man makes estimates for her benefit.

"What, will the pole-vault stretch out to the crack of doom?" says one student, wearily, paraphrasing Shakespeare to relieve her feelings. It seems so, indeed, for it has taken about an hour and a half. Butler is thoroughly tired, and only takes third place, though one girl declares that he should have first, because he jumps so prettily! She cannot have her way, however.

Now the fifty-yard dash, and the noise begins again. Gallup in the field once more, but this time he has to be content with second, Gould of Throop winning in 5 3-5 seconds.

A welcome visitor appears in the shape of a pea-nut boy, who does a lively trade. President Pierce is seen to purchase a bag quite openly, and eat them with apparent enjoyment! From this it would seem that Mr. Pierce is a human being, just like anyone else!

The ball throw is something new, and some wonderful throws are made, the winning record being 324 feet. Then the broad jump, won by Pasadena's man, who covers ten feet. Pretty good work. It is getting late, and the people who have to catch trains begin to leave, but the enthusiasm continues unabated.

"Are we here?"

We should smile!

We've been here

For quite a while,"

roars Throop, and Normal gives its yell with more vim than ever.

Now the quarter-mile dash, the event of the day. Gallup, accompanied by the hardworking Newsom, strolls slowly up to the place of starting, and Painter of Throop follows in a gorgeous red robe.

"Here they come! Here they come!" is the cry. "Gallup leads!" shouts someone, and the Normal rooters go mad with delight. Sure enough he does, and with his chest high in the air and his ruddy locks flowing, he wins by an easy margin of six or eight yards. "Keemo, kimo!" scream his backers, and the Normal pennants wave furiously back and forth. Yell after yell goes up, until the rooters are speechless with exhaustion. This is the greatest thing of the day, and we may well be proud of it.

The last events are soon pulled off, Normal taking only one more point, a third place in the relay. It is long after sundown, the exhausted but happy rooters rush for their cars, and the fifth annual field-day is over.

G. F. M.

Yes, the Fifth Annual Field-day is over, but the cup is still in the distance. The cup for which the boys contested was put up by the *Ventura Free Press* at the field-day held in Ventura in 1900. The school winning the cup three times is to keep it. Santa Barbara won the field-day that year and so held the cup, Normal taking second place.

Last year the field-day was held in Santa Barbara and the boys from that school won the cup for the second time, Normal taking third place.

The field-day this year was held in Los Angeles. Santa Barbara (S. B.), Ventura (V.), Pasadena (P.), Santa Paula

(S. P.) High Schools, Normal (N.), Throop Polytechnic Institute (T.), and Thatcher being represented.

Throop won the field-day, taking 51 points, Pasadena 28, Normal 25, Santa Barbara 25, Santa Paula 4, Ventura 1, Thatcher 12. Although Throop won the cup, those from that school were surprised when Gallup took the 100-yd. and 220-yd. dashes from Gould, and the 440-yd. dash from Painter. When Gallup and Chandler graduate Normal will lose two good athletes, whose places will be hard to fill.

The following shows the winners of the first three places, with the best record made:

EVENTS	FIRST PLACE	SECOND PLACE	THIRD PLACE	RECORD
100 yards dash.....	Gallup.....(N)	Gould(T)	Healy.....(P)	10 2-5 sec.
1 mile run	Coffin.....(P)	Sharp.....(T)	Ball.....(N)	4 min. 55 2-5 sec.
1 mile bicycle.....	Applegate.....(T)	White.....(P)	Orr.....(U)	2 min. 31 1-5 sec.
220 yards dash.....	Gallup.....(N)	Gould.....(T)	Thomas.....(S. B.)	23 3-5 sec.
Running broad jump	Kern.....(P)	Chandler.....(N)	Eachus.....(S. B.)	20 ft. 1/2 in.
Pole vault	Weile.....(S. B.)	Wilhoit.....(S. P.)	Butler.....(N)	9 ft. 10 in.
50 yards dash.....	Gould.....(T)	Gallup.....(N)	Granger.....(S. P.)	5 2-5 sec.
Hammer throw	Hayes.....(T)	Laughlin.....(S. B.)	Dalrymple.....(P)	133 ft. 8 in.
Shot put	Laughlin.....(S. B.)	Gilmore.....(T)	Chandler.....(N)	39 ft. 11 in.
Ball throw	Applegate.....(T)	White.....(P)	Laughlin.....(S. B.)	324 ft.
440 yards run	Gallup.....(N)	Painter.....(T)	Laughlin.....(S. B.)	52 3-5 sec.
High jump	Paul.....(T)	Bontelle.....(P)	Chandler.....(N)	5 ft. 4 in.
5 mile bicycle.....	White.....(P)	Applegate.....(T)	Lobdell.....(Thatcher)	14 min. 37 sec.
Standing broad jump.....	Machin.....(P)	Squires.....(T)	Moore.....(S. B.)	10 ft.
Mile relay	Throop	Santa Barbara	Normal	



OUR ATHLETES.

FIELD-DAY



There's a day, bright and gay
Comes but once a year.
On this day all give way
To trumpets, noise and cheer.

Pennants wave for the brave.
Tin horns have full sway.
Calling "brave" always gave
Courage to win the day.

In the stand, plays the band,
Cheers the heroes on;
Shake the pennant, wave the hand,
Now they're off—they're gone.

But we know before they go
Who will win the race.
Blow! Blow! It is so!
Gallup has first place!!

P. S.

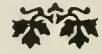
If something hadn't happened
To a knee and to a wheel,
There's surely not a Normal mind
That doesn't some way feel.

That all those golden medals
And the big cup as well,
Would have made us quite a visit
In our fair halls to dwell.

—R. Prescott.



The Canterbury Pilgrimage



Do not go too fast, but listen to the stories by the way. Have not the Canterbury Pilgrims whispered that to you? If not, stop for a moment and look upon these worthy travelers of so long ago.

Leading the train is the cook, "who could roste, and sethe, and boille and frye, maken soupe, and wel baken a pye." You would ratlier expect to find him coming up somewhere in the rear, but you know Chaucer says:

"Al have I not set folks in thir degre
Heer in this tale, as they sholde stonde;
My wit is short, ye may wel understonde."

"On a horse as lene as a rake" follows the clerk, "And he was not right fat, I'll undertake, But loked holwe and ther-to soberly." If you have sharp eyes you will also see that "ful thredbar was his coat." "A Frankeleyn was in his compaignye," whose berd is as white "as is the dayesye."

In the very center of the middle group, you see the "verray parfit gentil knight," and although you may not be particularly interested in him, your eye cannot fail to be attracted to his sone, a yong squyer, a lovyer, and a lusty bachelor, of twenty vears of age he was, I guess, who behind his father rides,

"Embroidered was he, as it were a mede
Al ful of fresshe flowers, whyt and rede.
Singing he was, or floytinge al the day;

He was as fresh as is the month of May,
Wel coude he sitte on horse, and faire ryde.
Short was his goume, with sleeves long and wyde,
So hote he lovede, that by night or day
He sleep na more than doth a nightgale."

With them there rode a "gentil Pardoner, that streight was comen fro the court of Rome," and who for historic adornment excels all the others. On the front of his cap is a miniature picture, which you will recognize as the likeness of Christ if you have a fair imagination. In his left hand he is holding up the "croys of brass, ful of stones"; and in his right a "glass of pigges bones." With these relikes, Chaucer says:

"Upon a day he gat him more moneye
Than that the parson gat in months tweye.
And thus with feyned flaterye and japes,
He made the parson and the peple his apes.
But trewely to tellen, atte laste,
He was in chirche a noble ecclesiaste,
Wel coude he rede a lessoun or a storie,
But alderbest he song an offertorie;
For wel he wiste, whan that song was songe,
He moste prechie, and wel affyle his tongue,
To winne silver, as he ful wel coude;
Therefore he song so meriely and loude."

Before speaking of any of the women represented in the picture, I wish to say that even way back in Chaucer's day,

they didn't always stay at home although they were married.
You at once recognize the "good wyf" by the description—

"Bold was hir face, and fair, and reed of hewe,
And on her heed there was an hat
As brood as is a buckler or a targe."

Of her history we read—

"She was a worthy woman al hir lyve,
Hounsbondes at chirche-dore she hadde fyve,
And thryes hadde she been at Jerusalem;
She hadde passed many a straunge stream,
At Rome she hadde been, and at Boloigne."

"There was also a Nounne, a "Prioresse," with "even gray as
glas," and smyle "ful simple and coy."

"Hir mouth was small, and ther-to soft and reed,
Full neat was hir cloke, as I was war,
Of small coral aboute hir arm she bar
A peire of bedes, gauded al with grene;
And there-on heng a broche of gold ful shene,
On which ther was first write a crowned A."

Of her accomplishments, we are told,

"Ful wel she sung the service divyne;
Entuned in hir nose ful semely;
And Frensh she spak ful faire and fetisly,
After the scole of Stratford atte Bowe,
For Frensh of Paris was to hir unknowne,
But, for to speken of hir conscience,
She was so charitable and so pitous,
She wolde wepe, if that she saw a mous
Caught in a trappe, if it were deed or bledde."

With the nuns there was a monk,

"And for to fastne his hood under his chin,
He hadde of gold y-wroght a curious pin;
A love-knot in the gretter ende ther was,

His heed was balled, that shown as any glas,
And eek his face, as he hadde been anoint.
He was a lord ful fat and in good point;
His eye bright and rollinge in his heed,
And shone as a furnace in a cauldron.
He was not pale as a for-pyned goose.
A fat swan loved he best of any roost."

Following all the others in our picture is that good man
of religion, to portray whom the artist must rely wholly on
his imagination; but, oh, how that imagination is quickened
by the simple character sketch, given so vividly in these words:

"Riche he was in holy thought and work.
He was also a lerned man, a clerk,
Ful looth was he to cursen for his tythes,
But rather wolde he even, out of doute,
Un-to his poure parisshens abute
If his offering, and eek of his substance,
This noble ensample to his sheep he yaf,
That first he wroghte, and afterward he taughte;
And this figure he added eek ther-to,
That if gold ruste, what shall yron do?
For if a priest be foul, on whom we truste,
No wonder is a lewd man to ruste,
A better preest, I trow that nowher nou is,
He wayted after no pomp and reverence,
But Christes lore, and his apostles twelve,
He taughte, but first he followed it himself."

This illustrious engraving, which is now among the pic-
tures on our walls, is the only one of its kind on the Western
coast. It was copied from a mural painting that adorns the
dining room of George Gould at Lakewood, New Jersey, and
was recently presented to the school by the Classes of '02

S. B. YARNELL.



KINDERGARTEN CLASS



Ada Savage: "Why does the doggie bark?"



Florence Dilworth shakes hands.



Mary Workman doesn't know a thing about it, but wait until she recites.



Jessie B. Wickersham: "I expect to go East. When? In October."



Helen Rush makes a cup cake.



Minta Keach plays rhapsodies.



Grace Allen: "Class please come to order."



May Elmendorf: "Where are my orphans?"



Carrie Dimmick's daily occupation over at Olive Street School.



Blanche Allen as seen on Spring Street on the way to the Orphanage.



Emma Bumiller: "Just wait till you see me lead the march."



Mary Babcock plays the piano.



Marian Washburn: "But I didn't go with him."



Prof. ... "Florence Holywell, if you say 'out' again, I'll put you out!"



Cassie Amsbury: "Late again!!!"

Ye Class of Summer, 1903

Ye Normal Schoole, it plaine doth seeme,
Hath reason great for high esteeme
Of this, ye classe so dear to me,
Ye summer class of 1903.

Ye President of ye C. A.
Is from ye classe of Middle A;
Ye Secretarie of ye same
Is from ye classe I juste did name.

Ye president of ye athletes
Who holde "fielde-days" and all such meets,
Ye Glee Club President as well
Are from ye classe I love so well.

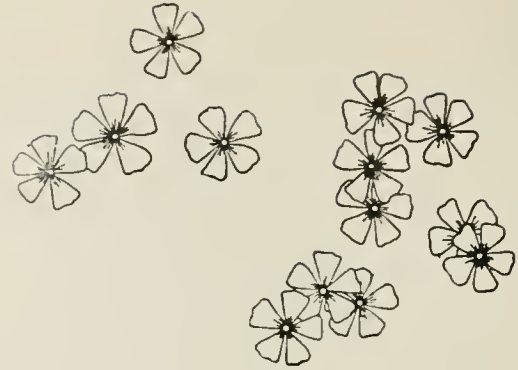
Of ye, "Sunshine Society,"
Ye Treasurer and ye Secret'ry,
And ye Vice-President, all three
Are from ye classe of 1903.

Good times ye classe has, not a few,
Just lysten to ye things they do,
And see what class ye schoole can tell
That loves ye goode times half so well.

Maid Laughlin and ye 1903's
Enjoyed ye Ocean Parke sea-breeze,
A trolley-ryde, and spread moste rare
In ye Maid Laughlin's cottage there.

In Eastlake Parke a picnic gaye,
Delighted many a Middle A,
For Middle A's, bothe two and one,
Enjoyed ye luncheon and ye fun.

Wythe caps and aprons cleane and white,
Four A one lads, a jollye sight,
Ye first four lads do frye and bake,
Make "egg-fondue" and goode sponge cake.



A philanthropic crowde are they,
Maid Laughlin and ye Middle A,
For many a candye sale they've had
To help through schoole a Chinese lad.

In lesson or societye
The first is Summer 1903;
It takes the lead in worke or playe—
All hail, ye classe of Middle A.

—Stanley F. Howland.

Grammar

in the

Training Department



.... of the ...

STATE NORMAL SCHOOL AT LOS ANGELES

MARY G. BARNUM

The teaching of grammar in the grades, perplexed as it is by contradictory practices and unsatisfactory results, is in especial need of pedagogical consideration. The present confusion appears in the fact that some advocate leaving grammar until the high school, or discarding it altogether; others require its details from the third grade through the eighth; some use scattered exercises, unconnected by any laws; while others demand a formal system increasingly intricate. This important subject seems to be the last to feel the quickening power of the new dispensation, which places the spirit above the letter, the whole above the part, organic use above formal classification, constructive activity above detail and terminology—in short, the practical needs of the children above sluggish tradition or the technical interests of specialists.

The valid teaching of any subject must accord with the conditions of its use in life. Language is for communication. Expression always begins with something to be said—that something a thought consisting of ideas definitely related; expression always proceeds by choosing words to indicate the ideas and by grouping them to indicate the relations. Development of real power, therefore, can come only by following this life process. The customary grind of memorizing, defining, conjugating, classifying, parsing, diagraming bears no relation to actual expression, in source, process, or result. Moreover, in the English language, where the same word is used without change of form in different constructions and as different parts of speech, it is obvious that the form of the part is not the key to the sentence; that both the construction and the part of speech can be determined only by a clear perception of the organizing thought. Hence it is useless for

practical purposes to teach the sentence before the thought, or the part of speech before the sentence, or the form at all except where it is distinctive. Since command of language, as of anything else, depends on getting in line with forces actively at work, our efforts in grammar will be weak so long as we remain "hedged in a backward gazing world," presenting our mother tongue almost wholly by what it has discarded, teaching cases no longer existent, agreements not actual, classifications and definitions based on rejected forms or on analogy. We should, instead, study and obey in our language its progressive tendencies, its logical elasticity and freedom, its almost complete victory over inflections, its direct use of position and of relation words to express logical relations.

It appears, then, that for results useful in life, the logical method of presenting grammar is imperatively demanded both by the general conditions of communication and by the special nature of the English language. Other pedagogical considerations which point to the logical method are the supreme importance of distinct imaging and the theory of apperception. We are told to begin with the known, with the homeland of the children. In other subjects, geography, for instance, work is no longer approved that does not deal first with things seen, heard, and above all, things done. Surely the home-land of language is thought; not thought as an arctic abstraction, but thought as a train of dancing images in the children's minds, as a dominant, organizing power in life and in language. The experience of children is largely with sense objects, their interest in activity, their taste keen for novelty. Thought, if we take pains to notice, is actually constitutive in all experience of sense objects; it is the most nimble and potent

of activities; it is a fairyland of novelty. If one shows this to children, one finds abundant interest eager to be enlisted.

An outline of the work on the Nature and Structure of the Sentence, as repeatedly and successfully given in the Training Department of the Los Angeles State Normal School, will probably indicate more clearly than would further discussion the method that is, with us, deemed advisable—a method that is the result of long and earnest effort to meet pedagogical requirements and the needs of the children. This first and fundamental work in grammar is done in the first term of the seventh grade, in accordance with the generally conceded result of child study; that not before the seventh or eighth grade can grammar as such be studied profitably or rationally; that constant practice in careful speaking and writing, for the formation of correct habits by imitation and drill, is all that is natural or advantageous in the earlier grades. The study justifies its place on the school program by proving its intimate connection with life. Its initial step—thought, as an activity constantly unifying—is in the heart of life. Its second step—the single thought, the single act of uniting, the consequent structure and essential parts—is in the heart of grammar; it affords the simplest account of predication that is more than a name.

NOTE.—The following discussion of these steps appears most disproportionate. In reality, very little time is needed in class for their presentation, aside from drill in application to actual sentences. From *one recitation to three*, according to the class, *is sufficient*. The force and vividness of this presentation, however, determine the entire subsequent work in grammar—give it impetus and light. Such impetus and illumination are precious for the children, yet extremely difficult for the teacher to give. The text-books offer little assistance. Grammars usually take the thought for granted, silently, if they do, if they do not distort and defy it; they try to build firmly on an ignored foundation. Logics treat it in a way intelligible only to adults. To help the child, thought must be presented, not as an abstraction in a text-book, but as it actually is, as the most lively and intimate of realities, as a familiar activity indispensable in every-day affairs. For these reasons it has been found necessary and especially profitable to give our prospective teachers

assistance at this critical stage as ample and suggestive as possible; to offer several illustrations of the “unconsidered miracle” of thought, in the hope that one will strike home and start original observation. For the class, one illustration, concrete, definite, well applied and clinched, is all that is requisite or best. Others will be helpful later if the work lags or blurs.

Thought: Its Nature. The Builder.

All your lives you have been busy doing things, playing, eating, seeing things, asking about them, building play-houses and boats and dresses and railroads. All this time you have been doing one sort of building without noticing it—a very wonderful sort—the finest and fastest of all. This new sort of building is really what has helped you to do all the other kinds; what has made the world clear and bright; what has enabled you to know all the things around you that you need or like. What is this new sort of building? What builder does it? This builder is invisible, makes no noise, takes up no room, yet is at work for us all the time, except when we are asleep. How are we to find out about a magic worker? *By watching the work he does*. Fortunately we can see that after it is newly done and even while he is doing it if we are sharp enough. There is another fortunate fact. Perhaps you have heard of the princess who had a magic mirror in which she could see things invisible, things that absent persons were doing everywhere and things that concerned the past and the future. We all have a magic mirror, in which we can see the work of our wonderful builder, the work he has done for us and for folks far away and long ago.

First, let us see if we can find what this wonderful builder does directly; then we will study what we see in the magic mirror.

The difficulty about watching the builder is that he acts very rapidly, and that we are so used to finding his work done that we do not notice. I said that without the aid of this builder or joiner you would have none of the things you need or like. How many like oranges? How many have ever seen an orange? That is remarkable, I never have. (Hold one in hand.) What is it you really *see*? “See” means what your eyes, all by themselves, tell you (Class begins to get

very curious and intent) "yellow," "color," "round," "shape." To be sure. How many have tasted an orange? (Class is beginning to think; most are cautious, a few trip.) Taste, all by itself, told you what? "Flavor," "juice," "sweet," "rich." Exactly. Are these parts brought us by the eye and taste all there is to the orange? What else tells us something? (May ask one to close his eyes and put the orange in his hand.) "Pebbly skin," "oily," "heavy," "globe-shaped," "cool." Is this all? (May close eyes and smell it.) Still another sense gives us what? "Scent." Does any one know anything else about it? "Divided into lobes and cells." How do you know that? You cannot see the inside of this one. "Remember." That is true, and very important; memory tells us still more. Now the question is how we ever get the orange, the real, whole orange, out of these many parts, which come to us from many different sources. (If desired, show by using painting or colored model—so good as to be deceptive—that sight alone is not sufficient.) The class is always very curious and excited at such a novel yet perfectly obvious experience. Usually some one shouts "In our heads," or "We think them together." (If not, emphasize carefully the conditions; the point must be made, and made by the class.) We see that what we have now is many parts, do we not? color, shape, taste, scent, weight, surface. We see that we get these parts by different senses, often at different times. If we could not get them together in one, we should have only a number of separate things—a yellow color, a cool, smooth something, a scent, etc. How do we get them together? *Where* are they put together? Everything else you have built you have put together with your hands. Do your hands join these? "No, our heads." There we have it! What do we call building by means of our heads? "Thinking," "Thought."

This busy, invisible builder we have been talking about, who is at work for us all the time, we call thought. Thought is so wonderful that there is very much we do not know and cannot find out about it. But we can tell how it acts: it joins, associates, relates, builds together. All objects come to us in parts, in separate sensations; the joiner, thought, puts them together. The mind is like a busy workshop

where sense messengers are bringing things all the time and the master workman, thought, is putting them together all the time.

What else does thought build for us? (The children have been looking around alertly, impatient of listening in their eagerness to try the new experiment on other things. They want to tell tumultuously of other object building. Let them. Try other objects in the room, the commoner the better: desk, book, rose, wall, clock. Ask them to notice all the things mind puts together for them and tell about them for the next lesson.)

Perhaps in these every-day instances the mind joining is done so rapidly that you cannot realize it, you take it for granted. If so, try a piece of work that your mind does for the first time. Then this builder, like all others, has to go slowly, and we can see the separate acts quite plainly. What is this? (Have a little alcohol in a clear glass, or gasoline, or ammonia, or sulphur to burn, or glass to bend.) "Water." It looks like it; that is what your eyes tell you. Put some on your hand. "Disappears without wiping," "Makes the skin cool." Is that like water? "No." How do you know? The hand would have brought a different message about water. Smell of it? What makes you jump? Another surprising message. I have washed these crystals in water but let us wash them again. "They all disappear." Another new message. Take this lighted match and put it out in the fluid. "It doesn't go out." "The liquid burns." Still another new message. Now tell me what you can. "The alcohol looks like water, disappears, cools, smells sharply, dissolves crystals, and burns." You learned all those things separately, one at a time. You had never known them before about the same object, why do you tell them all at once in about the one word alcohol? Because your mind has already joined them. Suppose next week I say the word alcohol, what will happen? "Remember the burning, dissolving, disappearing, etc." That is most helpful, is it not? The mind not only joins ideas, but it joins them so tightly that they stay joined as long as you can "remember," or in other words, as long as you can "think of it." What is the name of this flower? "Can't remember." What is it you cannot do? You cannot

join the name of the flower. Remembering, then, is joining ideas. One says, "I know; it is a nasturtium." There, you joined the right name to the flower. What is knowing, then? "Joining." Learning is putting together ideas that are known to others, but new to you, as learning about the alcohol; remembering is keeping tight hold of all you have put together before; inventing is putting new ideas together—all are joining ideas, thinking.

Perhaps you think these are special tasks, and thought is not joining ideas for you all the time. What do you say when you have an accident or make a mistake? "I didn't think." You were running fast, but did not join the idea of falling down or tearing your clothes. You ate green fruit or too much candy, but did not join, until too late, the idea of pain or sickness. Surely, you say, we don't think when we eat. Suppose I offer you an uncored olive, or something burned, or biting, or hot. Why do you not eat it? Your mind calls up the idea of a bad taste and you refuse. If the ground in front of you looks uncertain you will not step on it; the mind joins ideas to every appearance, sometimes "safety," sometimes "danger," and accordingly you step on the thing or around it. We see the joining of ideas is going on all the time and that it is our greatest guide and protector. A man is safe and helpful who has what we call "presence of mind." Means? His mind is very quick to pick out and join the right ideas, the thing to do, the danger to avoid. Sometimes we join too much. At night we hear a slight sound, and we join to it the idea of burglar—fairly see his form and mask and pistol—the idea we should have joined was that of the wind shaking a window. Often the boys say, "You have another think coming." That is slang, but it means?—joined the wrong idea and will have to try again and join the right one.

You think that when you play the mind-joining is surely not to be considered. We have not time to mention many, but how about guessing games? and recognizing each other in Hide-and-Seek? How about the tricks you so enjoy? In these you are playing directly with the thought builder, to see if you can catch him napping. You offer some candy. Will Tom eat it? or will his mind bring the idea of red-

pepper, or sand, or cotton, and he refuse to be 'fooled'? To avoid being hurt and fooled you must have your mind trained to think quickly, and to join all the parts accurately. In after life, just as in games, the person who cannot be fooled is the happy and safe one; he is the one who is careful to think all the parts together for himself. "Being fooled," "being a fool," means just this—not thinking, not joining, not joining the right ideas. The way to avoid it is always to take the trouble to join your ideas for yourself; never to get in the habit of taking without testing those some one else has joined, perhaps to deceive you. On the other hand, the great men, say, for instance, the inventors, were all men who put ideas together for themselves; some that had not been joined before. Whitney put the idea of fingers picking out cotton seed, with the idea of the teeth of a saw, and gave us the cotton gin which "made cotton king"; another man put the idea of shears with the idea of a substitute for a ladder—and we have the long-handled pruning-shears; another put the idea of air with that of rubber, and gave us the pneumatic tire and the successful bicycle. The best and most useful inventions are usually ones in which both parts, both ideas, were already perfectly familiar; only no one thought before of *putting them together*.

This is well worth knowing and practicing, is it not? The essential thing is to begin, right now, the habit of putting ideas together for yourself, independently; for one who is lazy about this will not be safe or useful; never learn well, nor remember, nor know.

II. The Single Thought — Its Structure and Parts

When you want to learn to make things of any sort, kites, doll-dresses, or boats, you have to take one at a time, see what parts it has, and how these are put together.

Let us take a single thought and see what its parts are and how they are put together. The single thought is just one act of the mind. We already know one part of the thought—the most important part. It is the *act* of the builder, the mind's act of joining. It is this joining act that puts and holds together the other parts, like mortar joining bricks, or pins fastening papers, or a strap holding books together.

We need to find out next what the other parts are, what sort of building stuff this builder uses. Suppose you are on Spring Street and you hear a loud, clanging bell. What do you quickly think of? "Fire-engine," "Police patrol." Tell me more about the police patrol that you think of when you hear the bell. "Two large horses," "man in uniform driving," "two policemen," "a prisoner." How is it that you can tell me all this now, when there is no police patrol anywhere in sight? "Remember." But what exactly is it you remember? What is it you join instantly to the sound of the gong? Tell me some more about the patrol. Shut your eyes. What color are the uniforms? "Blue." How do you know? "Sort of see it." Look again. What has the driver on his head? "Cap." What have the policemen on theirs? "Helmets." You can see it all very plainly in your mind, can you not? You have a sort of mind picture that you look at. This picture comes to you instantly when you hear the gong or when you hear the name police patrol. The mind joins this picture to the sound or the name. Thus we find out that our builder, thought, joins *mental pictures*; we call these mental pictures *ideas*. We have them about everything; it is very important to make them bright and distinct, so that we can look at them and see what we need to know. Remember carefully: the first part of the thought was the joining act; the other parts are ideas, or mental pictures. (An exercise in calling up ideas and describing them exactly is well worth while now, and occasionally throughout.)

In a thought, then, the mind's act joins ideas. How many must there be? There may be a great many, but we want to know how many we must have before we can have any thought at all. "Two," some one will probably answer. If not, ask the class how many of anything they must have before they can do any joining? how many boards? pieces of paper? bricks? "Two, of course." Certainly, you may have a great many, but you must have two before you do any putting together at all. We must have two ideas for our mind builder to put together. Every thought must have, therefore, the joining act and two ideas to be joined: *three parts*. That is very simple and easy; it will help us in many a hard place later if we remember it carefully. Notice once more: a thought is a joining; any joining must have that which does the joining

and two parts to be joined. For example, suppose our work were in paper; we must have two pieces of paper and some paste or a fastener; cloth, two pieces of cloth and a thread or pin; for a thought, two ideas and the joining act. If I say the words "your mother," what happens? A picture of her comes into your mind. Tell me several thoughts about her. *Mother is tall; mother is well; mother is dress-making; mother is baking.* Pick out the three parts in each. The **FIRST IDEA** was? "Mother"; the idea you joined to the first—we will call it the **SECOND IDEA**—was what? "Baking." And what joined these two? "The mind"—"JOINING ACT."

Exercises in clear perception of mental pictures and in joining them are conducive to clear thought, to judgment, to "vision," to love of thought; these results are the essence of all real education; they are the springs of power in the study of language, still more in its vital use. Now, when the pictorial interviewing of thought has the freshness of novelty, encourage and drill until it has the fixity and force of habit, resting assured of rich immediate returns and far-reaching benefits. In grammar, the goal and the progress thither depend on this clear understanding of the thought; clear to the extent of vivid perception of ideas and their relations. Consequently, all the time and pains necessary to make plain and familiar the nature of thought as a joining process, the simple structure of the single thought as an active joining of two or more ideas, is justifiable; it is indispensable to genuine work. More, however, seems superfluous, if not injurious, to go farther is to fare worse in practical efficiency. Show the children thought actually at work; point out its characteristic yet simple structure; then stop, without obstructing the vision by a single item clear only to the adult and useful only to the specialist.

III. The Expression of Thought in Language. The Sentence, Its Structure and Parts.

A. PRINCIPAL PARTS.

What becomes of all the thoughts we build? When you heard the gong and thought, "The police patrol is coming," what effect did the thought have? You expressed it by jumping out of the way. We often

express thoughts by actions, such as hurrying to school when the bell rings, eating something when we think it is good, beckoning, shaking our heads, and other gestures. Inventors work their thoughts out, how? "In machinery." An artist has a beautiful thought; how does he express it? "In a picture." A musician? "In music." If you want to understand any of these things you must search out the thought back of them. Do you remember that I said we had a magic mirror that showed us the thoughts of people far away and long ago? If your friend was in New York, how could you know his thoughts? "By what he wrote." How can we know that Washington or Lincoln thought? "By what they said or wrote." Our magic mirror, then, is language. In language we can see not only our own thoughts, but also the thoughts of people who lived far away and centuries ago. Thought itself passes so rapidly that we can hardly watch it, but once expressed in language it stays fixed, as one's shadow stays in a photograph.

The sentence is the expression of a single thought. With the sentence you can speak the thought, it is no longer inaudible, you can write it, it is no longer invisible. Thus the sentence is like the princess' magic mirror. Your face has certain parts: nose, eyes, mouth, ears. In the reflection in the mirror are there any more? or fewer? Just the same. You would say it was a very poor glass, too poor to be used for a mirror, if it distorted or blurred out any part. If the sentence is a mirror for the thought, what must it do? Reflect it truly, just as the mirror reflects your face or hand truly. It can do this only by reflecting, or expressing, all the parts, and these in the same relations.

How many parts did we find the thought must have? "Three." Then the sentence must have? "Three." What parts must be expressed? "The joining" "the ideas." (Take up first whichever the class suggests first.) The sentence, if it is to tell us the thought, must express the joining act and the two ideas. Let us take them in order. We must have expressed the first idea, the idea we are thinking or talking about, in the sentence we call this the *subject*; we mean by subject just what the first idea is, what is being thought or talked about. Then we must have the joining act expressed, if we are to know there was any thought at all. There may be a great many ideas without the mind's building

them into thoughts; there may be a great many words not built up into sentences, in the dictionary, for instance, or the spelling book. Only the joining act can build the ideas into thoughts; only the expression of the joining act can build words into sentences. The word joiner that expresses the joining act we call the *copula*. Copula means coupler or joiner, like the coupler that joins the cars. Finally the second idea, the idea that is joined to the first idea, must be expressed. We call whatever expresses the second idea the *predicate*. It means just what the second idea is, that which is said of, or joined to, the first idea. The three parts of the thought are? "First idea, second idea, joining act." The three parts of the sentence? "Subject, predicate, copula." These parts are called principal parts because they are necessary. A thought or a sentence must have all three to be a thought or a sentence. Build thoughts about this room. Tell them to me in sentences. "The room is a schoolroom." "The room is pleasant." "The room is full." In each select the three principal parts.

This work should be reached by the third day. Have many thoughts expressed and analyzed. Select from reading those which have the three parts expressed separately. Treat modifiers as added to the principal parts, if the children wish to know about them.

THE VERB, NOUN AND PRONOUN.

In order to make doll dresses, kites or thoughts, we found we must learn what kinds of parts were used and how they were put together. To build sentences, likewise, we must find out the parts that are used and the way they are put together.

The parts of sentences are words. Words, either singly or in groups, are used to express the parts of the thought.

First, there is one sort of word called "the word," or "*verb*," because it is the most important word of all. Why? What makes any word important? Because it expresses the most important part of the thought. What is that part without which we could have no thought at all? "The joining act." We have already called the expression of the joining act copula. Now we shall call it also *verb* (which means "the word"), to show its great importance. The verb is the same as the copula; it is

any word that expresses the mind's joining act. It is the only word in the language that can do this. Since there can be no thought without this joining act, there can be no sentence without its expression in a verb.

In the sentences we have studied so far we have found the joining act expressed alone, in a word with nothing else in it. When anything, say water or milk or silk, has nothing else in it, we say it is pure. Similarly, we will call the verb that expresses the joining act alone the PURE VERB. The pure verb is another name for copula.

The form of the sentence changes; the three principal parts may be expressed in various ways. Often several words are used to express one part; we shall look into that soon. Often one word is used to express two parts. We very often have the predicate and copula in one word, because it is handier. Suppose you were to join pieces of paper; you must have all three things, two pieces of paper and some mucilage. But if you had to do this very often, it would be quicker to have the mucilage and the second piece of paper all in one, as we do in stamps or labels. The mucilage is there, just as truly as if you put it on separately, else the stamp and envelope would not stay together. In the sentence, also, it is often handier to have the copula and predicate in one word. The joining is expressed just the same, else the ideas would not be together; we should not have a sentence. (Do not depend on the superficial device of change of form; show the act back of both forms.) Let us try as before a thought in which the joining is new, therefore slower and more distinct. Do you remember about the alcohol? As you watched the match go into it you expected to see it put out; instead, you recognized an idea you had often joined to that of wood or coal, but had never joined before to a clear, water-like fluid. With surprise your mind joined this idea for the first time to alcohol. If you wrote down your thought you might say, "The alcohol is burning," "The alcohol burns," "The alcohol is in flames," "The alcohol is combustible." All would mean the same. All would show me that you had recognized the idea of burning, and had joined it to that of the strange fluid. One would express the thought just as well as the others; the difference is only in the form. The first has how many words?

"Three." To express three parts—a word to each part. The second has? "Two." To express the same three parts—two parts in one word. *Burns* expresses both the copula and the predicate. Once again. Suppose you saw a strange animal. You would watch it, wondering what it would do. You would wonder if it crawled, or walked, or ran, or what. That is, you would have a number of ideas of action that you had gained in watching other animals, and you would be wondering which to join to this one. At length the kangaroo would make a sudden bound that you would recognize as "leaping." Perhaps you would shout to a friend who had been wondering also, "The kangaroo leaps," "The kangaroo is leaping," or "The kangaroo is a leaping animal." Would it make any difference in which form you said it? Would not each show that you had recognized the action of leaping, given it its name, and joined it to *kangaroo*? *Leaps*, then, tells as much as *is leaping*, it expresses the predicate idea and the copula—the fact that you have found out that this idea belongs to the strange animal. The word *burns* and word *leaps* each expresses two things; the copula—therefore each is a verb—and the predicate idea of *burning* or *leaping*. When we find two things together in one form, as milk and water, or cracked corn and wheat, we say they are mixed. Let us call the verb that expresses two things—i. e. the joining act and the predicate idea a MIXED VERB. (Or, if you like, a PREDICATE VERB.) In the sentence, *The alcohol is burning*, we have a pure verb, *is*, and the predicate separate; in *The alcohol burns*, we have a verb, *burns*, which expresses both the joining and the idea of burning—a verb mixed of copula and predicate—a mixed verb. In *The kangaroo is leaping*, we have what kind of a verb? "Pure." In *The kangaroo leaps*, we have what kind of a verb? "Mixed." It expresses what two parts? "Copula and predicate." [Have abundant analysis in which the thoughts are selected, then the principal parts, then the pure and mixed verbs.]

We have learned the kind of word we must have to express the joining act—a verb; also that this kind of word may in addition express the predicate. We have not yet learned about the subject. Before we can express any thought we must name the idea we are going to talk about, our subject. For this we must have a word that can name,

a name word. We call name words *nouns*—noun means simply name word. The subject, therefore, must always be expressed by a noun, or something used as a noun. Analyze as before, emphasizing nouns used as subject; also, *soon*, nouns used as predicate, but not as modifiers, unless the children notice them.

There is another very useful sort of word that is often used as subject or predicate, for a noun. It is called a pronoun, which means "for a noun." Pronouns point out the ideas we are talking about without really naming them; they are like sign-boards, pointing to the real thing we want to find. Consequently, we must always be careful to keep pronouns pointing straight; otherwise, like crooked sign-boards, they will do harm instead of good. Analyze, adding work on pronouns used as principal parts, being sure to have pupils find the idea each pronoun points out.

These fundamental parts of the sentence must be drilled on thoroughly and long before any new element is allowed to intrude. Hence all the points of difficulty that concern these principal parts would better be taken up now, to give variety to the drill, and to impress indelibly the central structure of the sentence until it is found in every sentence read or heard or written. For this reason, verbs, nouns, and pronouns, expressing these parts, are presented as indicated, contrary to the usual custom of hurrying at once to the theory of modifiers, before that of the principal parts is fixed into a habit. For this reason and many others there should be long and strong insistence on the bare subject and the bare predicate, as coming before the entire subject and predicate both in time and in importance. In time, because after adverbs and objects have figured under the heading of predicate, it is very difficult to get them extricated, to say nothing of getting them clearly established as distinct in themselves. Instead of difficulty, there is assistance when the bare subject or predicate is habitually recognized first; the grouping of modifiers about it is so easy and natural that pupils anticipate, and really understand the subordinate elements before they are reached. Again, the recognition of the bare principal parts is first in logical importance. The most vital and far-reaching logical distinction and habit pupils can get from their study of grammar is the distinction between essential

and non-essential, between principal and subordinate, the habit of looking everywhere for such distinctions. This habit cannot be formed by theoretical emphasis so long as the practical emphasis, the first thing done in every sentence, destroys it. A final reason, sufficient in itself, is that most matters of composition turn on this distinction: choice of modifiers, grouping of modifiers, punctuation of modifiers, etc.

Other points to be mastered in connection with the principal parts are further differences in the form, or the ways of expressing the thought. There should be extensive drill on each.

1. Order. Inversion. Thought work to be discovered in each case.
2. Form words; words that do no thought work, merely make the form smoother: *it, there*.
3. Several words may express one principal part: examples, group of words for the subject; group of words for the predicate—*The house is on fire. He is in the greatest distress. She was on the lookout for her guests. He was in business*, etc. Test by showing that the group expresses one idea, sometimes by changing into one word.

Lay stress on the group of words used to do the work of a verb, called a *verb phrase*. First, a group of words may do the work of a pure verb. *He will be successful. Will be*, taken together, joins the subject and predicate. *He might have been successful. Mr. Cleveland has been president*. Employ many exercises. Second, a verb phrase may do the work of a mixed verb. Thus, *He works to-day. He has worked. He will work. He could have worked*—all these groups perform the same thought offices; taken as one, each group expresses the predicate and copula; the extra word helps show time, certainty, etc.

The class is ready now for much analysis of simple, continuous prose (from histories or books used in reading or literature). This should continue until the steps are taken surely and swiftly:

1. Select all the thoughts.
2. Indicate the principal parts of each.
3. Classify verbs as pure and mixed.
4. Select nouns and pronouns.

Test always by reference to the thought, allowing no mechanical trying on of word labels. For instance, search for the real predicate is

frequently needed; have the idea falsely selected joined directly to the subject, the error is then apparent, the ideas do not go together, the thought is destroyed; find the only idea that can be directly joined. This is the surest test for confusion of all sorts, simple yet fundamental; objects, adverbs, and objects of prepositions fall away harmless before it; the real predicate is clearly revealed, whether expressed in word, phrase, or clause; in noun, pronoun, verb, or adjective. In this way the pupils through their very errors may be helped to help themselves, by having their thought directed patiently and searchingly along the path it must learn to go in solving all sentence problems. A little frank investigation will prove the need of thus showing the children *how to study*. Usually they listen, they watch, they "ask somebody else," especially they cut and try until something "suits" the teacher. A beginning in habits of independent and systematic thought scrutiny is invaluable; with insight and perseverance it is possible through this work.

NOTE.—It seems no longer necessary to offer a defense for presenting emphatically the central element of the thought—the joining element or copula—nor, indeed, for presenting it, not as a third idea, but as an *act*. The copula is the expression of the act of judging, of deciding, relating ideas; of the characteristic, in a sense the creative act of rational consciousness—perhaps as near a glimpse as we can get of the secret spring of self-active personality. Activity in thought is the phase to be emphasized for the sake both of the children's aptitudes and of psychological truth. Wundt shows us that the most intricate idea must probably be considered as a process, as an act. If the copula is ignored, the real nature and distinctive office of the verb is ignored. If the copula is considered as expressing merely an idea of relation, the verb is lowered without basis of discrimination to the level of the preposition and conjunction. While it should not be sought mechanically, as the word is that must be torn out—often the consolidation is too compact for such explication—the recognition of the copula, as expressing the uniting act of thought, as present in every verb because every verb somehow makes that asserted union known, is necessary to dispel the haze that surrounds the definition and classification of verbs, to clear much troublesome confusion concerning so-called "complements," to make plain

the exact difference between verbs and verbals, to render manifest the unity that exists between the various sentence forms, between the sentence and the thought, between thought in language and in life.

B. SUBORDINATE ELEMENTS. MODIFIERS.

If the preceding work has been well done, the rest will be surprisingly easy and rapid. In any sentence at any stage the battle is more than half won when the principal parts are determined with real insight into the ideas and their groupings. Ideas and words "added" to subject and predicate have been set aside by the children in nearly every sentence. It remains only to name these systematically, to summarize and drill. The theory of modifiers seems to be taken for granted by the children; it is a very helpful and attractive subject for discussion, however, where the class takes it, and most do. It may be handled, perhaps, as follows:

You remember that I said our magic mirror, language, showed us not only the present acts of the thought builder, but also our past acts and those of people for ages back. Every sentence you make expresses at least one new act of thought; you make up your mind about the relation of two ideas and declare or assert the result; this act of assertion is always expressed by the principal parts, and is what we have been studying so far. Every sentence shows also the results of many past acts of thought: our own, which we now take for granted while we turn our attention to new; those of countless others who have been thinking for ages and storing the results in words. Every word "strikes root into a far foretime." Think how many past acts of thought are implied in all that we mean by *home, school, nation, church*, etc. There are in every sentence many results of past acts now taken for granted or assumed. Take one or two sentences and discover as many as possible. (This work should be merely suggestive; it should go only far enough to arouse a keen realization that the whole sentence is compact of thought, every word and grouping of words.)

The result of a past act of thought, now taken for granted, is said to be *assumed*; *assumed* means simply *taken for granted*. The words we have noticed "just added" to the principal parts were all taken for

granted or "assumed" in this way. We call them modifiers of the parts to which they are "added." To modify simply means to change; these ideas always change in some way the idea to which they are added.

We shall study carefully the modifiers, first of nouns, and then of verbs.

1. Word Modifiers.

ADJECTIVES: POSSESSIVE AND APPOSITIVE MODIFIERS.

The sort of word that is usually added to a subject—or any noun—is called an *adjective*; *adjective* means simply *added to a noun*. *The large white house was burned*. Subject? "House." The words modifying house? "*The large white*." Notice how they change your mental picture of *house*. *House* by itself calls up a very hazy picture; it may be any house of any kind. When we add *white*, notice the change. *White* makes our picture distinct and bright in color. Of course it also shuts out all houses of other colors. This shutting out we call *limiting*; the mental picture is limited to one color. When we say *large white house*, notice more of the same sort of changes. First, the description is enriched; our mental picture is better and fuller; second, all small houses are shut out of our minds; our picture is limited to *large* houses. We could go on to describe and limit by adding other adjectives—*square*, *handsome*, *three-story*, etc.; the little adjective *the* shuts out all but one particular house. All adjectives change in one or both of these ways the ideas named by the nouns they modify. Select adjectives and note very carefully how the mental picture is changed by each. (Have many exercises, slow at first, then rapid; oral at first, then written, until the adjectives in a paragraph or a page can be quickly selected.)

The subject, or any noun may be modified by another noun. *The judge's large white house was burned*. What is *judge*? "A noun." What does it show? Clearly, possession; it shows the house is possessed by the judge, therefore we call it a noun in the possessive case. How does it modify or change the idea? It limits *large white house* to the one possessed by the judge.

The subject, or any noun, may be modified by another noun that means the same person or thing, that is simply another name for it. We call a noun so used a noun in *apposition*; *apposition* means *placed beside*. *My class-mate, Julia, is now a story writer*. What is *my*? What does it do? "Possessive pronoun," "modifies" "limits." Still, any of my class-mates might be meant. What does the noun in apposition do? Clearly, it modifies, it limits to one person by naming the person.

ADVERBS AND OBJECTS.

We have often noticed words added to the verb; these are called *adverbs*, *ad-verbs*. (If the predicate is a noun or other part of speech its modifiers will, of course, be those considered under nouns or elsewhere.) *Then the man walked slowly down*. What words are added to the verb? "Slowly," "down," "then." How do these change the idea *walked*? Without them the walking might have been in any way, at any time, anywhere. These limit by telling how and when and where about the walking. Adverbs often tell when and where and how and why. (A great deal of analysis is needed, sharp, quick, until the adverbs and adjectives are quickly and surely discriminated; written work, as before, to secure agility. Adverbs modifying adjectives and other adverbs, especially those of degree, require considerable drill. As success with the group modifiers depends on sureness and skill in handling word modifiers, much practice must be provided. Ingenuity must be taxed to keep the work varied and brisk.)

The subject we found could be modified by nouns as well as by adjectives; some verbs, we shall see, may be modified by nouns as well as by adverbs. Notice carefully what sort of verbs these are and how the noun changes their meaning. *I lift the dictionary*. What is the predicate verb, expressing the second idea? "Lift." What sort of predicate idea? "Action." *The boys play ball*. The predicate idea? "Playing" Kind? "Action." *The children eat bread and milk*. The predicate idea is? "Eat." Kind? "Action." All are mixed or predicate verbs, and the predicate idea is always one of action. What noun is added to *lift*? "Dictionary." Exactly how does it change the idea of lifting? "Tells what you lift." Yes, but how does that affect the idea

of action? If I stop with saying *I lift*, it might mean that I lift all the books on the desk, or any of them, or the papers, or flowers, or anything in general. I shut out all those from my meaning when I say definitely that *I lift one thing, the dictionary*. What did we call this shutting out when we were speaking of the modifiers of the subject? "Limiting." Then this noun *limits* the idea of action. It does this by *naming* one particular *object* that receives the action, hence we call a noun limiting an idea of action in this way an *object*. *The boys play*; we might stop there and it would mean that they played anything or many things; when we add the noun ball, we name one thing that is played; we limit the playing to ball. If we say *The children eat*, what would it mean? "They eat anything." If we add the names of certain things, *bread and milk*—the things that receive the action of eating—how do we change the action? "Limit it to bread and milk." So, again, in any such instance. In *The girl sweeps*, the inference is that the girl does all the sweeping for the household. When we name the one object, *door-step*, *The girl sweeps the door-step*, we limit the action to a very little sweeping. The indirect object may easily be added if desired.

After review of principal parts and word modifiers, and before passing to phrase modifiers, independent elements should be noted and explained as elements connected loosely in meaning, but not at all in construction. The noun naming a person directly addressed is the most common and important, although various words will be found obviously "thrown in." Note the appropriate punctuation of all such. Avoid the noun absolute construction at this stage.

Avoid special names for occasional constructions. The class should realize that in English almost any word may at times do the work of almost any other. The helpful thing is to see exactly what work, in expressing the thought, each word does in each sentence. Name the word by its customary office, add the work done in any special case.

2. Phrase Modifiers.

PREPOSITIONS.

We have become familiar with groups of words doing the work of one word, especially of the verb; we called them verb phrases. Any

group of words (not expressing a thought) which does the work of a single part of speech is called a *phrase*. We have frequently found a group of words modifying a noun. What sort of phrase would that be? What sort of word? "Adjective." Then the phrase that does the same work? "Adjective phrase." Observe that all these phrases are built in the same way: first there is a word showing relation, *by, or, on, behind*, etc., then there is a noun naming some object that limits this relation, *by the tree*, not *by* everything in general, but *by* the one object, *tree*. The little relation word is placed before the name of the object, and so is called *preposition*, which means *placed before*. The preposition and its object form the phrase, together with any modifiers that the noun may have. Phrases often modify verbs. What sort of phrases must these be? "Adverb phrases." Select all the adjective phrases and all the adverb phrases on certain pages. Always note exactly what idea is changed and how. (In practical analysis, after the first week or two, phrases should seldom or never be broken up; their construction is so obvious that the children are possessed to spare themselves harder thinking by dawdling on phrases and articles. All such routine work should be shunned.)

3. Clauses.

CONJUNCTIONS.

As in the case of phrases, the work is already half done. The children recognize the conjunction as another sort of relation word (subdivision at this point is not advisable). The subordinate clause is readily understood as a thought used as an idea, a group of words expressing a thought, used as a single part of speech. The noun clause as subject or predicate is already familiar; its use in apposition and as an object may be added. The adjective clause follows readily; illustrate by changing a few adjectives to adjective phrases and then to adjective clauses; notice in passing that some limit very closely and others do not. Most adverbial clauses are easily found if the thought is directly scrutinized; attempt no sub-classification. A great deal of drill in selecting principal clauses, in selecting and grouping subordinate clauses, will be amply remunerative. The mapping out of such simple prose into principal and

classified subordinate clauses, and each clause into principal parts and classified modifiers is the sort of grammar discipline most helpful for thought for interpretation and for composition. Actual class-room work is liable to run to the opposite sort, to a struggle with a few exceptional constructions; or else to a treadmill of obvious details, articles, prepositions, phrases.

C. Relational Words.

A summary of connectives, or relational words, is helpful, because forcible English depends to a unique degree on a nice and happy use of these words. First the copula (and all verbs, since they include it) asserts relation. All the others express assumed relations: the preposition as explained above, the conjunction, the relative pronoun, and the connective adverb.

D. Classification of Sentences.

According to form, sentences are classified as simple, complex, and compound. (This is really involved in work on clauses.)

According to meaning, sentences are classified as declarative, imperative, and interrogative. Distinguish between the formal and the real interrogative. Note that any of these may be exclamatory. Observe in the interrogative that various elements may be questioned, even the copula itself; also that the element questioned is indicated by the first word in the sentence, so that the answer needed will receive attention at once.

Because of limited space, it has been necessary to cut from the foregoing outline all qualifying and explanatory statements, and several portions hardly to be spared. First, one wished to make an earnest plea that exponents of logical method in grammar should not merely substitute logical technicalities for discarded philological—as text-books so far available seem to threaten, by their tendency to use abstract phraseology, to present the thought from the adult point of view, to begin with parts instead of wholes, to proceed to elaborate classifications of ideas and words and to other subtle and shifting logical distinctions—a plea that we seek and find the child's point of view and his needs; then have "the courage to be simple." Second, a statement seemed requisite of the

points of necessary departure from the ordinary presentation of grammar, and of the reasons for our refusal to regard as "complements" two radically different constructions, one principal, one subordinate, neither complementary; or to define verbs according to an incidental and secondary office, or to classify them according to whether they happened to be used with or without a certain sort of modifier. Third, the outline itself seems incomplete without a sketch of the way in which the foundation laid in the first term of grammar work proves valuable in that of the three succeeding terms of the Training School Course, especially in vitalizing dead and dreary portions, in making secure and clear portions usually confused; such as, the case of pronouns when used as a principal part, the subjunctive, and the handling of verbals. Finally, one wished heartily to emphasize value for composition of the sort of grammatical discipline that demands habitual searching for the thought back of the sentence, the idea back of the word; that demands "vision," clearness of perception to a degree that is pictorial. All that is, however, "another story."

Two conclusions are suggested by results observed from the term's work outlined. One is, that no gain comes from attempting the study in a formal way before the seventh grade; for pupils beginning grammar as indicated soon outstrip those who have been a long time struggling with its terms and rules. The other is, that the results possible in this year are too precious to be lost either by postponement, or by failure to reform sluggish traditional methods. The classes show a sustained interest most refreshing, a marked and gratifying attitude of independence, a habit of thinking ahead, instead of remembering and leaning on others. Such results are just what are needed to meet the present educational situation. The conditions of life today demand as never before that young people entering its competition be alert, independent in thought, inventive, able to cope with new conditions. Today, as the saying is, thought is in the saddle, in every profession and industry of daily life; there is little and lessening chance for the mechanical worker, the routine thinker. Psychology warns us that unless organizing principles of thought are gained in youth they probably cannot be gained at all. We know that no sort of power is more precious in life than the power of readily discovering the essential and exalting it, of detecting the non-essential and subordinating it, of seeing the principle back of the appearance, the reality back of formal disguises. We have found that these vitally educative results can be attained by the logical study of grammar more directly and fully than in most subjects possible to the grades.



School News Items



Miss Smith, one of our drawing teachers, has been granted leave of absence until September. Miss Smith will be for the greater part of the time in England and Scotland.

Since Miss Smith's absence, the last few weeks, the several drawing classes have been taken charge of by Miss White, who has traveled extensively in foreign countries. The work has consisted in studies of Moorish, Egyptian, Grecian, Mohammedan, Gothic and Renaissance art. Miss White's talks have been of much interest and value to the students.

Beginning with September, a two-year professional course will be arranged, for High School graduates only. In addition, there will be a two-year preliminary course, for any who wish to enter from the Ninth Grade.

During the Biennial we had the pleasure of hearing three prominent club women talk of their great work. They were Miss Jane Addams, founder of Hull House, Chicago; Mrs. Kelly, who is at the head of the Consumers' League, and Mrs. Alden, President of the National Sunshine Society. These noble women were an inspiration to us all, and gave us a clearer insight than many of us had before into the grand work that is being done by the women's clubs over the world.

Miss Hellmuth has been granted a year's leave of absence, to go abroad the coming school year. During her absence Mrs. English will take her work. This is not to be considered as two courses in *English*.

Our new building is nearly finished and will be ready for occupancy in September. The Domestic Science and Sloyd Departments will have new quarters on the first floor, also a lunch room, with conveniences, is to be provided for the use of students in the new annex.

Several changes are to take place in the main building. The library will be moved to the present physics rooms, and the Physics Department will occupy the rooms now used by the library. Mr. Davis expects to have the use of room R for the Science Department. Room P will communicate with room R by means of a doorway, which is to be cut through. Mr. Davis also informs us that the solar microscope has been re-arranged, and is now in good working order and ready for use.

The classes of '02 have presented the school with a beautiful picture of the Canterbury Tales, which now gracefully adorns the north wall of the Assembly Hall. The picture is a copy from the famous mural painting in the dining room of George Gould's home at Lakewood, New Jersey.

Professor Chittendon, who was originally employed by the Bureau of Ethnology, and who has made a life study of the Indians' habits and customs, especially those of the northern Indians, gave an exhibition and lecture in our Assembly Hall recently. Professor Chittendon's collection of Indian relics is very valuable and interesting.

President Edwards, one of the oldest Normal School men on the Coast, visited us during the term and gave an interesting and helpful address.

Miss Bertha Condé, Secretary of the National Y. W. C. A., talked to the students at one of the regular association meetings recently. Her talk was very helpful and inspiring, and much appreciated by all who heard it.

Professor Seymour, formerly of the Science Department of the Chico State Normal, gave an address on "The Teacher's Life" in chapel recently. Professor Seymour also paid a visit to the chemical laboratory while here.

The chemical laboratory has been moved farther back on the school grounds, and a basement built underneath. That the central part of the building is still in an unstable condition, however, is shown by the fact that when a heavy-weight

like Gallup trips over the cement floor the laboratory manifests a strong tendency to topple down the side of the hill. So beware, all ye heavy-weights of the chemical laboratory, until matters are improved.

On June 6th the Capitola Echo service was held in room R. Several Stanford and Occidental girls were present and talked of the coming work to be done at Capitola.

Professor Shepardson will spend his summer vacation in Arizona, doing institute work.

Mrs. Smith of the Training School was granted leave of absence early in the term. Mrs. Pollans has taken charge of Mrs. Smith's classes in her absence.

Miss Laughlin expects to do bookbinding at home this summer.

FACULTY HITS.

Miss R—ves: "Children are God's apostles day by day,
Sent forth to preach of love, and hope, and
peace."

Mr. Ch—ain: "Who sat nearest, by the words o'ercome
Slept first; the distant nodded at the hum."

Miss Br—au: "It is time I should change my state."

Dr. J—es: "He knits his brows and thinks;
O, how he thinks!"

Miss M—ks: "Cherabim and Seraphim
Tremble at her voice."

Mr. Mi—er: "A strange and wayward wight,
Diminished in stature, in intellect his might."

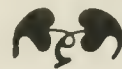
Mr. Pi—ce: "And still they wondered and still the wonder grows,
That one small head should know all he
knows."

Dr. Sh—ts: "O calm! O newly shaved!
O, meditating deep on love's young dream."

Mr. Von—er: "For I am a man you don't meet every day."
"Puts on his pretty looks,
Speaks his words."



Miss Moore's Letter



Dear All of You: What with Training School joys, Exponent anxieties and commencement excitement, you will not have much interest, I am afraid, in the doings and surroundings of one who is three thousand miles away. But even that distance does not prevent the reflection of the blaze of glory of the class of 1902, and I hope I may shine by its light.

"I came, I saw"—my regard for truth will not permit me to quote any further. The coming was very doleful, but the seeing has been a constant joy. I am convinced that I never felt half sympathetic enough with homesick students. As I wandered hopelessly about the corridors of the library or across the campus, not knowing one face among the hundreds, I was conscience-stricken. Each evening I betook me to the river, where I watched the sun set behind the Jersey hills. Its reflection on the broad Hudson recalled Berkeley and the Golden Gate, and my thoughts turned westward with a great yearning. But hard work is an excellent antidote for homesickness, as you know, and before long I found myself in the middle of the stream when I must swim or sink.

Columbia is, I believe, the only great university located directly in the midst of a large city, and it loses and gains thereby, so the balance is about even. There is not the same college spirit as at Harvard or Yale, but there is a breadth and many-sidedness not found in men having less variety of

interests. The buildings and grounds cover twenty-three acres on Morningside Heights, where the battle of Harlem was fought. The library occupies the center of the campus—a magnificent building in the Greek style of architecture. The facade bears the following impressive inscription:

"Kings College. Founded in the Province of New York by Royal Charter in the reign of George II. Perpetuated as Columbia College by the People of the State of New York when they become Free and Independent. Maintained and Cherished from Generation to Generation for the Advancement of the Public Good and the Glory of Almighty God."

Columbia is not a co-educational college, and the attitude of under-graduates to women students is very amusing. The presence of femininity in the library and on the campus is deeply resented, but when the authorities announced that the swimming tank would be reserved for women on certain evenings, the men's ire knew no bounds. Mass meetings were held, petitions of remonstrance were circulated, and the college organ, the Columbia Spectator, danced a war dance with incoherent yells and whoops. The authorities were immovable, and the young women swam and splashed and dived in the sacred pool.

This year has been one of unusual interest, because of the installation of a new President. The scene on inauguration

day will remain in the memory a lifetime. The public was excluded from the surrounding streets, and admission to the campus was only by invitation. The students lined up to view the procession from the library to the gymnasium. First came a detachment of United States cavalry, President Roosevelt's guard. They were handsomely dressed in pale blue and gold, and marched proudly and with severe dignity, but they lost their equanimity, and laughed outright when the boys whistled "There She Goes, Sweet as a Rose." Then followed the academic procession, in which was represented nearly every college in the United States and many foreign universities. Such a picturesque sight can scarcely be imagined. The Chinese ambassador was the most plainly dressed man there, with one exception. There was Oxford scarlet, Heidelberg red, black and white, Harvard crimson, Princeton orange and black, Yale blue, ecclesiastical purple, and every other color and conceivable combination. Last of all, dressed in plain black and walking alone, came the President of the United States.

There are a great many California students here, who are known by their hearty handshakes and healthy color. We recently held a reception for Prof. and Mrs. Brown of Berkeley. A number of distinguished Californians were present, among them Mr. Edwin Markham, the poet. Stanford was represented by Prof. and Mrs. Cubberley, and San Diego Normal by Mr. and Mrs. Panks.

The temptation to do sight-seeing is too strong to be resisted and though I have often yielded, there is much yet to be seen. The parks have the strongest attraction for me. When the snow lay on the ground, the driveways were thronged with sleighs. It thrilled me with delight to see the fine horses and handsome turnouts, and to hear the merry bells. Some of them were entirely in white—horses, sleigh, furs and costumes; others were in red or Russian style.

A few weeks ago I went automobiling through the park, and decided summer time was best, after all. During the month of May certain portions are set aside for children's parties. Thousands of little ones from the East Side were playing, shouting, rolling on the grass, dancing about May poles, and having the time of their lives. They are in charge of teachers and college settlement workers, who are responsible for them, but sixty-five were reported lost in one day—such is the exuberance of their spirits.

One must spend a winter in the East to feel the joy of spring. The first warm days, the slow unfolding of the tender green leaves, the coming of the robin, the finding of the trailing arbutus—all these make the sap creep up in one's veins, and flood the soul with happiness. Even city life does not prevent such experience of pleasure; what must it be in the country! I went across the ferry yesterday to New Jersey, and found everything "knee-deep in June." A ten minutes' ride takes one into the woods, shady and thick with underbrush, where with a book as companion, one can pass many a happy hour.

But these beautiful days are harbingers of a less happy season, when New York is intolerably hot. I have been wishing to experience one warm day and to see one New Jersey mosquito. A man has promised to take a bird-cage across the river and secure the mosquito, and we have had one or two days when the horses wore large, broad brimmed straw hats. A queer sight it is, but the fashion is a great blessing. The crown of the hat contains a wet sponge, which rests on the horses' head just back of the ears. A great saving of horses' lives has been accomplished in this way.

If Los Angeles were a few thousand miles nearer, I should certainly be present at your graduation. I extend my heartiest congratulations to each and all of you, and may God bless you.

HENRIETTA E. MOORE.



Geoffrey Morgan, *Pres.*
Bible class Leader.



Burt Carner, *Vice Pres.*



Stanley Howland, *Sec'y.*



Orville Howland, *Treas.*



Victor Anderson,
Bible class Leader

Y. M. C. A. and its Work

The average young man, upon entering college, is beset with difficulties and temptations with which he was unacquainted before. He is, in most cases, obliged to leave his own home, and in consequence many of its ties are broken. He is a stranger in a strange land, thrown upon his own resources, and obliged to shift for himself. He is separated from his home church, where he has been brought up "steadfast in the faith," and too often is backward or negligent about identifying himself with a new one. If he has not before been a church member, his condition is just so much the worse. In short, he is surrounded with many evils and temptations, and very few agencies for his moral good.

It is to combat and overcome these evils that the Young Men's Christian Association is organized and maintained. It aims, with its devotional meetings, its Bible classes, its social

work, and all its other agencies, to so influence the young men of our colleges toward all that is noble, honest and upright, as to leave them no opportunity nor inclination to devote themselves to any questionable forms of occupation. It aims "to persuade young men to surrender their lives to Jesus Christ, and to accept his leadership in all things."

The Y. M. C. A. in the Normal has just finished a successful term's work. In some ways it has been more successful than any hitherto. A more general interest has been maintained, more men have been present at the devotional meetings, and have enrolled themselves in Bible classes, than for several years past. Some details of the work are as follows:

The membership list includes all but two of the men in the school.

Devotional meetings have been held on the first and third

Fridays of each month, consisting of song and prayer, and an address on some plain, practical topic by one of the members or by some man from a neighboring college. The average attendance has been about fifteen.

Two Bible classes have been conducted; the first, studying the Life of Christ, under the leadership of Mr. Morgan, has had an average attendance of six. The second, which is studying the Acts and Epistles, under the leadership of Mr. Anderson, has had an average attendance of five. These Bible classes are one of the most important branches of the association work. The men who join them undertake to spend twenty minutes in the study of the Bible each day, and thus they lay a sure foundation for the upbuilding of character.

Every Wednesday noon a joint meeting is held with the Y. M. C. A. at which the number of men varies from six to ten.

A quartette has been organized which sings at the Friday afternoon meetings. It is composed of Messrs. Brown, Morgan, Schweitzer and Stayton.

A financial system has been inaugurated this term. The

finance committee prepared a budget for the year's expenses, which was adopted, and will be met by regular monthly pledges by the members.

The association was only able to send one delegate to the Pacific Grove Conference, last January, but hopes to send at least two next year. It is very necessary to do this in order to keep in touch with the latest C. A. methods, and also to train leaders for the year's work.

Successful social work has been carried on, consisting of "spreads," receptions, and socials. A big "post-exam. feed" will be given on the last day of school, to which all male members of the faculty and all fellows in school will be invited.

Altogether the work done has been satisfactory. The association has not yet secured a room, but is in the hope of obtaining one before long. With better organization, more energetic workers, and high ideals to strive after, the Y. M. C. A. hopes, in the providence, of God, to become a still more potent force, working for the salvation of men.

GEORGE F. MORGAN.

He Lives Long Who Lives Well

Wouldst thou live long?
The only means are these—
'Bove Galen's diet, or Hippocrates' strive to live well; tread
in the upright ways,
And rather count thy actions than thy days:
Then thou hast lived enough amongst us here,
For every day well spent I count a year.

Live well, and then, how soon soe'er thou die,
Thou art of age to claim eternity.
But he that outlives Nester, and appears
To have passed the date of gray Methuselah's years,
If he his life to sloth and sin doth give,
I say he only was—he did not *live*.



Marie Widney



Edith Graves



Bessie Travis



Mabel Parker



Mary Lipe

Y. W. C. A. Notes

The True Measure of Life

We live in deeds, not years; in thought, not breath;
In feelings, not in figures on the dial.
We should count time by heart-throbs when they beat
For God, for man, for duty. The most lives
Who thinks most, feels noblest, acts best,
Life is but a means unto an end—that end,
Beginning, mean, and end to all things, God.



The year now drawing to a close has been a splendid year in the Young Women's Christian Association. The year has been a busy one, with more opportunities than ever for usefulness, and with a number of new problems to be solved.

On the other hand, there have been more willing and enthusiastic workers, more encouragements, and more successes than ever before.

To make the new students feel their welcome is the first work of the year. Accordingly, the first week of school, Association girls were on hand, from the front door to the Y. W. C. A. room, ready with a sincere welcome and willing assistance. Many new students called at the Y. W. C. A. room, where they registered and made new friends.

In connection with the Y. M. C. A., a very successful reception was given to the new students, on September 12. A good program was given, which was followed by a pleasant social time and refreshments.

Miss Helen K. Stafford, the newly appointed Y. W. C. A. Coast Secretary, was with us September 18. We found her thoroughly up-to-date, practical, and, consequently, very helpful. Her charming personality, her genuine sympathy and interest, won her many friends among our girls.

The Y. W. C. A. convention of Southern California was held in the First M. E. Church of this city, on October 18, 19, 20. It was a very successful convention, and our Association received a great impetus for its future work.

The Y. W. C. A. gave a Hallowe'en party at the home of Miss Widney, November 2. The house was beautifully decorated with flowers and greens. A large number were present to enjoy the good time prepared for them. The afternoon was spent with music and games, after which, Hallowe'en refreshments were served.

On February 7 a reception was given in the Assembly Hall. There were but few entering students, but the old students were there to welcome them and get acquainted. A still more enthusiastic welcome was given them a few days later, by the Y. W. C. A. cabinet, in the form of a spread in the Y. W. C. A. room. It was indeed a jolly crowd of girls that gathered about that tempting table. The fun was increased by the very appropriate toasts that were given.

To replenish our treasury, the Association served lunch—one day to the members of the Faculty, one day to students. Literally, a rushing business was done, and the financial returns were entirely satisfactory.

Miss Edith Graves represented our Association at the Y. W. C. A. conference, held at Capitola, May 17 to 27. We have great faith in our delegate's ability and faithfulness, and believe that the work of next year will be much more satisfactory by reason of what she will bring from the conference to us.

The devotional meetings throughout the year have been unusually good. One of our very best was led by Miss Condé, of Berkeley, at which there was a large attendance. Miss Condé has a beautiful, winning way, and her talk on the Beautitudes was a help and an inspiration.

The officers for the year were: Miss Grace Gill (1st half), Miss Marie Widney (2nd half), President; Miss Edith Graves, Vice President; Miss Bessie Travis, Recording Secretary; Miss Mary Lipe, Corresponding Secretary; Miss Mabel Parker, Treasurer.

The outlook for the coming year is very bright. We trust that the girls will rally to the support of the Y. W. C. A., that it may be a more potent influence in our school than ever before. Its field of influence is very wide—much wider than has ever yet been covered. Let us work to make our Association an ideal one—one founded on broad, true Christian principles; one that shall be the ever-ready champion of all that is worthy and true—all that tends to build up strong, true Christian womanliness.

MARY LIPE.

Cooking Department

Cooking — what a wealth of memories cluster about that simple word! To the average man it means much, for does not his very existence depend upon the act it signifies? Now we might regard this as an exaggeration if we were not thoughtful persons, but when we stop to consider we acknowledge its truth. Therefore it is eminently fitting that in such a progressive place of learning as the Los Angeles State Normal School, there should be established, along with other branches of useful knowledge, a cooking department.

The personnel of the school also adds weight to the argument, for it is fast becoming a "select school for young ladies," and surely such training is very necessary and acceptable, in this age when a girl not only should be versed in the sciences and 'ologies, but must understand the art of home-keeping as well. No longer, because we are "ignorant school teachers," can it be said that we do not know how to cook a meal or set a table.

We think that we have reason to be proud of our cooking department. In the first place we have competent teachers who make the work as practical and useful as possible. Not a dish is taught or any instruction given that is not for every day use. Then the well arranged, commodious quarters in the new annex are certainly a delight to the eye, and we almost envy the next classes, who will have the privilege of using them. There will be an inviting lunch-room in the new apartments where lunches will be served to the students at a very moderate cost. We expect our Alma Mater to soon become so famous in this respect as to eclipse the reputation of downtown restaurants, so that even members of our faculty will no longer have to "wend their weary ways" down the hill each noon-time, but may spend that hour in peace and rest within the Normal halls.

"We may live without poetry, music, and art;
We may live without conscience and live without heart;
We may live without friends, we may live without books,
But civilized man cannot live without cooks."



The Alphabet As "We" Learned It.



A is for Adam who was our forefather,
B is for Butler who is a pole vaulter.
C is for Chandler who is a high jumper,
D is for Dicky who rode in a bumper.
E is for Ethel who has "sweet" ambition,
F is for Flora who did all the dishin'.
G is for Goodrich who brought a black cake,
H is for Helen who needed a rake.
I is for Ivan, known as a runner,
J is for Jane, to some a new comer.
K is for "Kar fair," dear to the squinter,
L is for Luke, our famous young sprinter.
M is for Marie, the Chinaman chasing,
N is for Normal, in which she learned racing,
O is for Oranges, soon out of sight,
P is for Peckham, whose playing was alright.
Q is for "Queer things" we think of in rhymes,
R is for Ruth, who is early sometimes.
S is for "Sugar," "Snakebite" and "Snooks."
T is for Tomahawk, read of in books.
U is for Ugly things seen on the way,
V is for Vinegar, needed all day.
W is for "Wounded" who fell on the floor,
X is the Unknown and very much more.
Y is for Youngsters who learned how to yell,
Z is the end of it. Now fare thee well.



"I cannot love, you, Van," she sighed,
As once I used to do."
"Bess!" in sudden fear, I cried,
"Your words cannot be true!
Have I offended? In what way?
Do I deserve your scorn?
Just heavens! curses on the day
That I was ever born!"
"I cannot love you, Van," she smiled,
"The way I did before;
Because, you see, you silly child,
I love you so much more."

My First School.



C. M. C.

Normal, with all its pains and pleasures, its bright dreams and gloomy realities, ended for me one rainy February morning in 1900. My hopes were high, precisely in inverse ratio to the sunshine in the sky, and when shortly afterward I got a telegram summoning me to a school in San Diego county to "sub" for a sick woman, I most hopefully packed my trunk in six minutes and set forth for the small town, arriving there at noon Sunday, dusty and travel-stained, to learn that my school was four and a half miles distant, over a road composed chiefly of sage brush, cactus, ruts and barbed-wire fences. Indeed, my County Superintendent told me afterward that he tried to visit me but got mixed up in the barbed-wire fences and so lost his way. "Please put my name on your register, for my intentions were good at any rate," he said.

Monday morning I arrived at my school bright and early and soon my future charges began to arrive. Nineteen children, five of them white, the others "dusky children of the sun," had assembled and were pecking in at the door when I rang the nine o'clock bell. In they filed and I, remembering my school economy, said, "Let us open school by singing 'America.'" We did or rather I did, for I opened my first school with a solo. Not one of those nineteen would open their mouths. Later, I gave exercises for lightening the voice.

Of these I had plenty but oh! for some exercises to produce voice when voice there is none. However, I persisted, teaching all the rote songs I knew and even ventured on Thanksgiving time to try the "Pilgrim Fathers," and it was rendered as a solo.

My walls were bare when I went there, but with a little time and money I made maps, mounted a number of pictures of famous men and women sent out by our large dailies and interested the children in bringing in things from nature until our room was a cheerful, cosy place. Indeed, my County Superintendent, on one of his rare visits, said on looking around the room, "I know a Normal graduate is here. These are the earmarks."

Did you ever see children who did not care to play? Mine didn't. All they cared to do was to dance on the top of a large cistern we had in the yard. Many a noon the larger girls would beg me to let them put my spelling on the board so that I might come out and sing for them while they danced. "Physical exercise?" you say. "Yes, and in the open air, too."

Somewhere up in Room I, I have heard that the country school teacher may be called upon to figure up lumber bills. And, my dear unsophisticated Normalite, it's "no dream."

Last fall I determined that I must have a barn to keep my buggy and horse in. My trustees told me that if I would make the plans, hire the carpenter, and advance the money to pay for it, the barn was mine. This I did and for that good deed my successor should rise up and call me blessed.

Then, too, I have been census marshal and my trials among a people where only two families can speak English, can better be imagined than described. In despair I went, on the advice of one old white-headed Mexican, to the Justice of the Peace "who had married one of the family," and he gave me a full and complete history of the section.

Pleasant are my memories, however, of my first school, and forever dear to me that little wind-blown schoolhouse.

MY WATERLOO.

I've information vegetable, animal and mineral,
I know the kings of England and I quote the flights historical
From Marathon to Waterloo, in order categorical.
I'm very well acquainted, too, with matters mathematical,
I understand equations, both simple and quadratical.
About binomial theorem I'm teeming with a lot of news,
With many cheerful facts about the square on the hypotenuse.
I'm very good at integral and differential calculus,
I know the scientific names of beings animalculous.

In short, as you gather,
My accomplishments are not few,
But I confess in matters musical
I've met my Waterloo!
Boo hoo!

H. E. M.



By the appellation "Acres" we know this man.
We dare anyone to "cover" ground as Ivan can.

Normal Students' Picnic.



On May 31st some giddy Normal students hied themselves to the country for an outing. They rose at an early hour of the morning and boarded a train for Verdugo Park. Some of the party were waiting for that awful 7 o'clock train at 6:15 a. m. and were very much excited because the others did not arrive until 6:58. When Verdugo was reached, these giddy Normalites amused themselves by dancing, racing, eating, etc. A poor lone Chinaman was found who was not anxious to have his "pictur" took," and was consequently chased around the park by girls and boys until he finally hid his face in shame at the side of the pavilion. At lunch time all were nungry and ate accordingly. After lunch time some were sick and looked accordingly. At 6 p. m. all were tired (except Mr. Chandler and Miss Widney) and took the train to the "City of the Angels," where several still live to tell the tale of Our Stick, A Hammock Monopoly, etc. For information inquire of any of the following: Mrs. L. Peckham, Misses Chandler, Rosenthal, Prescott, Cobler, M. Widney and Goodrich; Messrs. Chandler, Ronan, Ball, Gallup, Butler and Ridell.

You can drive your horse to water

But you cannot make him drink;

You may ride your little pony

But you cannot make him think,

—Ex.



The Origin of the Indian Paint Brush

Once upon a time, there dwelt in a secluded recess of the Rocky Mountains, a small tribe of Navajo Indians. Civilization had not yet reached this remote part of the world to disturb their free and savage life. They were secure in their mountain home from the interference of other tribes; but they had by no means lost their love for war and bloodshed. They were feared by all the surrounding tribes, because the young braves were exceedingly fierce. Every year the warriours were led forth by their chief, Mishenahma, to ravage fertile valleys or to join another tribe in battle against a common enemy.

In the tribe there was a young man, Pau-Puk-Keewis, straight, and tall, and handsome. He had a swarthy complexion, and large dark eyes, which glowed like coals of fire with the intensity of his nature. Strange to say, this young man was not a warrior; he did not care for fighting and bloodshed. Pau-Puk-Keewis made baskets and pottery, and wove bright colored blankets. No one in the tribe could do this work better than he. He was fond of the pottery work; he made vessels of all shapes and sizes, and on them painted flowers, birds, and many beautiful designs. Pau-Puk-Keewis had not a great variety of colors—only dull red, brown, yel-

low, and black; but with these he obtained such wonderful results that noted braves, when about to start on the war path, came to him to have strange designs painted on their faces and arms.

Pau-Puk-Keewis loved the chief's daughter, Meshinauwa, an Indian maiden excelling all others in beauty of form and face. Her tresses were as glossy as the raven's plumage; and skies and trees were mirrored in the dark, liquid depths of her eyes. Meshinauwa, too, did not love the war cry, but she was well pleased with the occupation of Pau-Puk-Keewis; and she often stole from her father's wigwam to watch Pau-Puk-Keewis as he sat beneath a towering pine, before the door of his lonely wigwam, molding, weaving, and painting.

The old chief, Mishenahma, did not approve of this; he had refused to give his daughter to Pau-Puk-Keewis because he was not a warrior. Many times the patient artist had pleaded for the maiden, and many times Meshinauwa had, with weeping, implored her father to let them wed. Still the old chief was firm, unmovable.

So these two lovers, as they sat together while he skillfully used his brush, often talked of their great disappointment. One day when the last snows were melting from the mountains, Pau-Puk-Keewis determined to try once more to persuade the stony-hearted chief. He left his work and went to the wigwam of Mishenahma. There he prostrated himself at the feet of the stern chief and humbly, fervently, pleaded for the hand of Meshinauwa. Mishenahma was tired of the persistence of the lovers, and formed a plan to get rid of Pau-Puk-Keewis. The braves of the tribe were prepar-

ing to war against a powerful tribe of Zunis, who had wandered from the south, and who were encroaching on the territory of Mishenahma. The braves always painted their faces in bright colors when arraying for battle; and there was a certain tint of scarlet which, if they could obtain it, would make them prevail against their adversaries. But this paint was exceedingly hard to get. Mishenahma determined to send Pau-Puk-Keewis in quest of this paint, promising that, if he returned with it before the braves went on the war path, he should be rewarded with the prize he most coveted. The old chief hoped that Pau-Puk-Keewis would lose his life in attempting to find the coveted color.

Pau-Puk-Keewis turned away sorrowing, for he knew how improbable it was that he should ever find the paint. When he told Meshinauwa, she, too, was sorrowful until she thought of Megissogiwon, the magician, whom she had known from her childhood. He, perhaps, would know where the treasured color could be found. Pau-Puk-Keewis put aside his loved work, and, guided by Meshinauwa, went to the wigwam of Megissogiwon, which was in a deep cavern about a mile from the main settlement.

On arriving at the mouth of the cavern, Meshinauwa gave Pau-Puk-Keewis a ring of solid turquoise, which Megissogiwon had given her, that by this token the magician might know that Pau-Puk-Keewis was a friend of hers and deal kindly with him. Then Meshinauwa bade Pau-Puk-Keewis good-bye, for she did not know whether she would ever again see him.

She then returned to her father's wigwam, leaving Pau-

Puk-Keewis to meet the magician alone. Pau-Puk-Keewis entered the wigwam and found Meggissogiwon seated on the earthen floor. He was an old wrinkled man; his braids were gray and wound with black strings, in place of the bright scarlet ones worn by the braves. He wore very little clothing, excepting a large Navajo blanket of somber colors and a pair of moccasins of raw-hide, worked in designs with black beads. His arms and shoulders were tattooed with weird designs of snakes, goblins, skulls, and fantastic, wide-mouthed monsters. Meggissogiwon greeted our hero almost fiercely, for he liked not to be intruded upon in his secluded habitation; but when he saw the ring of Meshinauwa he became more hospitable, and asked what had brought Pau-Puk-Keewis to his isolated dwelling. Pau-Puk-Keewis told him that the good chief, Mishenahma, had sent him to find the priceless scarlet paint, and that he had come to ask his magic aid in finding it. Meggissogiwon shook his head; he told the young man that many had perished in that quest. Nevertheless, he would tell Pau-Puk-Keewis where it could be found. And this is what the magician told:

“Many years ago the great god, Gitche Manito, was very wroth with the forefathers of this tribe, and threatened them with many calamities and pestilences. There then lived a young brave, Waywassimo, son of the chief, who loved his people, and who was loved by the great god, Gitche Manito, more than all people. Waywassimo left his father’s wigwam and went to a very high peak far to the north of the settlement. Never before had mortal man scaled this lofty peak, for there was but one place where it was accessible, and that

only through many hardships and dangers. Waywassimo was strong and brave, however, and after many days he succeeded in reaching the top. There he built a large stone monument to Gitche Manito, and there prayed for the deliverance of his people. Gitche’s wrath was appeased and the people freed from his vengeance. But Waywassimo perished on the lonely mountain. The winds covered his body with a mound of earth; and ever since, little springs of scarlet have bubbled from the mound. This was the much coveted scarlet that would make chiefs victorious; however, if taken in a vessel it would dry up, but if brushes were dipped in it they would remain moist until the next winter’s snows were melting.”

The magician finished his story. Pau-Puk-Keewis arose, and, going to his dwelling, filling a long strap of wampum braid with many brushes, secured it to his shoulder and started on foot to the far-off mountain.

Time and space will not permit me to tell of his many hardships, toils, and dangers; suffice it to say that, after many days, Pau-Puk-Keewis returned to the camp with every brush dripping with the precious scarlet. The despised artist had accomplished what many a brave had failed in. Pau-Puk-Keewis had found the one accessible pass, had ascended the mountain and had dipped his brushes in the bubbling scarlet fountains; he had made the descent, even more tedious than the ascent, and had returned to the camp successful, though tired and worn. As Pau-Puk-Keewis returned in the early twilight one evening, he found his sweetheart sitting near his wigwam, and together they rejoiced.

Their rejoicing was not for long, however, for Pau-Puk-Keewis had been seen by an Indian lad as he entered the settlement, and the rumor of his return soon reached the old chief. He remembered his promise, but did not wish to keep it, and he soon started plans to capture the precious brushes and slay Pau-Puk-Keewis. Meshinauwa, going to her father's wigwam to get food for Pau-Puk-Keewis, soon discovered the treachery, and hastened back to her lover to give the dreadful warning. Pau-Puk-Keewis was no longer to be cheated of his prize. He seized a fiery little Indian pony that was grazing near by, and mounting quickly, placed Meshinauwa before him; then off they galloped over the prairie and moun-

tains. All through the night they rode, and the wampum strap floated back over his shoulder in the wind; the treasured brushes, dripping with scarlet, were scattered here and there among the rocks of the hills. To the land of the sunshine the lovers fled, and never returned to their home among the Rockies. But each spring Pau-Puk-Keewis' scarlet brushes bloom on the side of the mountains, seldom two in a place, but scattered here and there as they dropped from the wampum of the painter. And it was thus the little plant was and is known as Indian Paint-brush.

GRACE C. BARTON, Jun. A.



En Route to Capitola

The train started out on time with a crowd of the merriest college girls and boys imaginable. The boys from the University of Southern California and Occidental College came down "to see the girls off," as they expressed it. For a few minutes the passengers were pleasantly amused by the college spirit, which developed among the two groups of students. The boys of the University of Southern California were very proud of their girls and their college; and, of course, the Occidental boys shared the same convictions. From the force of the college yells, which issued forth like cannon balls, it seemed as though the honor and dignity of each college was hanging

in the balance until the shouting of the yells should decide the case. The first yell was given by the U. S. C. boys, and the Occidental boys answered it with a roar that would have done credit to a hundred voices; and thus things continued for several minutes.

When the yells were exhausted, the boys of both institutions wanted to show their appreciation of and ardent admiration for the lovely maids who were going from their midst; and so, with a fellow-feeling of the kindest sort, and in striking contrast to the spirit manifested only a few seconds ago, they began to sing in a subdued tone, "Good-by Ladies," as

though the girls were starting on a very long and perilous journey. After this song was pathetically finished, the boys prepared to take their departure. But before they said the last parting word, twenty-one hearty handshakes and as many more comical injunctions had passed between the girls and the boys. Although the last feature of this delightful good-by scene was the most picturesque, it was very brief. The boys had ridden from Arcade station to River station, and now time compelled them to leave. They filed out of the car and were assembled on the platform; the girls were on the platform of the car and at the windows; both girls and boys vigorously waved the college pennants, and "black and gold," "red and yellow," fluttered in the early morning breeze.

The next few minutes were occupied with a very lively discussion of the preceding incidents; but after the discussion had ceased and each delegation had comfortably settled itself in the car, the Occidental girls artistically decorated their corner of the car in black and gold bunting, and placed the elegant satin banner of the same colors in a prominent

place. Then a messenger was dispatched to the U. S. C. and the Pomona delegation's headquarters on the train to say that Occidental and Normal would be "at home" to them at Ventura. In a few seconds the two delegations had arrived. After the greetings were exchanged, and the decorations admired, the guests were served with tempting cookies and delicious punch. The punch-bowl was immense and very unique. The glistening fluid could be freely enjoyed by simply turning the silver faucet of the strange, new punch-bowl. Extravagant indulgence called forth no fear of the after results, as the punch in this case was pure and wholesome cold water, which was disguised under the appellation of ice-cold punch, served in the latest style.

The delegations took turns in issuing "at home cards"; and thus successive receptions, with each time an original feature added, made the time fairly speed away. When we rolled into Capitola, at 10:15 p. m., we all agreed that we had passed an exceedingly pleasant and enjoyable day.





When a student of any school graduates therefrom he cannot at once sever all connection with it. He is bound to it by memories and habits somewhat as a man is bound to the

home of his childhood; so that no matter how far he may go or how long a time he may be absent, still the associations which he formed there influence him. And as it is natural for those who have like interest to be drawn more or less together, so in almost every school is formed an association of people who, having passed on from the actual scholastic work, nevertheless feel this connection with their Alma Mater.

Especially should this be true in a State normal school

where each student is supposed to return to the State a certain amount of work to cancel the obligation incurred in receiving this particular kind of education. Now as teachers are a very important element of society and any step which tends to raise their standard helps indirectly to improve the whole State, so one of the most important ways by which the members of a Normal alumni can repay their debt to the State is to better the conditions surrounding and influencing the under-graduates, who make the teachers of the future.

No student learns wholly or even mainly from books, but far more from the people he meets, the sights and sounds around him, the work he has to do. These things, which he makes no effort to assimilate, are what most affect and mold his character. And it is these things or the influence of these things which he will give out to his pupils even more than the knowledge within him which it is his purpose to teach.

Therefore the environment of a Normal student should if possible be as carefully considered and planned for as the course of study he follows. His surroundings should be comfortable and pleasant. He should be required to rest and play for a certain part of the twenty-four hours. And his happiness should be considered as of equal importance with his mathematics. This cannot be done unless the home life and the school life be closely associated. Of course this is not always necessary nor possible in the cases of those who live in their own homes; but there are always many boarders among the students who overwork themselves, or do not take proper care of themselves, who live unhygienically, and who would be far better off if they were under the direct care of some one wiser than themselves.

This desired result is often obtained through dormitories, each one small enough to be pleasant, where sanitary and hygienic conditions prevail and regular hours of rest and recreation are enforced. These are in most instances self-supporting and good board and lodging are secured at as low a rate as can be obtained anywhere else.

This, then—the establishing of dormitories, good homes for the students—would be legitimate work for the alumni of the Los Angeles Normal to undertake. The provisions for the welfare of the students out of school hours are at present necessarily inadequate. It is impossible and will always be impossible to supervise thoroughly so many people, scattered as they are now and with no certain method of regulating the minimum cost of their living or the number of hours spent in actual work. Dormitories have been established at

many normal schools throughout the United States and are being operated with great success. There is much need for such a step here.

The Alumni Association has heretofore lacked that sense of unity necessary to undertake such a work. I make this statement, quite plainly, because each member of the school looks forward to becoming a member of the alumni some day and should enter the association with full knowledge of the possibilities and the difficulties of the situation. One-half of the world is crushed by the burdens which the other half lays down. Let each one of us try, in so far as we can, to bring the alumni into a closer relation with the school and the under-graduates, and by so doing to shoulder part of the responsibilities which are only our fair share of the world's work.

NORA STERRY, .

Sec. L. A. S. N. Alumni Association.

The annual meeting of the L. A. S. N. S. Alumni Association will be held in the Normal School building on the 1st and 2nd of July; the first session on July 1st at 2 p. m.; the second session (including the business meeting) on July 2nd at 9:30 a. m.; the third session (the annual banquet) on July 2nd at 6:30 p. m.

Arrangements have been made to secure prominent speakers from abroad. The Southern California and the Southern Pacific railroads have granted rates of one fare and one-third for the round trip from all points on both lines; tickets to be good from the 15th of June to the 5th of July.

Banquet tickets, one dollar (\$1.00). All persons desiring to attend the banquet must notify the secretary before the 20th of June. Address (Miss) Nora J. Sterry, Secretary.

Editorial.



Out of the dim ages of the past the earth has come flying along her destined path like a thing pursued. During no two moments of those countless aeons since she started on her endless course has she presented the same portion of her surface toward the sun. But the mutations of Mother Earth, inscrutable, versatile, inevitable as they are, are no more inevitable, no more versatile, than the changes that come to those who dwell upon her bosom.

Nation follows nation in ceaseless procession; kingdoms rise and fall like the swell of the ocean; that which is history to our people is fable to the generations that follow. But if

such changes come to humanity in the aggregate, surely the several units that compose this whole must also be affected, each in its own way, according to the peculiarities of its own nature; and perhaps, after all, 'tis well there are bends in the path we follow, for if life were all one dead level the monotony of the years would become weariness indeed.

We, the class who publish this number of the Exponent, have now come to one of these turns in the way. What lies beyond none can tell; for the future belongs to God. Tomorrows, however, are made of todays; therefore it is left to us whether our coming years shall be years of industry and happiness, or years of indolence and woe. If we neglect not the little things of life, but are faithful in performing the duties of today; if with uprightness of heart, with unwearied zeal, with courage that does not falter, we press toward a definite goal, a successful career, a peaceful future, must and will await us.

It has ever been recognized as of the last proper offices of departing spirits to make suitable provision for those left behind. Mementos, redolent with association in past experience, have ever been acknowledged as among the choicest of heirlooms.

To those contemplating entrance to our Normal School we would suggest that they spend all unoccupied moments in cultivating assiduously all traces of tendency toward industry, punctuality, general being-alive-at-all-points; "sustain" all recitations that fall to your lot; if not proficient, practice tone perception and rhythmic; accustom your eyes to generous red ink on margins of all English papers.

And, Middlers all, to you we say, keep in mind the Training School; think of your thesis each leisure moment; reflect upon what you wish you had learned earlier.

Finally, to those immediately in succession, the Class of February, 1903, to you we bequeath, to you and to your heirs forever, a share in the joys and sorrows, the defeats and triumphs, the ups and downs, that, time out of mind, have constituted a Normal Course. To every citizen of Senior B, to every several man and maid of the Winter Class, we bequeath:

1. One walk, well trod, from D to Y thence on below.
2. Plan books to the number 63.
3. From 27 to 99 triumphs in the several arts of basketry, blanketry, and general handicraftry.

4. On tap Maxims 63; warranted, if taken in sufficient doses just before recitation, to produce insomnia, stimulate spontaneous activity, and develop an interest in immediate environment.

And now, dear Alma Mater—our faithful godmother—we turn to you who have guided our steps and ever watched tenderly o'er us. How can we, in this day of our christening, forget those many ministrations of chastisement, which have been and will ever be wholesome disciplines, chastening powers eminently necessary in the development of all manly and womanly virtues? In this hour of departure we cannot sufficiently thank you for the firm guidance, the generous help, the uplift and enthusiasm, your gift, our heritage, through the years to come.

M. W. C.





Names and Addresses of Class



Adams, Madge Downey
Allen, Blanche San Diego
Amsbury, Cassie 921 S. Grand, Los Angeles
Anderson, Jessie B. 306 Oak St., Visalia
Babcock, Mary D. 1948 S. Grand, Los Angeles
Ball, Cora Woodville
Barry, Carl Ventura
Bartlett, Grace L. 339 E. Holt, Pomona
Biffer, Mary 919 W. Eighteenth St., Los Angeles
Bossuet, Philona 522 Alvarado, Los Angeles
Brown, Kaloola 121 N. Menton, Pasadena
Butler, Brunson Downey
Caldwell, Mattie 622 Stevenson Ave., Los Angeles
Chandler, Moses Tropic
Christensen, Serena Anaheim, Route 1
Curry, Eltha Norwalk
Davis, Ethel 285 E. Center St., Riverside
Denton, Van 808 W. Seventeenth, Los Angeles
Dilworth, Florence R. 5622 Pasadena Ave., Los Angeles
Dimmick, Carrie 1330 W. Thirty-first, Los Angeles
Doan, Ethel P. 732 E. Twenty-seventh, Los Angeles
Elmendor, Mae M. 135 E. Twenty-eighth, Los Angeles
Evans, Marie 929 S. Broadway, Los Angeles
Findley, Edna El Paso de Robles

Fleischner, Ethel 587 N. Raymond, Pasadena
Freeman, Ethel 918 Aliso St., Los Angeles
Gallup, Luke Santa Ana, Route 3
Graf, Louise Banning
Graham, Frances 313 W. Seventh, Los Angeles
Groenendyke, Elizabeth 536 N. Boylston Ave., Los Angeles
Groshong, Millard 753 S. Hill, Los Angeles
Harrison, Grace M. 733 Eighth St., San Bernardino
Hecht, Alma 817 Beacon St., Los Angeles
Hickox, Gail E. Etiwanda
Hill, Merton E. Garden Grove, Orange
Holywell, Florence L. 1577 W. Twenty-second, Los Angeles
Johnson, Gretchen 1552 Rockwood St., Los Angeles
Jones, Mary Bolsa
Keach, Minta 357 S. Fremont Ave., Los Angeles
Kellogg, Leda Pasadena
Kent, Grace 1315 Connecticut St., Los Angeles
Kevane, Kate Long Beach
Knappe, Bessie San Bernardino
Leake, Norman Long Pine
Lipe, Mary 684 W. Thirty-sixth, Los Angeles
List, Frank Ontario
Lyon, Sarah 1036 W. Twenty-third, Los Angeles
Machado, Ylaria Ocean Park

Miller, Therese Hollywood
 Moore, Stella 746 E. Eighth St., Los Angeles
 Patrick, Katherine Oskaloosa, Kansas
 Pinney, Ellen B. 1729 S. Los Angeles St., Los Angeles
 Rice, Daisy Camarillo, Ventura County
 Roberts, Anna, Mrs. 1117 Burlington Ave., Los Angeles
 Robinette, Mary 1662 W. Eleventh, Los Angeles
 Robinson, Lucy 117 S. Olive, Los Angeles
 Rosenthal, Helen 1230 S. Main, Los Angeles
 Savage, Adah 1165 W. Thirty-ninth, Los Angeles
 Sayre, Annesley 1040 E. Fiftieth, Los Angeles
 Scherer, Clara 1644 W. Jefferson, Los Angeles

Schlegel, John University
 Sutton, Evelyn 422 W. Second, Los Angeles
 Sylva, Isabel Wilmington
 Van Winkle, Mae Toluca
 Washburn, Marion 1006 W. Twenty-first, Los Angeles
 Welch, Lauraine 917 S. Grand, Los Angeles
 Whelan, Nellie Santa Monica
 Whetsell, A. Prospect Park
 Wickersham, Jessie 859 Summit Ave., Los Angeles
 Wright, Clara 936 W. Thirty-third, Los Angeles
 Workman, Mary 357 S. Boyle Ave., Los Angeles
 Yarnell, Mamie 529 Wall St., Los Angeles



In Durance Vile.

Sittin' in a lecture room—
 Beastly hot—
 Collar a-wiltin',
 Don't care a lot
 What the prof's a-shoutin'—
 Silly rot.

Sun out doors a shinin',
 Birds a-singin', too—
 Grass looks green and temptin',
 Skies a dreamy blue;
 Apple blossoms floatin'—
 Guess spring's here a few.

See a girl a-noddin';
 Fellows scuff the floor;
 Wonder what the time is—
 Twenty minutes more!
 Wish I had a soda—
 Mind to bolt the door!

Can't keep eyes from blinkin'—
 What's the shout?—
 Fellows all a-rushin'—
 Lecture's out!
 Guess I ain't dead willin';
 Just about!

—Ex.

Here's to Normal

Oh, the days that we go to Normal
Are haleyon days indeed,
And the information we get here
Will serve us in time of need.

'Tis here we learn breathing and walking,
In Room I and out in the Gym.;
In the long hall we cease (?) talking,
In Room D our ideas grow dim.

We learn what composes mountains,
And when to use files, of course,
We practice chromatics and minors
Until our throats are hoarse.

We study about the urchin
That inhabits the briny sea;
But the urchin of the training school
Is the one that puzzles me.

The "five steps of the recitation"
We are taught with much labor and care,
But the most valuable of all instruction
Is the way to comb our hair.



Approved by Dame Fashion



Approved by the Faculty

M. S. J

The Weaving of Baskets as a Part of School Work.

Basket-making and other lines of handwork have been introduced into the First and Second Grades of the Training School during the past year. The work includes plaiting, the making of mats, picture frames, napkin rings, bags and the simpler forms of basket-making from raffia; the weaving of rugs and cloth from worsted and cotton thread upon looms made in the Sloyd Department by the seventh year Training School children, and the making of whips, small hammocks, driving reins and knotted bags, is also a part of the work.

Raffia, the material so largely used, is the cuticle of the leaf of a variety of palm, which grows in Madagascar and Africa. It reaches us in the commercial form of hanks, weighing from one and a half to three pounds. Florists use inferior grades for tying plants. It is readily dyed with either vegetable or aniline dyes, but the former are to be preferred; the aniline dyes give unsatisfactory color and fade quickly. The following vegetable or mineral dyes are easily obtained and used. Boil the leaves and stems of sumac in water; mix yellow ochre with the decoction to obtain a black dye. Logwood chips boiled in water produce a yellow brown. Rusty nails put into water will give yellow. The juice from the petals and roots of the wild purple iris will furnish a purple stain. Other kinds of dyes may be bought from dye houses and drug stores.

Rattan, a fibre which comes from tropical Asia, and which is exceedingly strong and flexible, is extensively used in basket-making, but it is quite expensive. Beautiful and useful bas-

kets can be made from materials gathered within the vicinity of any country school.

In California and Arizona there are many fibres, roots of plants, palms and other materials suitable for basket-making; the flexible twigs of the different varieties of willow, the year-old roots of sumac, fibres of yucca, the sedges and rushes which grow in marshy places, stems of maidenhair fern, corn husks, broom straws and many of the wild grasses afford materials which can be obtained by any one at very little cost or trouble. These natural materials can be gathered while green, and dried, thus being made available for school work throughout the year.

The gathering and the preparation of these materials, followed by their use in basket-making, will greatly add to the knowledge and appreciation on the part of the children of what the primitive people accomplished in basket-making and weaving. They will get a much better idea of the structure, the use and the commercial value of all fibre plants.

There are two fundamental types of basketry. The one is that which is woven upon spokes; the other consists of a continuous coil, stitched together. Many varieties and combinations relating to form, color and pattern naturally arise, due to the intended use, the materials at hand and the environment of the maker.

It is impossible to fully understand and appreciate all the benefits that will come to a child from this line of manual training. The constructive faculties, the imagination, the reason

and the artistic temperament are stimulated and developed.

The following list of books will be suggestive and helpful for those who intend to pursue this line of handwork: Among the Basket-Makers (J. C. Carr); Art of Indian Basketry (C. S. Brown); Basket-Making (A. W. Anderson); Cane Basket-Work (Annie Firth); How Indian Baskets Are Made (H. W. Carpenter); How to Make Baskets (Mary White); Indian Basketry (G. W. James); Varied Occupations in Weaving (Louisa Walker); Varied Occupations in String Work (Louisa Walker); Textile Art in Its Relation to the Development of Form and Ornament (W. H. Holmes), in the Annual Report of Bureau of Ethnology, 1885; Woman's Share in Primitive Culture (O. T. Mason); Art of Weaving (A. P.

Niblack), in Annual Report of Smithsonian Institution, 1888; Blankets of Native American Cotton (G. P. Winship), in his Coronado Expedition, Annual Report of Bureau of Ethnology, 1893; Color Schemes of North American Indians (G. Malley), in Annual Report of Bureau of Ethnology, 1889; Indian Blankets (G. W. James), in Outing; Navajo Blankets (C. F. Lummis), in Land of Sunshine; Navajo Dye Stuffs (W. Matthews), in Annual Report Smithsonian Institution, 1891; Origin of Inventions (O. T. Mason); Textiles and Looms (R. Hitchcock), in Report on Food and Textiles, in United States National Museum, Annual Report of Smithsonian Institution, June, 1886.

A maiden lady of mature years who objected to the use of tobacco seated herself in one the smoker's seats of a Minneapolis street car one day recently, next to a gentleman who was enjoying a cigar. But she no sooner got a whiff of smoke than she said: "If you were my husband, sir, I'd give you a dose of poison." The man, after looking at her a minute, quickly replied, "If I were your husband, madam, I'd take it." And the look she gave him would have frozen liquid air.—Ex.

A burglar who had entered a minister's house at night was disturbed by the awakening of the occupant of the room he was in. Drawing his knife he said: "If you stir, you're a dead man. I am hunting for money." "Let me get up and strike a light," said the minister, "and I'll hunt with you."—Ex.

"Madame, are you a woman suffragist?"

"No, sir; I haven't time to be."

"Haven't time? Well, if you had the privilege of voting, who would you support?"

"The same man I have supported for the last ten years."

"And who is that?"

"My husband."—Ex.

"Now, John, suppose I gave you two rabbits and another kind friend gave you one more, how many would you have?"

John: "Four, sir."

Inspector: "No, my boy, two and one don't make four."

John (quickly): "Please, sir, I've got one old lop-eared un at home."—Ex.

Professional.

The members of the English Department have been laboring in weekly meetings all through the term: The results will presently appear in an arrangement of English work carefully adjusted to the new course of study, which takes the course for High School graduates as a basis and fits to it the first two years for Ninth Grade graduates. Although much changed in order, the purpose and material of the English work as a whole will remain substantially the same. The Middle C's will doubtless rejoice to learn that instead of digging for roots they are promised the delights of Shakespeare and other classics of English literature.

That the committee's well known zeal for thoroughness has abated not one whit is attested by the new Drill-Card which will be ready for service in the hands of all students next fall. This Drill-Card contains a brief topical statement, numbered for exact reference, of the cardinal sins and virtues of English form—the points of punctuation and logic which consign by their neglect or observance either to the "Black List" or "Straight C." It is to be used by all students in preparing all papers, and by all teachers in correcting them. The long-tried, weary splashers of the red ink hope earnestly that this contrivance will be conducive to unity throughout the English work—from Second Grade to thesis—and that it will by its abiding presence assist the students to form habits of accuracy and ease in expression.

ENGLISH DEPT.

Geography Department.

The equipment of the Geographical laboratory has been increased by the addition of two splendid relief maps of the State. These maps, which were made by students, are on a large scale and are very helpful in the study of the physical and life conditions of California.

Several exercises have been added to the laboratory work. Among these is one by means of which we determine the relative amount of solar energy received during each hour of sunlight and also the reason why the greatest heat is not registered at the time when the maximum amount of heat is being received.

By means of another, the circumference of the earth is measured. Miss Florence James (Junior A III) received a result of 25,333.89 miles. The stations selected were Pasadena and Petaluma.

C. WRIGHT, News Editor.



History Department.

Certain modifications have taken place in the History Department that tend to influence the students' history work throughout the course. The purpose has been more definitely carried out this year than ever before, of making all branches of history a source not only of information and culture but the means by which the student can gain the examples from the past as a guide and direction for the future.

Greece, Rome and Mediæval Europe have valuable lessons to yield from the governmental, industrial and social standpoints, and it is an important part of the work of the student in the Junior year to gather these for use in his own teaching.

The modifications made this year in the Middle D course will be carried out in the future. Less time is given to the early English history and more to the great world movements which form a basis for the European history in the later Middle Ages and modern times. Attention is given to the French Revolution and Napoleonic wars, that the important influence of this period on European and American development in the nineteenth century may be understood by the student before he reaches his definite study of United States history.

C. WRIGHT.



Mr. D—ier: "A handful of mother-wit is worth a bushel of learning."

Mr. D—is: "Life is too important and too interesting to waste energy warring with mosquitoes."

Miss H—an: "Music is the universal language of mankind."

Miss J—bs: "A contented spirit is the sweetness of existence."

Mrs. H—rd: Salts her food with humor, seasons it with wit, and sprinkles it all over with the charm of good-fellowship."

Mr. H—on: "Not a single patch of thought I tread, but that it leads to God."

Miss H—th: "She is ever gay and scribbleth much."

Miss Dunn: "Silence is more eloquent than words."

Miss Se—an: "Should a damsel fair repine
Though neglected like a vine?"

Miss E—tt: "She was all conscience and tender heart."

Mrs. P—ce: "It's good to put a bother away over night.
It all straightens out in the morning."



Want Ads.

Wanted—To know if two bodies can occupy the same space at the same time.—Butler Jones.

Wanted—A new girl.—Leake.

Wanted—A barrel of red ink.—Miss Helmut.

Wanted—A Prince(ss) to love.—Merrill.

Wanted—An up-to-date grammar.—Mrs. Barnum.

Wanted—A girl my size.—Morgan.

Wanted—Someone to visit my neighbor's hen-roost.—Pres. Pierce.

Wanted—A young man to Curry favor with a handsome young lady.—Eltha.

Wanted—A girl who can win my heart.—Butler.

Wanted—A pair of knee-pads to alleviate undue vibrations.—Schlegel.

Wanted—A boy to raise.—Travis.

Wanted—Some kind, affectionate, liberal-hearted girl to teach me to dance.—Denton.

Wanted—A careful and experienced drayman to transport my girls. Must be a married man.—Mo. Chandler.

Wanted—A girl Good (and) rich.

Wanted—Something "we" don't have in Missouri.—Miss Biffer.



**NOW
WE'RE
JOLLYING YOU.**

There are Women.

There are women who are comely,
There are women who are homely—
But be careful how the latter thing you say—
There are women who are healthy,
There are women who are wealthy,
There are women who will always have their say.

There are women who are truthful,
There are women who are youthful,
(Was there ever any woman that was old?);
There are women who are sainted,
There are women who are painted,
There are women who are worth their weight in gold.

There are women who are slender,
There are women who are tender,
There are women very large and fat and red;
There are women who are married,
There are women who have tarried,
There are women who are speechless—*but they're dead.*
—Ex.

Do look at my new dress. Isn't it pretty? I got it at N.
B. Blackstone's, 249-251 S. Spring.

"Bridget, were you entertaining a man in the kitchen last evening?"

"Will, mum, that's fr him t' say. Oi done me best wid th' m'aterials at hand, mum."—Ex.

A Sad Week.

The year had gloomily begun
For Willie Weeks, a poor man's.....Sun.

He was beset with bill and dun,
And he had very little.....Mon.

"This cash," said he, "won't pay my dues,
I've nothing here but ones and.....Tues."

A bright thought struck him, and he said,
"The rich Miss Goldrocks will I.....Wed.

But when he paid his court to her,
She lisped, but firmly said, "No.....Thur."

"Mas," said he, "then I must die,
I'm done; I'll drown—I'll burn—I'll.....Fri."

They found his gloves and coat and hat;
The Coroner upon them.....Sat.

If you wish to get good tea and coffee, go to Richert and Westbrook, 130 West Fifth.

"What's the matter with those who advertise in the Exponent?"

"They're all right!!"

"Who's all right?"

"Those who advertise in the Exponent!!!"

THE BROWNSBERGER

Home School of Bookkeeping, Shorthand and Typewriting

Located on its own Beautiful Property

953 955 957 WEST SEVENTH STREET, LOS ANGELES, CAL.



A select school for the training of Stenographers and Bookkeepers. A large corps of teachers. Average enrollment one hundred. Every pupil furnished a machine at his home free of charge. Usual college rates. The work includes a thorough course in bookkeeping, a thorough course in shorthand, a thorough course in office training, preparing for Civil Service work, preparing for Court Reporting, and furnishing every competent graduate a good position. Send for catalogue. ❀❀

Address, F. BROWNSBERGER, Principal.

RUMBLINGS FROM THE TRAINING SCHOOL.

Normal days are waning,
Commencement's in the air;
Senior A's are gaining
Information rare.



From a B 7 girl we learn that the reason the Pilgrims came to America was the fear that their children would grow up Dutch.



For fancy arithmetic paper apply to Alma Hecht. Also to learn what smart little animals wasps are. Her third graders know.



Miss Rice (in B1 grade): "This word is lion. It's the name of a dog.

Little John: "Taint neither. She was our teacher"



This is a first grade composition on Fiesta, the entire work without abridgement.

"A man I saw was driving with his toes."



Mr. Butler has come to the aid of the critic teachers who feel that the Seniors' memory is in sore need of development. He proposes to organize a memonics class from each member of which he will borrow five dollars. Those whose memories are exceedingly poor are the most eligible.

" WE CLOTHE THE PEOPLE "

HENRY KLEIN & CO.

PROPRIETORS

Star Clothing House

102 104 S. Main St. (Next to Orpheum) LOS Angeles, Cal.

JACOB NAUERTH
President

V. BAUMGARTNER
Vice-President

H. C. MAYER
Sec'y and Treasurer

NAUERTH HARDWARE CO.

330 South Spring Street

Plumbing
Tinning

PHONE JAMES
4421

**BUILDERS' HARDWARE, MECHANICS'
TOOLS, FURNACES, STOVES, RANGES,
HOUSE FURNISHING GOODS** ❀ ❀

TELEPHONE JAMES 1851

FRED DETMERS

Prescription Optician



OCULISTS' PRESCRIPTIONS
A SPECIALTY ❀ ❀ ❀ ❀

354 South Broadway
LOS Angeles, Cal.

ONLY CLOTHING

A moment's inspection will convince you that it pays mighty well for a store to give its exclusive attention to one line of goods. We don't sell suspenders or night robes, but our whole thought is concentrated on clothing. Smith & Ennis suits are quite distinct and different from any other ready-made garments. Your tailor's best fit combined with New York's cleverest styles, and prices down to \$15.00. All we do for the men we are able to do for the youths. Send for free dictionary of sports.

SMITH & ENNIS EXCLUSIVE CLOTHIERS

137 SOUTH SPRING STREET

MORE NORMAL HITS.

Mrs. Dozier calmly compared Miss Scott to a volcano. (The fire is all on top, though.)



Psychology develops ideas. Miss Fuller informed the class the other day that tables were not made to sit on.



What attraction is there at Normal that draws Edith Robertson's feet from under her?



Mr. Merrill goes in high society. He associates with Princess.



What does Miss Davis of Junior A do when she subtracts in algebra?



A Junior A was heard to say:
"Who stole my Zaida's heart away?"
Alas! although I hate to say,
I fear her heart has turned to Clay.



Does Alma Smith of Mid. D still intend to spend her vacation on the top of Mt. Vesuvius?



Miss Monks learned recently that the other name for the doodle-bug was sea-lion. Oh, Miss Cartwright!

TELEPHONE
ALTA 491

C. A. NEIL

2033 DOWNEY
AVENUE

*** Cash Grocer ***

Bottom Prices, Courteous Treatment and Prompt Delivery
is our Motto

THE TROUBLES OF AN ESCORT.

Mr. Carner (slight tremble in voice): "Miss B—ll, may I presume so far upon our short acquaintance as to ask you—"

Miss B—ll: "Please say no more, Mr. Carner. I regret deeply to give you pain, but if I have inadvertently encouraged you to entertain hopes that cannot be realized, I will never forgive myself. Believe me, I am sincerely——"

Carner (gasping): "Why, I was only going to ask you to lend me ten cents for car fare."

✧

Mrs. Barnum: "The person who answered for Mr. List in roll-call will please recite for him."

✧

Prof. Davis's parting benediction to the Senior A's: "Teach nature study with common sense and pedagogy."

✧

Teacher: "Can anyone tell any remarkable fact about George Washington?"

Tommy: "He was never caught in a lie."—Ex.

All the Normal Girls

*wear our clothes and so do the
ab-normal boys. The result—all
are handsome, and handsome is
as handsome does :: :: :: ::*

LONDON CLOTHING CO.

HARRIS AND FRANK, Props.

119 to 125-6 7-8 N. Spring St.

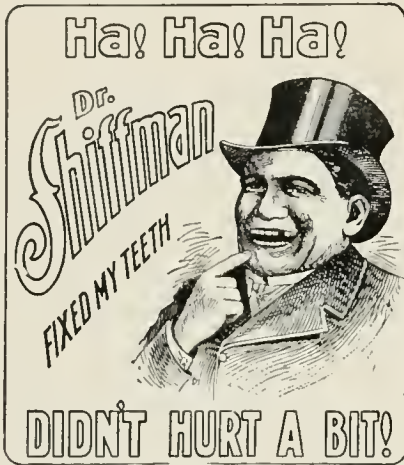
WE SELL KLOTHES

Everything for a Scientific Laboratory

F. W. BRAUN & CO.

501 505 N. Main St.
LOS ANGELES, CAL.

Physical, Chemical, Microscopical Apparatus and
Supplies
Assayers' Materials



No Pain--No Danger

...107...

N. Spring St.

Dr. Schiffman filled four teeth for me without pain. The work is entirely satisfactory and I cheerfully recommend his method.
1001 Mission Road. MRS. H. MUNDELL.

I am only too happy to indorse the sentiments written above. While not a stranger, having repeatedly had work done by Dr. Schiffman, I can testify to his fairness, thoroughness, promptness and courtesy.
1077 W. 30th St. MRS. H. H. MATHER.

I have worn a plate ever since I was 16 years old. Have had plates made by three different dentists, and must say that the plate made by Dr. Schiffman has been the best I have ever had, and is satisfactory in every respect.
MISS IDA SHEDENHELM,
833 S. Spring Street.

On account of some unfortunate experience I had in the extraction of my teeth I became a great coward in this respect. Today Dr. Schiffman extracted one of my very refractory teeth without causing me one particle of pain.
D. K. TRASK,
Judge Superior Court, Los Angeles.

Before seeing Dr. Schiffman I consulted other dentists regarding my mouth and was informed that bridge work was an impossibility. Dr. Schiffman made me a bridge which is satisfactory in every respect and is as good as my own natural teeth, and I can recommend his system to all who are in need of dental services.

C. C. CLARK,
113 Third St., Santa Fe R. R.

I have had two teeth extracted without pain. Have also had bridge work done by Dr. Schiffman two years ago, which gives me great pleasure to recommend him to anyone wishing good and lasting dental work done.

562 Towne Ave.

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

C. S. SPRECHER, Orpheum Publisher.

Dr. Schiffman pulled two of my wisdom teeth today, and it didn't hurt a bit; on the contrary, the sensation was pleasant.

GUY L. HARDISON,
Vice-President Daily Herald.

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

GEO. L. MILLS,
Manager Syndicate Loan Co.

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 any one wishing dental work done without pain.

MRS. C. T. W. SCHRAMM,

Mother of Paloma Schramm, corner Austin and Wadsworth.

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.



SAN PEDRO HARBOR

THE SHIPS THAT PASS....

Up and down the Pacific Coast find a safe and convenient harbor at San Pedro.

It is one of the most interesting places on the Pacific Coast and is the point of embarkation for that "Magic Isle," Santa Catalina. All trains of the

Salt Lake Route

run to San Pedro, passing en route Long Beach, Alamitos Beach, Brighton Beach and Terminal Island, the Five Star Beach Resorts of Southern California. Here one finds the best Sea Bathing, Yachting, Fishing and Boating. Hotels open the year round. Excursion rates. Elegant train service.

Information and tickets

237 SOUTH SPRING STREET, Los Angeles, California

Telephone Main 960

E. W. GILLET, Gen'l Passenger Agent

T. C. PECK, Ass't Gen'l Passenger Agent

Near the end of Mr. Kyle's speech some one said in a stage whisper: "Oh, I remember who Nathan Hale was!" (?)



The dexterity with which Miss Edith Lewis handles her "paddle" on the tennis court is really surprising. And the wonder of it is that she makes no "racket" about it.



M. A. 2 Girls: "We wonder why Chas. Schweitzer doesn't learn to dance. Is he afraid that he will have to dance with all of us?"



Mr. Ambrose needs a hair-cut.



Mrs. Hazzard (addressing cooking class): "Attention, please, class. Now, when you cook cabbage, you should always soak your head in cold water for at least ten minutes." (Consternation in class).



We wonder why Chas. S. nominates Miss Kerr whenever there is an election.



Miss Thaxter announced the other day that she had often seen yeast plants grow; and they were good climbers!



Mr. Brown was teaching Gym. He got the class into a prone falling position, but could not remember the commands for getting them up again. He solved the difficulty by saying, "Attention; stand up!"

The Normal Book Store....

623 WEST FIFTH STREET, Across from the 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.

STAMPS AND STATIONERY

Follow the Crowd at Noon

Blue Ribbon Grocery

WHOLESALE AND RETAIL

Choice Goods, Lowest Prices. Table Wines, Choice Liquors. Free Delivery. FAMILY TRADE SOLICITED.

GUNN, WYNNS & COMPANY

449 S. SPRING STREET

TEL. MAIN 728

LOS ANGELES, CAL.

Tufts-Lyon Arms Co....

AGENTS FOR

A. G. SPALDING & BROS.' COMPLETE
LINE OF

ATHLETIC GOODS....

132 134 SOUTH SPRING STREET

Telephone Main 1098

LOS ANGELES, CAL.

We Cater to the
Cultured Classes

Phone Main 475
127 South Spring Street



Merriam & Hoffman

ICE CREAM MANUFACTURERS
— WHOLESALE AND RETAIL —
LARGE CONFECTIONERY AND
❁❁❁ ICE CREAM PARLORS ❁❁❁



Phone Orders Solicited—Phone Main 475
Free Delivery to Any Part of the City

Concert Every Saturday Evening
By Prof. Angeloty's Orchestra

SHOES

FOR

Normal
Girls

THAT LAST
A TERM

\$250, \$300
and \$350

WIDNEY

AND

SHRADER



...402...

SOUTH BROADWAY
CHAMBER OF COMMERCE
BUILDING

SHOES

FOR

Young
Men

IN ALL

UP-TO-DATE

SHAPES

\$3.50 to \$5.00

TELEPHONE MAIN 568

Ingleside Floral Co.

F. EDWARD GRAY, PROPRIETOR

140 South Spring St.
Los Angeles

Artistic Arrangement
of Flowers

The Tresslar Photo Studio

GROUND FLOOR
OPPOSITE CENTRAL PARK

512 SOUTH HILL STREET

SPECIAL RATES given to class groups. No better work in city, and PRICES that will please.

Extraordinary occurrence: Mr. Howland was seen in the hall the other day without Mr. Brown!



Ask Mr. Stayton if he would like to go to the library and fetch a copy of Irene Jerome's "One Year Sketch Book." What is the joke about Irene Jerome's "One Year Sketch Book," anyway?



The Middle A t's enjoyed a visit to Miss Laughlin's cottage during the second week in May. Ask them about the red butterflies.



Mr. Merrill is extremely pugnacious in geometry. Mr. Hutton has to suppress him frequently.



Ask Mr. Morgan about the "butter"-puffs he made in cooking.



Miss Chandler has difficulty in tracing the current in Room F. Her trouble is shared by every other member of the Physics class.



Ask Miss Gregg, Miss Sackett or Miss Goodrich if they went in bathing when they went to Ocean Park!



Mrs. Hazzard is very kind in seeing that Mr. Stayton does not overwork himself in cooking.

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, one for extracting and 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.

HUTCHASON'S DENTAL PARLORS, Spink's Block, cor. Fifth and Hill Sts.
Tel. 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

BLAIR'S SHOE STORE

311 South Broadway

WE SELL TO MANY ❁ ❁ ❁

NORMAL STUDENTS AND

TEACHERS ALREADY ❁ ❁

LET US FIT YOU ❁ ❁ ❁ ❁

CHAS. KESTNER

Park Market

THE CHOICEST
OF MEATS ❁ ❁

329 WEST FIFTH STREET

TEL. RED 2671

LOS ANGELES, CAL.

MODEL DYE WORKS

TEL. MAIN 1063

Office: 219 West Fourth Street, Los Angeles, Cal.

Having the latest improved Dry Cleaning Process enables us to do the very best work at the Lowest Prices. Ladies' and Gentlemen's Garments Dyed in any color without injury to the finest fabrics.

WE GUARANTEE PERFECT SATISFACTION

We Call for and Deliver

AL SIMONDS

Bullard Block Cyclery

153 N MAIN ST.

BICYCLES AND REPAIRING

PHONE RED 1443

OLSEN & SON

STAPLE and FANGY GROCERIES

TELEPHONE JAMES 4661

Cor. East Second and Hewitt Streets

TERMS CASH

Firsich Bros.

CASH GROCERY

328 West Fifth Street

— LOS ANGELES, CAL. —

Do you want
Staple and Fancy Groceries
Green and Dried Fruits
AT FAIR PRICES?
HERE IS THE PLACE

TEL. JOHN 101

Mr. Merrill spends seven hours writing a character study of Macbeth. Poor Macbeth!

The Middle A class, when visiting Miss Laughlin, went down in a body. Mr. Howland and Miss Fitch arrived on a later car!

Hattie and Blanche and Zella
Tried to stand on a bench in the surf,
I ut to tell how they fell
When the bench tipped, well—
It's more than my life is worth!

Three girls
On a bench
In the surf
Felt a wrench;
Bench tipped,
Girls turned pale—
Here we'd better
Close the tale!

WE CLOTHE the YOUNG MEN



STYLISHLY
BECOMINGLY



Every garment is guaranteed for fit, wear and style. Merchant tailored effects.



The newest and nobbiest weaves, most stylish in cut, at unusually low prices.



MULLEN & BLUETT CLOTHING CO.

FIRST AND SPRING

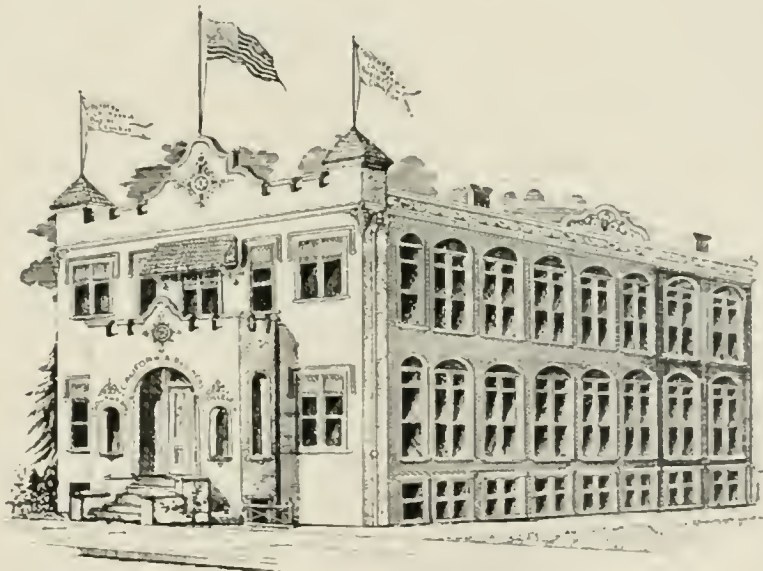
SOUTHERN CALIFORNIA COLLEGE AND
Business
GRAHAM
SCHOOL OF SHORTHAND.
614 SOUTH GRAND AVE.

INCORPORATED. CAPITAL STOCK, \$36,000

Open for business all the year. The greatest Business and Shorthand School upon this coast. All branches of business practically taught by a Faculty of Instructors that represent superior talent in the highest sense.

The only Business College building in California. 14,111 square feet of Floor Space. We own and occupy it all.

The largest and finest school rooms in the State. Furnished with oak roll-top desks and adjustable office chairs.



*... GYMNASIUM...
 16 x 100 ft.*

Large in attendance. The most successful graduates and the best place to lay the foundation for a successful life.

Call or write for catalogue.

LACKEY, HOOD & HOLLMAN,

: : : :

EXECUTIVE OFFICERS

The Complete Plant

“All Under One Roof”



IT certainly has been a busy school-printing month with us. We've just completed Blue and White (the High School book), Catalogue for Harvard School, this Normal Exponent, Catalogue for Pomona College, plates for San Diego Normal Book, and had to decline the Pasadena High School order. The Copperplate and Steel Die Department has also been hard at work on School Announcements, Invitations, etc.

Meanwhile we have an extra force handling several big commercial catalogues and much excellent general printing.

We are really EARNING the enviable reputation which good engraving, good printing and good binding are making for us.

Out West Company...

Succeeding Kingsley-Barnes & Neuner Co.

Office 115 South Broadway

Works 113 115 117 119 South Broadway...rear

Los Angeles, California

Telephone Main 417



We Appreciate

*THE PATRONAGE
of the School Teachers. Come
to us and we will assure you
satisfaction. Good Shoes at
POPULAR PRICES.*

BURNS 240 South Spring St.

Miss A.: "I wish I was a shorthand taker."

Peggy (extending her paw): "You can begin on my short hand.



Whose voice filled room R with music?



Peggy has decided that cuffs are very good distinguishing characteristics of a boy—especially in a certain interesting situation.



Miss Jacobs: "What is the composition of the spinal column?"

Miss B-r-m-n: "It is made of bones, and there is marrow in it.



Ask Miss Ott what parsnips are good for.



Girl (from cooking class): "Have you junket tablets?"

Shopman (handing out note books): "This is the only kind of tablets we have."

KODAKS AND PHOTO SUPPLIES

Howland & Co.

213 South Broadway

Telephone Main 211

TELEPHONE MAIN 833

FORMERLY OF ELCIN NATIONAL
WATCH FACTORY

S. B. BAILEY

JEWELER AND OPTICIAN

353 South Broadway

GRADUATE OF CHICAGO COLLEGE
OF OPHTHALMOLOGY

LOS ANGELES, CAL.

WE OCCUPY THREE FLOORS

WEAVER JACKSON HAIR CO.

Leading Hair Store and Toilet Parlors

Baths

Manicuring and Shampooing

Chiropody

443 SOUTH BROADWAY

TELEPHONE SOUTH 57

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

We hear that Miss Monks is thinking of writing a book, entitled, "Lobsters I Have Met; By One Who Has Known Them." It ought to take hold!



Doesn't Mr. Brown look cute in his cooking cap?



Dr. Shults is to be congratulated upon the excellent growth it is making. It will soon be long enough to twirl.



Ask Miss Thaxter if she ever picked the leaves of the yeast plant.



WANTED:—Handsome designs in wedding rings. Apply to Mr. Hutt or Mr. Merrill.



Will Miss Cole and Mr. Brown please stop talking in cooking?



When the last of the algebra's ciphered
And the hardest problem is solved;
When the earth in the plane of its axis
For the last time has revolved:
When the notes in "psych." are all taken
And papers are written all,
We shall probably find a name for
The new connecting hall!



A GLIMPSE OF SAN GABRIEL VALLEY FROM MT. LOWE RY. ABOVE ECHO MT.

Mount Lowe

"CALIFORNIA'S GREATEST ATTRACTION"

The trip to the summit of this mountain over the **SCENIC RAILWAY**, most wonderful of all mountain railways, is conceded by all travelers to be the

"Grandest Scenic Trip on Earth"

Embracing as it does a magnificent panorama of Mountains, Valleys, Cities, Ocean and Islands, and a ride through the famous Pasadena and San Gabriel Valley.

No tour of California is complete without this trip. Complete information and descriptive matter at

CITY TICKET OFFICE, 250 South Spring Street

H. F. GENTRY, PASSENGER AGT.

TELEPHONE MAIN 900

GRIMES-STASSFORTH STATIONERY COMPANY



Commercial
Stationery

Blank
Books

Engraving and
Printing

TELEPHONE MAIN 131

307 SOUTH SPRING ST

How many of the boys will come back to school with budding mustaches, when school opens in September?



A fragment of verse was found in the halls the other day—author unknown. It is as follows:

“Oh, Miss Douglas, tender and true,
Do you love me as I love you?”

Students are entitled to three guesses.



These personals are terrible nonsense, aren't they?



Mr. Hutt would like to have the chorus begin to practice that charming ballad entitled “Those Wedding Bells will Soon Ring Out.”



Mr. Morgan showed the benefit of his gymnasium training in the Japanese play the other night.



Mrs. Streeter is an authority in Psychology. She and Mr. Morgan always have an opinion coming.

CASS & SMURR STOVE CO.

Kitchen Furnishing Goods
Superior Stoves and Ranges Hardware
Quick Meal Gas, Gasoline and Oil Stoves

314-316 S. SPRING ST.

LOS ANGELES

INDIAN BASKET MATERIAL

Reeds Reeds Reeds
Raffia in a variety of colors

GERMAIN FRUIT CO.

326 328 330
S. Main St.

Fine Footwear

Our stock is made up of the finest and best shoes made. Quality of leather in every shoe is the best; every shoe is perfect fitting. We show the most complete stock of Oxfords for young men and women on the Pacific Coast.

:: :: :: :: Prices right :: :: :: ::

C. M. STAUB SHOE CO.

255 South Broadway

Cass-Damerel Hardware Co

BUILDERS' HARDWARE AND STOVES
STEEL RANGES, TINNING, PLUMBING
REFRIGERATORS, HOT AIR FURNACES

412 South Broadway Phone Main 1105 Los Angeles

No, Miss Robinette, it isn't wise to administer discipline in the form of shaking two 200-lb. Fourth Grade boys. Perhaps they won't budge. Then what?



Ask Mr. Stayton if it wasn't a "MEASLY shame."



Mr. Morgan says that in order to have good milk the cow should always be kept happy.



Did you ever hear Mrs. Hazzard say "This is very delicious, indeed?"

Dr. James (in a particularly profound seminar meeting): "What is the essential characteristic of a successful teacher?"

Mr. Gallup (in a moment of inspiration): "He must not have a deformed face."

Alas for our hopes of success!



How is it that Bessie of Sr. B. knows the B 7 pupils so well?

Matilija Hot Springs, California

The most wonderful and without doubt the only natural healing springs in the world that are grouped together in a space comprising four hundred acres. The location is high and dry and entirely free from fog, being on the line of the Southern Pacific in Ventura county, near Ventura.

Here you will find all the conveniences of life, and yet there is no scenery more wild and more delightful in the West.

There is fishing and hunting, there are tally-ho excursions, horseback rides, pleasant picnics, and near at hand there is bowling, tennis, quoits and croquet—a regular fairy land and health resort.

For further information call on

S. P. CREASINGER

218 S. Broadway

Los Angeles

Or address him at Matilija Springs, California

Mr. Gallup (who has lost his place in rehearsing for the class play): "I say, where is the place?"

Mr. Barry (reading from the book): "'Go on, you idiot.' That's the place. What are you laughing at?"



Warranted, a sure cure for insomnia: A course in Senior A methods.



Who is Jennie? What is she,
That we all quake before her?
Our music teacher, girls, is she,
And that's why we adore her.



Oh, Miss Christensen, do you like to go home on the installment plan? Great economy to use cement irrigating ditches for sidewalk, isn't it?



Miss Seaman: "Is 'kiss' a common or a proper noun?"

Miss R—s—th—l: "It is both common and proper according to circumstances."



Editor List: "It will be necessary for me to raise the price of the Exponent this year."

Bankrupt Senior A's, in chorus: "We're glad you're going to We can't."



When shall we get into the new building?



Go to... **Brydon Brothers**

For First-Class

HARNESS AND FINE SADDLERY

They have none but expert workmen and can fill any special order work for you with neatness and dispatch. Give them a call. :: ::

239 South Main St.

Los Angeles



MARVEL MILLINERY

Best Styles and Lowest
Prices in Los Angeles

Trimmed and Untrimmed Hats

241-243 SOUTH BROADWAY

LOS ANGELES

F. F. MERRINAN

W. A. INNIS

Innes Shoe Co.

SHOES

258 South Broadway
231 W. Third St.

LOS ANGELES



All half-tones used in the EXPOSITION '02 were reproduced from photos made at the popular Studio of

SCHUMACHER



Largest and most complete photographic studio in Southern California. Highest medals awarded for superiority of work.

107 N. SPRING ST.



Schumacher

Mr. Hutton (in arithmetic class): "Can you subtract money from men?"

Mr. Leake: "Girls can."



Oh, Mr. Gallup, why didn't you carry a Kaine to the Junior A party?



Mr. Hill: "If that pin ever breaks you may write to me."

Katie: "I should be glad to."

Mr. Hill blushes.



Mr. B—t—r (rehearsing class play): "But these names must be changed."

Miss Wright: "I am perfectly willing to change my name at any time."



Where did Mr. B. grow so familiar with the marriage ceremony?

Too bad Mr. Denton's breath gave out and he was forced to smile while taking another one, at that critical point in his platform reading.



A sunny Wednesday afternoon

Time—Along the first of June.

Place—Room M; upper floor.

Class—Senior A. Would you know more?

Nay, take but just a single peep,

You'll see the whole class fast asleep.



LAYING, BORDERING AND
REFITTING CARPETS

Repairing and Upholstering

Tel. Main 427 **JOHN BLOESER, Prop.**

OFFICE
456 SOUTH BROADWAY

Between Sacramento St. and Santa Fe R. R.

Helen Cole says that being sick isn't half bad. No, Helen, from what we've heard we should judge not.

Every noon we see a row of cabbage heads among the geraniums on the lawn.

Why do the girls jolly Fita Stahmer about loads of hay and old songs?

A.: "They will soon *eat* with electric machines. Would you like to?"

G.: "No; I'm afraid that I would swallow the currents."

Miss Elliot: "I never saw so very many country 'Jakes' at the 'La Fiesta.'"

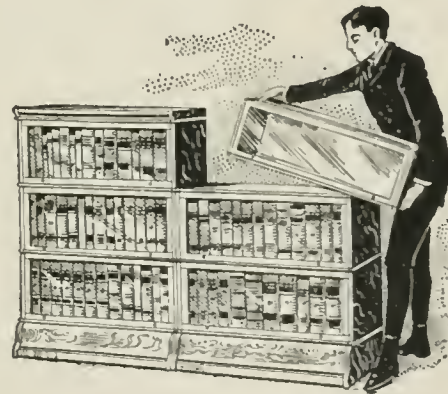
Miss Cook: "No, I never saw you there."

Apply to Miss Emma Morris for original algebra problems.

No Unsightly Vacant Shelves

No Library is sightly unless
Books and Shelving agree

The Globe-Wernicke Bookcase



comes in sections. You can begin building now and add sections year after year as books accumulate. A single section is as complete and finished a case as are any number of sections. Each section fitted with dust-proof, roller bearing glass door. :: :: ::

YOU CAN SEE THEM HERE ONLY

LOS ANGELES FURNITURE CO.

225 227 229 S. Broadway

Opposite City Hall.

The
Finest
Shaving
Parlors
in
the
City

The OAK Shaving Parlors

W. F. BALL, Prop.
THEO. R. SMITH, Mgr.

10 Chairs

POPULAR
PRICES

106 N. Spring
Street

LOS ANGELES, CAL.

Girl (at store across the street): "Have you the Constitution in pamphlet form?"

Shopman (looking): "Is it a late book? Has it any other name?"

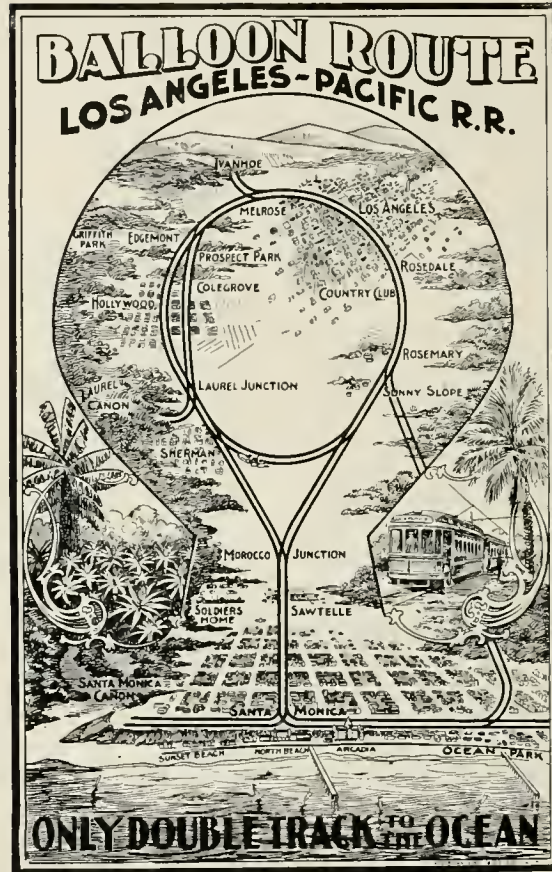
Ask Miss Lashlee to sing "Mi" for you.

What a "measley" shame that Miss Nutting, Miss Watson, Miss Cole and Mr. Stayton have been ill this term.

Why is Miss Henderson so fond of gilly flowers?

How to break a bad habit? Take it to Sloyd.

Santa Monica SCENIC Electric Line



CHAS. C. FIFE
General Freight and Pass. Agent

E. P. CLARK
General Manager

SPECIAL FOR TROLLEY PARTIES

The
"MERMAID"
—the most
elaborate and
perfectly
equipped. Open
to engagements.

Baggage and Express Service

Baggage and
express called for
and delivered.

Phone your
orders
to Main 923,
Los Angeles;
Main 21,
Santa Monica;
Main 11,
Ocean Park.

General Offices:
316 W. Fourth St.

Between
Broadway and
Hill Street (Los
Angeles-Pacific
R. R. Building).
Phone
Private Exch. 1.

CARL ENTENMANN

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. Selected stock of Diamonds, Brooches, Rings and Mountings. Also a fine line of Best Gold-filled Ladies' and Gents' Watches. : : : : : : : :

Expert Watch Repairing 
UNRESERVED GUARANTEE



Maker of Normal Alumni Pins
PINS FOR ALL CLASSES IN STOCK

===== FACTORY AND SALESROOM =====

...UP STAIRS...

217½ SOUTH SPRING STREET

TELEPHONE JOHN 3661

LOS ANGELES, CALIFORNIA

H. JEVNE

LA CRESCENTA OLIVE OIL

This is the olive oil that is used in the best homes in Los Angeles. It is very highly recommended by all cooking school teachers. Pure, fine flavored. You can't buy better olive oil than the LA CRESCENTA for salads and table use. The best California Olives are used and the oil is put up under our own supervision, so that we know that every bottle of LA CRESCENTA Olive Oil is absolutely pure. People who have an idea that an olive oil must bear a foreign label to be the finest, should try a bottle of this LA CRESCENTA. It would change their minds. Many people use our LA CRESCENTA brand in preference to any foreign brand they can buy.

208 210 S. SPRING ST.

Wilcox Building

Lost—a jacket.

Etta had a little jacket;
She hung it in the ante-room,
Thinking, in her girlish joy,
She would find it there at noon.
"Oh! Oh!" said Etta's chum.
"Um! Um!" said the other one.
And it was a cold day for Etta
In the rain as she went home.



Miss Watson asks, "What kind of invalids is good for rice?"



Have you ever heard of the great painter, who mixed his paints with brains?



Who left those three timbral cups in the cooking-room sink? Ask Miss Anderson; she doesn't know. Don't ask me; I know.



What made Miss Morris and Miss Safford suddenly drop the ever popular dances? You don't suppose G. L. or Nif-taffin had anything to do with it, do you?



Peggy: "Be still, girls. I want to say something!"

Girls: "Impossible."

Miss W.: "Go ahead, Peggy, and say it. You haven't said anything yet."

SOWING

Comes first; then reaping. And it is needless to say that as the sowing so the reaping. Even as the sewing so the ripping.

This School teaches young people how to sow—not how to sew. There is neither wind or whirlwind connected with our sowing. It's all business. We teach all the commercial branches, including shorthand and typewriting. Our students become efficient workers in the various avenues of business.

A Special Summer School will be conducted, beginning July 7 and continuing six weeks. All regular branches taught, the same as any other time. Reduced rates for summer.

Annual Graduating Exercises at Simpson Auditorium, Monday evening, June 30. All invited; fine program.

Students enter at any time. School in continuous session. Write or call for full information.

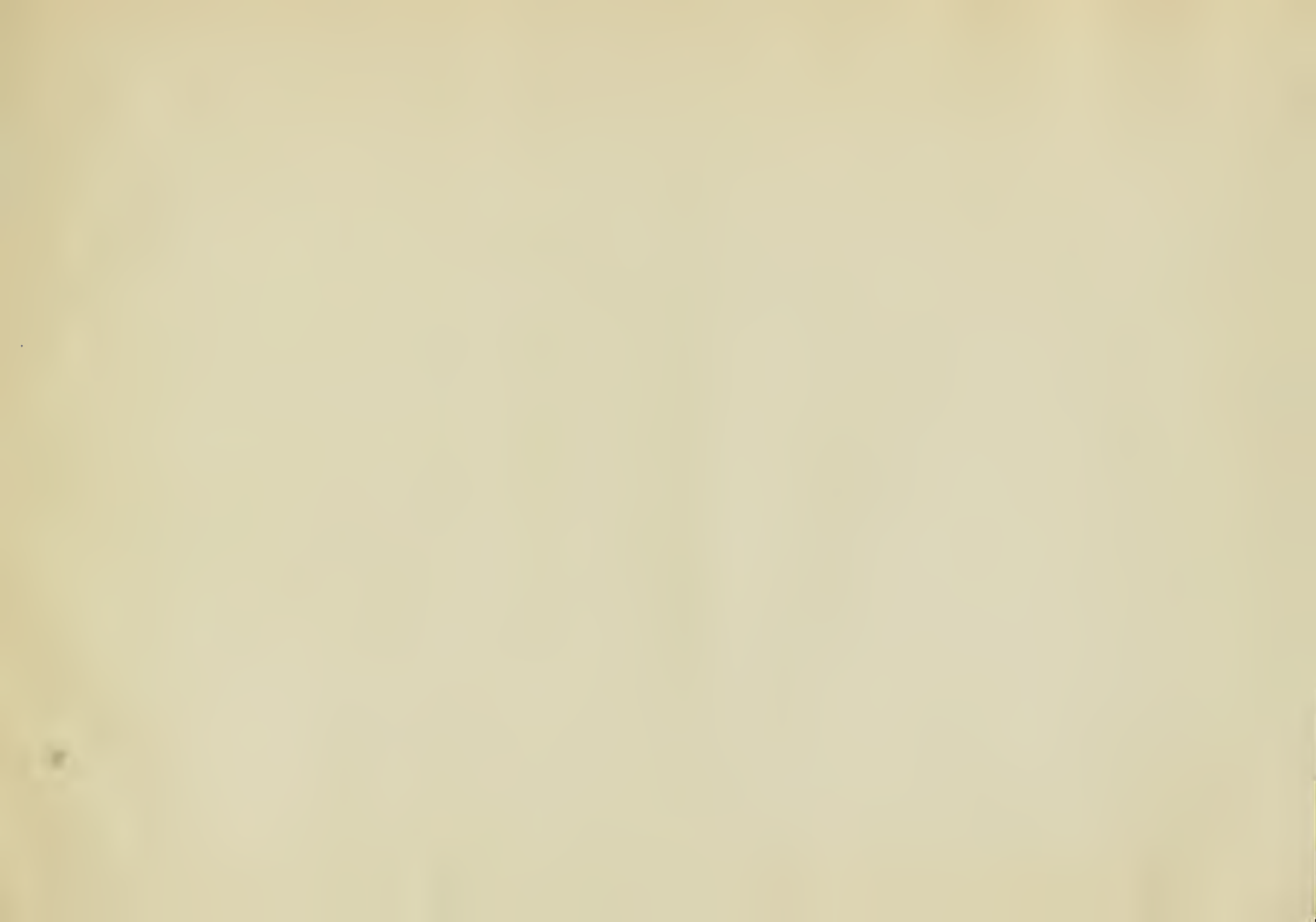
212 West
Third St.

Los Angeles
Business College

Tel.
Black 2651



A NORMAL BOY.





UNIVERSITY OF CALIFORNIA LIBRARY
Los Angeles

This book is DUE on the last date stamped below.

REC'D LD-URC

Aug 25 1985



A 000 645

UNIVERSITY of CALIFORNIA
AT
LOS ANGELES
LIBRARY

ST