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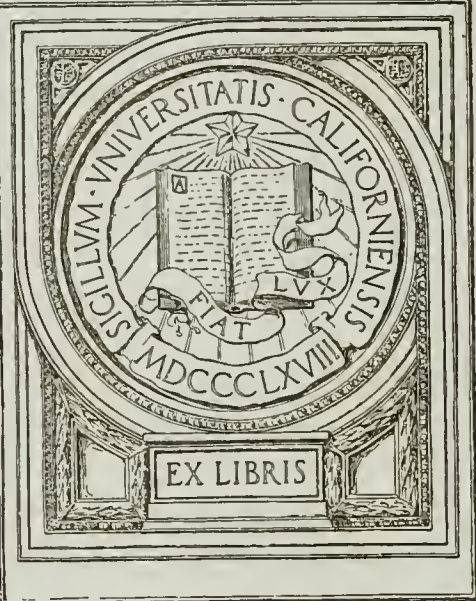
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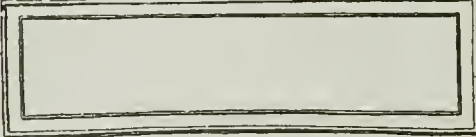
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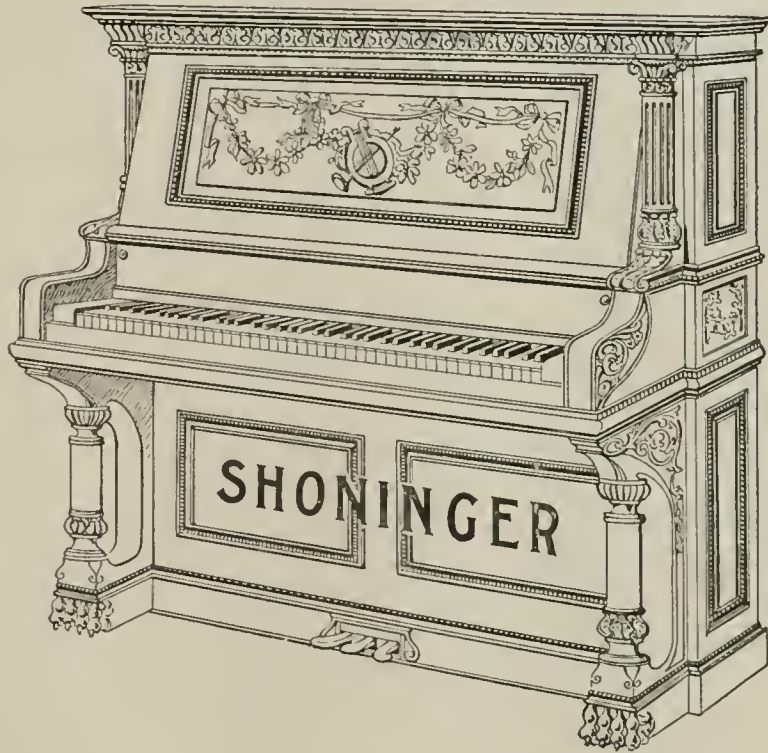
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### ✻ Jokes ✻

Miss Travis, after having slept soundly during the entire Sch. Econ. period, wakes up with a gasp, asking, "Have I been asleep?"

Prof. Dozier—Did you get that example, Miss Light?

Miss L.—No, sir.

Cheerful Idiot—Another instance of the Light that failed.

### ✻ Questions ✻

Has Mr. Stewart broken any more windows? Quite an expensive way to get a breath of fresh air, isn't it, Guy?

Why doesn't Mr. Whitaker let his mustache grow?

Who is the lady over whom Mr. Hickcox and Mr. Abbott fight so regularly?

Say, did you ever talk as you went down Miss Dunn's hall? You didn't forget next time, did you?

Mr. Drake is missed much—especially on the tennis courts.

We are all sorry to hear of Mr. Gilson's long illness, and hope for his early return to school.

Who heats and carries the *aqua pura* for the Faculty Teas?

Miss Laughlin's sprained ankle, gotten by slipping on that dangerously smooth part of the paved walk above the main entrance, kept her an invalid for over two weeks at holiday time.

Florence Newell says she can't think of a fairer Elysium than would be afforded her by an extended course in Lloyd.

## Favorite Quotations

Mr. Hill of Mid. B IV. is going to Congress in the spring.

What makes them call him "Peachy?"

A Senior B girl said she couldn't look a Chinese calendar in the face.

We were glad to see Prof. Dressler here during Institute. We wonder if he still has to ask Mrs. English if the symbol for water is HO<sub>2</sub> or H<sub>2</sub>O.

Mr. Lorbeer says that a natural minor is one that has no incidentals in it.

Miss Harrington—I came to you, Mr. Davis, to borrow some paper because you were the nearest to me.

Why haven't we had a fire drill this year?

We mourn the loss of Mr. Drake, but Mr. Rheinhard's return is a compensation.

The athletic spirit is reviving. Misses Norton and Walker have started a football club. Practice Wednesdays, one hour, on South Campus.

Miss Ph-l-p-s was very much surprised the other day to be held up in Miss Dunn's hall; she never talks in the hall, you know, but this time Miss D. heard that red waist and blue ribbon coming, and you know the rest.

The talking of the members of the Sen. B H. S. section is in an inverse ratio to the amount of knowledge they do have.

Who said "roaring lion?"

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H. JEVNE

## Personal Hits

We wish to call attention to the excellent half-tones of the members of the Senior A Class made by Marceau.

Seminar—October.

Dr. James—I wish you student-teachers would give your classes some other song besides "Men of Wales." I have heard it only seventeen times today, and on Saturday night, at 3 a. m., I was awakened by "Men of Wales" ringing in my ears. Knowing Seniors exclaimed significant glances, and some one whispered audibly, "Might it not have been 'Child of Wails?'"

If there should be another flood  
To Mr. Dozier fly;  
Thought all the earth should be submerged,  
His jokes would still be dry.



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### ❀ Jokes ❀

"You'd know him very readily if I should tell you," said the Professor to the School Economy Class.

"Name several races of men, Edward," said Miss D—.

"Bright boys, young men, old men and bachelors, little boys and babies."

Ed.—Where do the girls get off at?

The Middle D girls must constitute a trust or monopoly or something along that line—twelve in that class!!

Didn't we envy Mr. Warde, though the day he was presented with the Loving Cup! Not that we would have cared for the cup, but, oh, my!!

Miss Leon McCann has left us to teach school for awhile.

"To see ourselves as others see us."

Third Grade pupil in Training School (After a visit from Dr. James, April 12, 1900—Teacher, that man thinks he is all right.

Class—Approves.

Teacher—Squelches.

Miss Norton, at the top of the Gym. Hill—Now, I wish I had a wheel. I would go down a-flying—."

Miss W-lk-r—Just go down on your head, dear.

Miss Monks succeeded in making a strong and solemn impression on the Juniors. Instance:

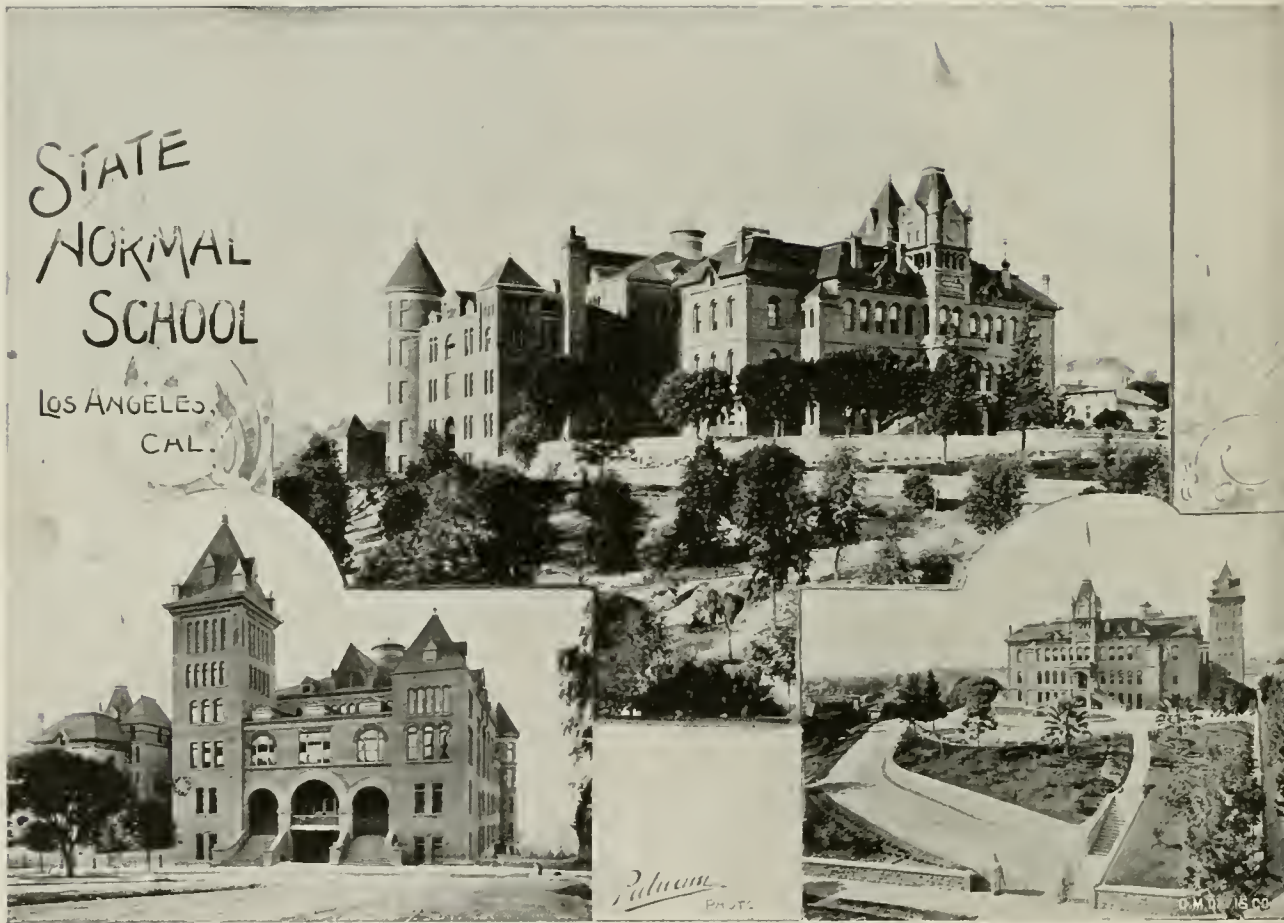
Junior (with interest)—Does Miss Monks have visions of heaven?

Middle C—Why?

Junior—She is always seeing cherubs.

STATE  
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CAL.



5825

❧ Dedication ❧

M. Y.



O the gay, light-headed  
Juniors,  
To Middle D's and C's  
And B's,  
To all of our  
Teachers  
And the flighty Senior B's,  
To all of our Alumni  
Who are scattered far  
And near,  
To all benighted Students  
Who may come up here  
Next year,—  
This book of pond'rous  
Mental weight  
We solemnly do dedicate !



Literary



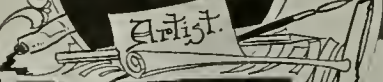
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ATHLETICS



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Editor-in-Chief



Business Manager



Personal



Professional



AMERICAN



CLASS MOTTO: "NOT WHAT KNOWS, BUT WHAT IS."

# Normal Exponent

MANAGER . . . . . FORREST WHITAKER  
EDITOR-IN-CHIEF . . . . . LORA VARIEL  
ARTIST . . . . . ISABEL TRAVIS

## ASSOCIATE EDITORS -

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Name	Weight, (with Shoes on)	Popularity	Temperament	Hair
E. Shepardson.....	214	Registered.....	Sunny.....	Hard to tell.....
E. Pierce.....	†N. S., something awful!	First.....	Lively.....	Rising.....
J. Barry.....	200	Very great.....	Quite.....	Coal-gray.....
Janitor				
H. Dunn.....	240	Most.....	Peppery.....	Dun.....
L. Anderson.....	Needs Triumming	On the bias.....	Wayward.....	Dappled.....
E. Moore.....	101†	More.....	Irritable.....	A Cross bet. Gold & Bronze
F. Byram.....	†Train'g School Tremendous	Growing.....	Squelched.....	Kinky.....
E. Fargo.....	Volumes!	Steady.....	Giddy.....	Inky.....
A. Elliot.....	2 Cwt.....	Not marked.....	Retiring.....	Alloyed gold.....
K. Brousseau.....	—y	Psychologically great.....	Naughty.....	Dyed.....
E. Carr.....	156	Mending.....	Steaming.....	Woolly.....
Mechanic				
M. Davis.....	(?) Foot Poundals	Next.....	Harmless.....	Chestnut.....
F. Lawson.....	Light.....	Volatile.....	Airy.....	Concealed by flowers.....
S. Jacobs.....	—49 Dumb-bells.....	Ha'ds grasp 1st round, climb	Excitable.....	Slaty.....
C. Miller.....	94	Not entered yet.....	Erratic.....	White Pine.....
J. Seamau.....	120 lb 2 oz. Troy.....	Above par.....	Vacillating.....	Iron-gray.....
M. Townsend.....	Standard.....	Much.....	Dreamy.....	Falling.....
C. Prestou.....	197	Fluctuating.....	Blood-thirsty.....	Golden.....
D. Von Neumeyer.....	Massive.....	Needs attention.....	Loving.....	Beautiful.....
A. Langhlin.....	23	Near the "vanishing point".....	Reserved.....	Variegated.....
T. Farnum.....	145	Blooming.....	Needs cultivating.....	Bronze.....
Gardener				
S. Monks.....	95	On the mend.....	Timid.....	"—ish".....
M. Smith.....	¾ cwt. av'd.....	On the wax.....	Philosophic.....	Cold-gray.....
I. Pierce.....	111	C.....	Violent.....	Dusky.....
C. Hutton.....	AB?	Safe.....	Rambunctious.....	?.....
C. Lawrence.....	81	Monumental.....	Ferocious.....	Fierly.....
Janitor				
C. Reeves.....	(?) Kidlettes.....	Near.....	Boisterous.....	Scarce.....
M. Dozier.....	(?) Grains.....	At the crest.....	Irresistible.....	Checked.....
M. English.....	Atomic.....	In its zenith.....	Silent.....	Neutral.....
J. Chamberlain.....	Variable.....	With girls unpopular since.....	Hasty.....	Growing.....
Aug 15, 1900				
E. Edwards.....	110	Solid.....	Fierce.....	Silvery.....
J. Shultz.....	Depends on relative position	Well balanced.....	Teutonic.....	Can't be determined.....
G. Lawson.....	Greater than F's.....	Less than F's by 1.....	Noisy.....	Gloomy.....
A. Smith.....	160	Nearest.....	Gushing.....	Tawny.....
L. Helmuth.....	Over weight.....	Just over the line.....	Rabid.....	Snowy.....
M. Barnum.....	103	Next to "Lady Lou".....	Sleepy.....	Ace of spades.....
J. Hagan.....	45 3-16 tun(e)s.....	On the wane.....	Frizzled.....	Mixed.....
G. Janies.....	399 99-100.....	Decreasing rapidly.....	Touchy.....	Doubtful.....

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January 31st, 1901 ❀ ❀ ❀

## OF FACULTY

Approved by Prof. Shepardson

Sidelines

Nicknames

Favorite Expressions

Roses .....	"Pa S."	"——as a matter of fact——"
Lodge .....	"Santa Claus"	"The past year has been the most successful yet".....
Irish .....	"Wheel-barry"	"This room is the dustiest——"
Patrolman .....	"The Student's Friend"	"Girls! Girls!".....
Oratorical .....	"Scraps"	"See Webster's Standard International Dictionary".....
Tennis .....	"Minerva"	"I haven't played for so long——"
Changeable.....	Our friend the Training School.....	"I'll charge you 85c if——"
Playing Cards.....	"Miss Library"	"I think you'll find it in——"
Y. M. C. A. ....	"Pricilla"	"Let us improve"
Decidedly Frenchy.....	"Topsy"	"In Parie"
Greek .....	"Nails"	"Close those windows or the heater won't work!".....
Enteropneusts .....	"Our Prof."	Always different".....
Posing.....	"Blumen"	"Where is the jautah?".....
Smiling .....	The Bostonian.....	"Remember! you are young ladies of the S. N. School"
Sarcasm .....	"Mr. Sloyd"	"That's it! Go right on talking!".....
Society.....	"The Madam"	"Wrong! Next! Clear as mud!".....
Bureau of general information.....	"Miss Sec"	"I'll see if——"
Operas .....	"Presto change!"	"Get the cinch on 'em and then turn the screws!".....
Frederick Warde.....	"Don Von"	Too young to have one.....
Candy or calendars .....	"Mrs. Sprat"	"Hurry up! hurry up!".....
Races .....	"Potatoes"	"If you want flowers for your party, go buy 'em!".....
Roasting.....	"Annt Sally"	"I see cherubs".....
Delsarte.....	"Easels"	Undetermined.....
Giggling.....	"Reports"	"What Knows, what Is, and what Does"
Pi(e).....	"Father Hutton"	"Yes, Miss"
Cutting clay.....	"Mr. Mudd"	He never talks.....
Yard duty.....	"Cherrie"	"Good thing—push it along!".....
Dancing.....	"Dozy"	"Lost, a——"
Spanish and Athelene.....	"Mezzo-tint"	"Be sensible, now"
Housekeeping.....	"Chimmie"	"Where are we at now?".....
Bicycling.....	"Mother"	"Don't get discouraged"
Sprained ankles.....	"Doc"	"—— — great source of error"
Her sister.....	"Miss Lawson's Sister"	"F. says——"
Dime Novels.....	"Ice cream"	"Don't be school teachery"
Sr. B. girls.....	"Lady Lon"	"Dr. Gayley often says——"
Lost chairs.....	"Youngster"	"Do like I do." "The Dr. says——"
Talking .....	"Tarts"	"I'll talk in this old hall if I want to!".....
Meditation .....	"Pompadour Jim"	"Go to sleep, my Baby"



CLASS OFFICERS

Miss Edith Miller

Miss Ella Redman  
Miss May Fallis

Miss Isabel Travis





Edna Elden



Rose Fishburn



Frank Merrill

## A Romance of Many Worlds

Martian Station, No. 399, to Teslan Station, No. 743, Mt. Baldy, U. S., Earth:

Hello, 743; say, rush this copy through as soon as you can for the 25th anniversary issue of the L. A. Normal Exponent, will you? What's that? Too busy with something from Mercury? Oh, go on! H. Dunn is responsible for this going through, and what she says goes. Yes, I thought so; ready.

Dear Old Sport: How are you, anyway? Your message, care H. Dunn, reached me last week. I am surprised that you didn't wait till the night before, instead of notifying me a whole week ahead. I've gotten as much as I could under the circumstances. My headquarters are with H. D. She has charge of Caliente, the city just over the Moon-Face Range; runs it well, too!

The first person I struck on this side the Ethereal Divide was Rose Fishburn, who collected my ticket. I recognized her voice when she said, "Tickets, please." Her companion was Sue Goodrich, who sold souvenir packages of "Condensed Martian Atmosphere," and other novelties to tourists outbound on the Arcturus and other lines. They told me to take in the "show" tonight—company from Jupiter, playing "The Sins of



Millie Peters



Helen Harrington



May Brunson



Rollah Adams



Gertrude White



Nellie Randall



Winnie Palme.



Flora Kerr



Mrs. Blanche Allen



Maud Pettis



May Fallis

Pluto," with Edna Elden as Proserpina; she married a no 'count actor, and supports him as leading lady. M. Pettis is manager; you remember how well staged that play of ours, years ago. And Lillian Frink, Frank Merrill and Millie Peters are doing a trio-turn between acts. Oh, do you know, I heard just the saddest thing before I came across. Helen Harrington, who married the General Manager of the Yukon-Yuma Grand Trunk, told me that Mrs. Blanche Allen told her—you know Mrs. A. has since organized an expedition to start out, in company with May Fallis and Lena Frackleton, to discover the Philosopher's Stone—told her that she visited the insane asylum at San Clemente and saw Forrest Whitaker behind the bars of a maniac's cell, tearing his hair, and raving, "Which girl shall I take to the party! Oh, which girl shall I take to the party—the party!" Poor fellow! Nearly twenty years of that agony; it's a wonder his hair lasts through it all. Speaking of hair, I saw our beloved Prof. Shepardson last month, and he hasn't a hair left. He is taking life easy now, and is working out the best methods for raising his future grandchildren. I don't know whether pedigogically or psychologically, probably both. O, yes, and Josephine Baker is running a compressed air delicacy buffet on the line connecting the pillars of Hercules, so Grace Doss tells me. She just came through—traveling for Adams and Adams', toy-merchants in Pike county, Missouri. Grace says that Banna Rolfe studied under Damrosch, and now leads an orchestra on annual tours through



Lena Frackleton



Forrest Whitaker



Mrs. Mary Allen



Jessie Day



Mabel Patterson



Mabel Ruddy



Mrs. De Grace Ellsworth



Guy Stewart



Florence Newell



Lora Variel



Josephine Baker



Grace Doss



Banna Rolfe

the South Sea Islands; Edith Miller is her first violin. Grace says she arrived on Jupiter just in time to see a jolly party of old friends just starting off to found a Normal School on a new planet named "Blazes." Laura Collins, Nellie Breen, Emily Clark, Dorothy Holmes and Stella Hornbeck were among them. Grace said they seemed *cheerful* enough; they wouldn't take a man along. Speaking of men, you must remember Ovid Laws. Well, June Luttge, soon after she graduated, invented a puzzle-game called, "Where is Andree's Balloon?" It was a neat little thing; sent two or three people off. And Laws became so wrapt up in it that his friends kidnapped him and sent him down in a new-fangled diving-bell just over the site of Crusoe's sunken island. They couldn't get him up again. Say, dear little Cora Boquist lives on Saturn. She married a fellow over there who has charge of the daily excursions to the different moons. Slick proposition, isn't it? Each moon fitted up as a public park and connected with its neighbors by narrow-gauge lines. And Mamie Yarnell is off in Hoco Poco missionarying. Her husband was a professional balloonist—but he is dead now! A month ago Jacintha Smith called on me, soliciting for the "Home for Indigent Bachelors." She told me that our Irish beauty, Ella Redmond, was prospering finely; she had just married her third. Her first was a doctor, her second an undertaker, and her third is a minister. Jacintha also said that Bonnie Travis burst a blood-vessel laughing over one of her own funny sketches,



Edith Miller



Laura Collins



Dorothy Holmes



Emily Clark



Nellie Breen



Stella Hornbeck



June Luttge

and her life was barely saved. She also said that May Brunson and May McGill are keeping a boarding school at Vladivostok.

I forgot to say that on my trip out I stopped over on Venus and met Nell Randall and Winnie Palmer there. Nell has a position as Professor of Astrology in the Venusian University, and Winnie occupies the Chair of Interplanetary Law in the same institution. I also saw Gertrude White—Mrs. Black, now. She invited me to dine with her, to meet old friends, who turned out to be Mabel Ruddy and Mrs. Pollans. Mrs. P. is quite gray—she lectures to the University cooking classes. Mabel looked ruddy and well; she runs a roof-garden over the concert hall where Mrs. Mary Allen disappeared that night. You know Mrs. A. tried for double-high C. She reached it, but it drew her right up out of sight. She vanished in the direction of Aldebaron, and her friends hope she may have alighted there all right, but there is no way of knowing, as the regular line to that place from Sirius won't be open till February next. Mrs. Pollans told me of Grace Stuart. You know, we wondered what had become of her. Well, it seems she traveled with Patterson's circus, Mabel P. married a showman, and made him take her name—as the "Silent Lady," for seven years, but she doesn't know where she is now. We all spoke of Mrs. De Grace Ellsworth; a sad fate, truly! They say that she went partly crazy trying to get some soul to write her an original story for the Exp.—she finally wrote it herself—and the excitement of graduation week completed her



Cora M. Boquist



Mamie Yorpell



Jacintha Smith

mental collapse. And on Monday, February 4, 1901, she sat down to write an original story, and she has been writing ever since. She never succeeded in ending the first one she started, and she can be seen to this day, sitting in four feet of unnumbered sheets of manuscript, fallen on the floor just as she cast them aside. I came through from Venus with our cherished Guy Stewart. He is starring in seventeen of Jessie Day's serio-comic tragedies. Mr. Von N. gave him his first training, you know, and now he is so fine that he travels alone—the whole show in himself. Flora Kerr is his advance agent. Guy said that his most humble worshiper is Miss Hagan, who follows him from star to star to witness his unique presentation of "Lohengrin, A Comedy in Three Keys," adapted by J. Day. These are all the items I call to mind at present. If I think of more I'll send them on. This is rather lengthy, but I remember that I'm not the one who is paying for it. By the way, I wonder if I acknowledged the receipt of your cards. Whatever made you go and marry that man? I know you always declared you would take any old stick before you'd live single, but to change "Florence Newell" to "Mrs. Snake-Charmer!" Well, address me at the "Improved Ether Waffle Foundry, 111 Half-Moon street, Sirius, as there isn't enough doing here to make a permanent location worth while.

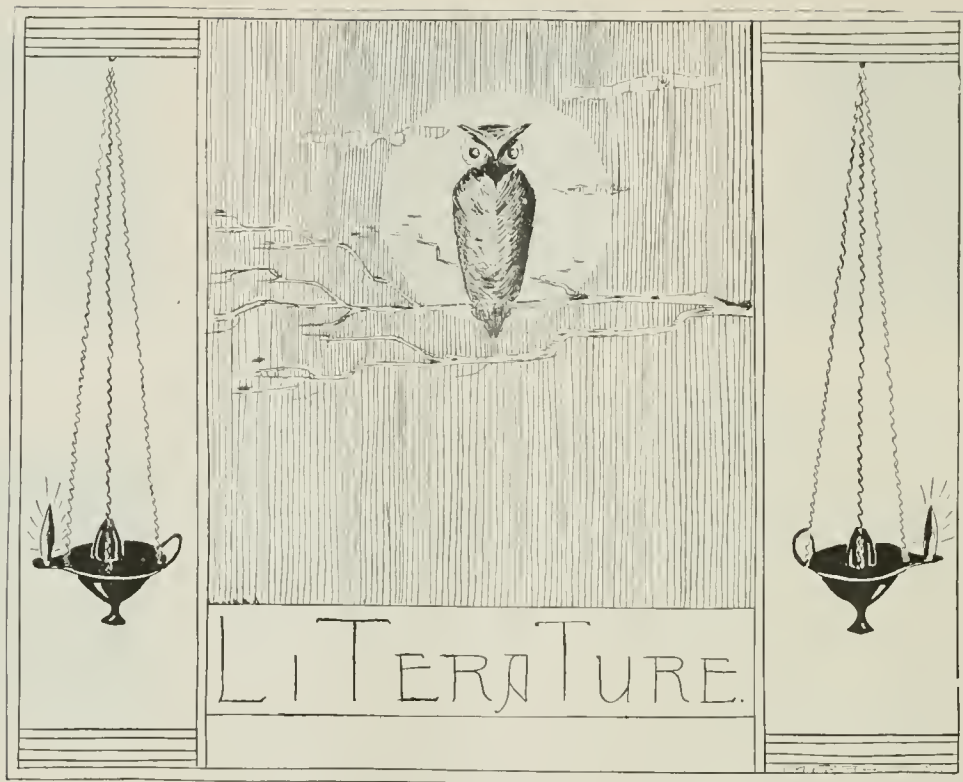
Yours for Old Times,  
LORA VARIEL.



Ella Redmond



Bonnie Travis



## A Psychological, Pedagogical, Physiological, Biological Phenomenon

MRS. DE GRACE ELLSWORTH

One of the strangest incidents that ever came under my knowledge happened this year in the Normal School. Miss E. and Miss S., two of the well-known and popular young ladies of one of the higher classes, were the principal actors in the tragedy.

Miss E. is of fair complexion, bright eyes of the deepest blue, and lips that are always smiling. She dresses in perfect taste, and is a great

favorite both with the faculty and students. Miss S. is Miss E.'s intimate friend; she has a dark olive complexion, large dreamy brown eyes, and brown hair that waves naturally over a high forehead. She is equally attractive to her friends, but is not so strong a student in her class work.

Both girls left the school for home, at the usual hour, on Wednesday. It was the day of the heaviest rainfall this year, and as they started



the rain seemed to come in torrents. When they reached Twenty-fifth street, the car was compelled to stop, for the water was so high they could go no further.

The girls waited for sometime, but finally determined to try to walk home. They both started to cross to the sidewalk; when half-way across, a telephone pole, carried down the street with terrible force, struck Miss E., throwing her violently to the ground. This so frightened her friend that from sheer nervousness she fainted dead away.

The girls were rescued immediately, but both were unconscious and almost beyond hope before the ambulance arrived. They were taken home immediately and Dr. S— was summoned. Miss E— had her leg broken in several places. Later complications developed blood poisoning, and death seemed certain. Miss S—, after regaining consciousness, appeared about as well as usual, and was able to be in school the next few days.

But one day in pedagogy, it was noticed Miss S— had rather a vacant, preoccupied look, while Prof. S— explained that the necessary steps to a proper *plan* were *five*, and called on Miss S— to name them. Miss S— replied, "Marshmallows, olives, chicken, vanilla ice and electric lights." Consternation was written on every face. "I will repeat my question," said the professor, sternly, looking at Miss S—, who sat all unconscious of anything unusual. But

the repetition brought the same answer. Then our genial professor said, looking sternly at Miss S—, "The fact of the matter is, Miss S— has not been giving close attention, and such carelessness will not be permitted." Nevertheless, he was troubled.

The faculty believe in correlation in all subjects, so we were not surprised to see Professors D— and S— in earnest consultation during the short recess.

But when the biology lesson was called, and Prof. D— asked Miss S— to name the five steps she would use in presenting a biology lesson, and when the same answer was given as in the pedagogy class, we began to feel cold shivers chasing each other up and down our spinal columns. We knew something was wrong, and discussed it in groups at noon. Some said Miss S— must surely be insane; others, that she must have fallen in love or been disappointed.

That evening Mr. X—, the accepted suitor of Miss S— called to see her. He also noticed a growing strangeness in his betrothed. It seemed to him she was very cool and unconcerned. When he told of his plans for their happy future. He left early, and Miss S— started to retire. Suddenly the family were startled by a piercing shriek, and rushing to Miss S—'s room, they found her raving and tearing her hair in delirium. Dr. S— was called, and after an examination, he pronounced her hopelessly insane; caused, he said, from the terrible shock to her

nerves on the day of the storm. She imagined she was her friend, Miss E——, and called out piteously, "Oh, save me, save me, S——!"

Nothing would quiet her till they moved her to the home and room of her dying friend. Then, when the mad girl began her raving, it was heart-rending to see the faithful friend soothe her with a touch from her almost nerveless hand.

A consultation of five eminent professors, Dr. S——, Profs. E—— and D——, Mmes. E—— and M——, was held, and it was agreed by all of them that nothing but an operation would ever help Miss S——. They felt that the operation was only a faint, but a last hope. Those consulting, felt sure that if the brain of the dying girl could be removed and placed in Miss S——'s head, that she would regain her right mind. Miss E—— was told of the decision, and knowing that her own death was so certain, she was only too glad to consent to the operation, if she could in this way, be the means of saving her friend from hopeless madness.

The next day, after bidding farewell to her heart-broken father and mother, Miss E—— said she was ready. The operation was performed, and to the joy of the parents and the surprise of the operators, both girls lived and began to improve. Blood poisoning was checked, and her parents were overjoyed. She had been miraculously snatched from death. This operation was performed during the Thanksgiving vacation.

After six weeks, both girls were able to be in

school again, and both seemed to have lost all memory of the terrible ordeal, through which they had so recently passed. Although Miss S—— still thought she was Miss E—— and Miss E—— since the operation, imagined herself Miss S——.

Poor Mr. X——! Before the accident, Miss E—— found nothing in him to admire. She said, in fact, he is inclined to slowness, and while he is all right in his way, well! Mr. X—— reciprocated this feeling for Miss E——, not a dislike, but rather a negative appreciation. Even S——'s championship of her friend could not change his opinion. Though he owned to himself that E—— "was a very attractive girl, if she *couldn't* talk quite so much, and hadn't *quite* such an affection for tennis, and a few other things."

After Miss S——'s recovery, he went again to call on his betrothed, hoping that she would receive him as usual. He found Miss E—— calling, and was covered with confusion, and filled with grief to hear the cold replies of Miss S—— and the loving words of Miss E——. Poor fellow, he is almost distracted.

But Mr. X—— is not the only troubled one, for the end of the term is drawing near; and now Miss E—— does not make the brilliant recitations as in the old days, and Miss S—— astonishes all with her easy mastery of the grave, abstruse questions of psychology, biology, physics and chemistry.

Gray hairs and deep furrows on the faces of these conscientious teachers begin to show. The question of C's and P's confronts them. Miss E——'s parents claim the C's that Miss S—— has gained, and Miss S——'s parents refuse to take the recent marks of Miss E——.



At last the bitter feeling has grown so strong that the two families have determined to let the law settle the dispute, and when our paper went to press, the suit was still pending.

De G. W. E.

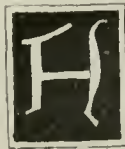
## A Lament

FLORENCE BOOTHE

A poem I have tried to write,  
Until my hair is well nigh white ;  
For two whole nights I've lain awake,  
Until the dawn began to break.

My meals I scarce had time to eat,  
My dearest friends I could not meet,  
All this because it took my time,  
To think of words which would just rhyme.

If such as these are poet's trials,  
They never would have written miles  
Of verses sweet, which help us meet  
The trials life throws at our feet.



ABITS are like cables strong,  
Whether they be right or wrong;  
They are easy, oft to make,  
But are always hard to break.

CLARA LYNCH, M. D. 3

## Yussouf

STANLEY F. HOWLAND, MID. D. E.



T the door of a tent in the desert  
A weary traveler stood,  
'Twas the tent of an Arab Chieftain,  
The tent of Yussouf, the Good.

“An outlaw am I on the desert,  
Pursued by an arm of might.  
I ask thee for food and for shelter,  
A resting place, for the night.”

Then open wide flew the tent-flap,  
“Welcome, Oh, stranger to thee,  
For never away from this tent door  
Was stranger turned hungry by me.”

He shared in the feasting with Yussouf,  
He shared in the evening cheer,  
He shared in the warmth and the shelter,  
Of the tent in the desert drear.

In the morn ere the sun had arisen,  
The host woke his stranger guest ;  
“Take this gold, and the swiftest of horses  
Awaits thee as soon as thou'rt dressed.”

Ah! Bright was the face of the stranger,  
Who knelt in the desert sand,  
And who, leaning forward to Yussouf,  
Imprinted a kiss on his hand.

“I cannot leave thee, Oh, Yussouf!  
Until my crime I confess.”  
For the noble spirit of Yussouf  
Inspired him with nobleness.

“All this hast thou done, noble Yussouf!  
To the murderer of thy son.”  
“Arise,” said the good Arab Chieftain,  
“Take thrice the amount, and be gone.”

Then turning his face to heaven,  
These words did Yussouf say,  
“May thy spirit sleep in peace, my son,  
For thou art avenged, this day.”

## \* The Dreamland Bay

LYNLIE ELDRIDGE

(Poeta nascitur, non fit.)



WHEN the cares of the day are over,  
My Dreamship comes to me,  
And in silence we float together  
Down to the Dream-lit Sea.

The voyage is swift and delightful.  
The world, so far away,  
Seems a thing of the past and forgotten,  
As we enter the Dreamland Bay.

Hopes which were long since forgotten,  
Remnants of castles in Spain,  
All rise to greet us and meet us,  
As we touch the Dreamland Main.

Our childish trusts return to us, —  
Weary and wordly wise, —  
As we talk with these friends of Dreamland  
And look in their (faded) eyes.

But at last when the voyage is over  
And home is reached once more,  
We still feel the subtle influence  
Of those friends on the Dreamland Shore.

\*The beauty of this gem requires deep thought, a careful analysis,  
as the meaning is subtle and hidden.

## A Junior's Literary Production

My Dearest Chum: I have stacks and stacks to tell you! You know the day we come up here to the school, just a few girls was here, and seemed so quiet and solemn. We pictured grave and dignified students, slowly pacing these long halls. Well, I come up to school Tuesday and I never did get into such a babble. Ther was only a million or more girls and just one or two boys, but they was just giggling and dancing about like wild people. It was just dredful!

I didn't know wher to go. Presently, I saw another girl who looked as forlorn as I felt, so I spoke to her. She were a new girl, sure enough, and she sed we must go to Assembly first. We started, but we didn't get there, for we got lost, and had to follow the noise to get back to inhabited regions again.

My friend sed, "There's a teacher, that cross-looking man with curly hair. Lets ask him." We did, and he smiled (he didn't look so cross then. "I hope I'll have him for something.") and said, "Go down this hall, turn to your left, go down this hall, turn to your left, go down that hall, turn to your left, go up stairs, turn to your right, and take the same turnings on the next floor. You will sea the Assembly Hall." You will be surprised to know we got there. It speaks well for us, I think.

But when we opened the doors, 5,000 eyes was turned rite on us. We was so scared we just dropped in the first seat we come to.

Yesterday, Mr. Pierce made a speech in which he sed that the past year had been the best in our school. I wish I had been there last year.

Today I had the *awfullest* experience. I was walking down the hall with Fanny (She is my chum), when she said something so funny, and I laughed. (It's the first time I've dared laugh up here, too.) The next thing I knew, some one had rushed out a door and sed, in the most terrible voice and with the *awfullest* look: "Girls! girls!! dont you know there is no talking in this hall?" I just know I'll be scratched!

Do you know, they wear bloomers here!

There's a nice boy hear to! He is tall and dark. I hope I'll meat him.

They are a going to give us a reception tomorrow.

Ta! Ta! with bushels of love,

MABEL.

P. S. I went to the reception! My teacher I told you about is a Senior! And I never knew it! He's nicer than ever; he smiled again today.

There is a boy here teaching reading. I guess the regular teacher has not came yet.

♣ To the Thanksgiving Turkey ♣

JESSIE M. LEWIS.

'Tis the last time I'll need thee,  
Bird, stately and proud ;  
No longer thy gobble,  
Aggressive and loud,  
Shall sound through the barnyard,  
And startle the ducks,  
And the modest old hens,  
With their low placid clucks.



'Tis sad to consider  
Thy life's soon to end,  
Thou soul of Thanksgiving Day,  
Dear feathered friend !  
Thy days are all numbered ;  
Already, I ween,  
I fancy thee roasted,  
And garnished with green.

O, stately Sir Gobbler,  
What joy thou dost bring  
When over the table  
Thou reign'st like a king !  
Thy turkey-ship gorgeous  
In parsleyed array !  
O daintiest of dishes !  
(O doctors next day !)



And he, thy lone brother,  
Shall meet thy same fate ;  
He, too, Christmas Day,  
Shall lie garnished in state.  
A happy fate, truly,  
For when thou hast flown,  
Will he care to strut  
Round the barnyard alone ?



## ✿ Frederick Warde ✿

Tuesday, December 11th, will stand out as one of the "golden days of the year," because it brought our annual visit from our most valued friend, Frederick Warde.

We had known that he was coming, for he had sent his advance agent to our President with the offer to present at the Saturday matinee whatever play the student-body chose. "Hamlet" was the one selected, and members of the school were permitted to buy seats at a reduction. As far as it is known, the entire performance came up to the expectations of every one; and the character of Hamlet fulfilled the highest ideals.

The following is taken from the *Herald* of the 12th:

"The function of the stage is not only to amuse but to educate and enlighten well. The school, the church and the stage should work together to that end.

"Frederick Warde at the Normal School yesterday afternoon, in the foregoing words, showed his belief in the good of the stage. Mr. Warde was enthusiastically received by the several hundred students, who not only welcomed him with hearty applause, but who greeted him with the Chautauqua handkerchief salute.

"The actor, in his opening remarks, declared that he looked forward with great delight to his annual visits to his friends at the Normal.

"'I am going,' said Mr. Warde, 'to tell you

something of the educational factor of the drama. I do believe there is not in the world a greater educational factor than the dramas of Shakespeare. He had an absolute belief in the efficacy of prayer. Shakespeare shows us again and again that a wicked deed carries with it its own punishment.'

"In comparing Hamlet and Macbeth, he said that in the latter we see a picture of a man haunted by his crime. He said: 'In Macbeth, Shakespeare gives us a lesson in moral cowardice. Let your conscience be free and you will have none of the tortures of mind of Macbeth. His wife sacrificed her hope of joy in this life and her hope of heaven for the man she loved. As a result, both were unhappy during the remainder of their lives. In Romeo and Juliet we have no villainy, only a case of too much love on both sides. They loved in secret, were married in secret, and had to pay the penalty of their indiscretion, for 'the wages of sin is death.'

"During his lecture Mr. Warde added much to the pleasure of the students by giving many of the most beautiful quotations from Shakespeare.

"'In reading Shakespeare,' said Mr. Warde, go straight to the fountain-head. Do not look for profundity, take the simple meaning you see on the surface. Do not consult the commentators; they have done nothing to aid, and everything to confuse, the student.'

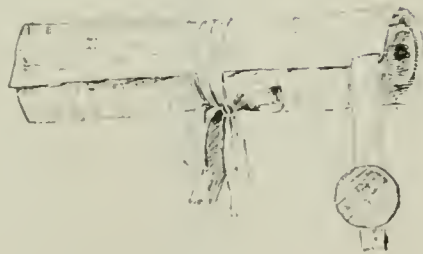


"In speaking of elocution, he said: 'If you would have the whole epitome of the art of speech, you must study Shakespeare, especially Hamlet's advice to the players. In that advice you have the secret of the art of the public speaker.'

"At the close of the address he was heartily applauded, and Miss Lora Variel presented to Mr. Warde a handsome silver loving cup, on behalf of the faculty and students. In his response

Mr. Warde declared that although he has not accumulated great wealth during his life, he has made many friends, among whom he is glad to count the Normal faculty, and students.

"Miss Ella Redmond, President of the Senior A Class, presented a handsome bouquet of Mr. Warde from that class, and Miss Edna Wade of the Junior Class gave him a large bouquet of fragrant violets. A reception in the school parlors followed the exercises of the afternoon."



# PROFESSIONAL



# ✧ Professional Department ✧

EDITOR, JACINTHA SMITH

## ✧ Music — Third Grade ✧

I. Unit of instruction—Rote Song, "Willie's Demise."

### I.

O, Willie had a monkey,  
Upon a yellow stick,  
And when he licked the paint off,  
Of course, it made him sick.

### II.

And in his dying moments  
He hugged it to his breast,  
And sent it with a message  
To the girl that he loved best.

II. Teacher's Aim—This song is presented in this class for the following reason:

It deals with a child who from the content of the song, and what I have been able to gather from a free use of the reference department of the Public Library, was about the usual age of the children in this class. The pupils can easily put themselves in his place, and will become intensely interested in it.

This song is taken up at this time for these reasons:

1. The children have, from singing America, become worked up to such a pitch of hilarious

excitement that they need something to make them think of the Great Beyond, and tone them down to their normal (State Normal) condition.

2. Because of the moral teaching, especially valuable just now, as I have noticed traces of yellow around the children's mouths, which from a chemical analysis I have determined to be paint. By this song I hope to instill not a morbid, haunting fear of the amusing toy which takes so active a part in it, but rather a better realization of the Physics formula, "Everything has its proper place.

3. Because of the correlation possible between this song and the nature work in the class, which just at this time is a study of different types of "scibers." The pupils have already studied the hawk and the owl, and from the money-faced owl to the monkey is but a short step of transition.

In general, my aim is to cultivate strength of voice and that peculiar wailing quality so essential an element in all good singing, and which can best be obtained by beginning in infancy and continuing on into the Senior B year, where it reaches its sublimest heights.

Children must breathe through the *nostrils*, and with the seven-sixteenth's diaphragmatic breath from the ninth rib. (Those who have no

month rib will be allowed to breathe from their tenth.)

III. Teacher's Preparation—I first learned the tune of this song; I then paraphrased it, subjectively and objectively, with special emphasis on the subjective paraphrase. During the remaining two weeks before its presentation I shall practice it at least 'steen minutes per day, just as I expect to teach it to the class.

I have consulted Miss Hagan as to the best possible preparatory discussion, and to her I am indebted for the greater part of what appears under that head.

I shall have before the class one of the toys mentioned in the song, and shall show them how it works, thus creating interest. I shall let it pass around the class for each pupil to examine and manipulate, thus gaining tactile and muscular sensations.

Special arrangements have been made with Mrs. Bryam to allow an excursion to East Lake Park to examine the monkey that is kept there for exhibition.

References:

1. Every teacher his own sextet.
2. Correlation of music and ethics.
3. Davis and Monk's Natural History, vol. III, IV, V.
4. Century Dictionary.
5. Encyclopaedia Britannica.

6. Swift's Synonymms.

IV. Aim for Children—Today we will sing a song celebrating the demise of Willie.

V. Preparatory Discussion and Presentation—Class, who has seen a toy like this? Who owns one like it? Watch me make it wiggle. I shall pass it around the class, and each of you in turn may exercise it. (Here pass monkey around.) Class, what is this little animal on the stick? "A monkey." Who has ever seen a monkey? Tell the class about it. (Here get free expression.) Class, would you like to see a real monkey? "Yes." (Here undertake excursion to East Lake Park. The children will be encouraged to poke sticks and things at the monkey to see him girate about the cage. I shall correlate here with nature work.) Children, what does the monkey do when you poke sticks at him? "He grabs them." What is a better word than "grabs?" "Seizes." Yes. (Then someone will be sure to say, "Then the monkey is a seizer, just like the owl." I shall promptly squelch this remark, as I am not yet ready for it.) Remember what you have learned about the monkey today. It will come up farther on in your work. Observe the monkey closely, especially with regard to the activities you see manifested. After half an hour or more of this observation from original sources, we will return to school. I shall simply allow the knowledge the pupils have gained to soak in; we shall have no further discussion on it.

On the next day I shall have the toy before the children. Upon beginning the recitation, I shall say: Do you think a toy like this would be nice to own? "Yes." I will sing you a song about a boy who had a monkey upon a stick, and you will see whether it was a nice toy for him to have. I shall then sing the song, being careful to keep the proper wallowing-in-grief-and-misery tone in my own voice.

Do you think that Wilhe was greatly benefited by the possession of this toy? "No!" Would *you* ever use a toy in this way? "No!" What noble trait of character is shown by this boy? "His enduring love and thoughtfulness." Yes, knowing that the young lady mentioned in the song would like a souvenir of the occasion, he sent it to her. Children, this is a most noble trait of character. Emulate it.

Would you like to learn to sing this song? "Yes!" I will sing part of it, and you may sing after me. I shall teach them the whole song in this way, drilling thoroughly on one verse before taking up the next. If the pupils do not get the proper expression, I shall simply remind them of the sad circumstances attendant upon the case. Ask them how they would like to be in the same state, etc. If at first they do not sing it well, I shall hammer away until they do.

VII. Summary and Comparison—Class, what do we learn from this song? "Never lick paint off the stick supporting a monkey; when you die, always do it in a graceful manner; do

not forget those near and dear to you when your end draws nigh." Yes, those are some of the most valuable points we should see in this song. Have you ever had a song like this before? "No!" Would you like to learn another one? "Yes."

Editor's Note.—This song is recommended for even higher grades, for the sentiment is pure; there is not the slightest touch of sentimentality, maudlin or otherwise. It is a classic of its kind, this treatment making it especially valuable. Special notice should be given the excellent correlation of the subjects here shown. It will be seen that with a little ingenuity, almost any subjects can be brought into close touch. Let it be an inspiration to those who find under their present school course no opportunity for a scientific adaptation of the curriculum, giving a psychological basis for the acquisition of knowledge.

## ✻ B First Grade ✻

I. Unit of Instruction.

"Spare the rod and spoil the child."

II. Teacher's Aim:

My aim in presenting this subject is to impress upon the children the importance of this lesson, to fill them with awe and respect for their senior teachers, and bring them to a full realization of *life*.

III. Teacher's Preparation:

I have made a careful study of each child's mind from infancy to the present day, so that I know just how much time and attention to give each child. I have procured sixteen good willow rods, with three "spare" ones, in case any child should need a second. These I shall have ready for use at the beginning of the recitation.

#### IV. Preparatory Discussion and Presentation:

"What have I in my hand, Jack?" (holding up one of the willow rods.) "Please, marm, you have a switch in your hand." That is good. What kind of a switch is it, Thomas?" "I-I-I don't know. "Use your eyes, come look at this and feel it." This should make the child approach with fear and trembling. (If it does not, I shall tickle him up a bit.) "Now, what kind of a rod is this?" for it is called a rod, not a switch. "It is a willow rod." "Good." "Teacher, what is you goin' to do with 'em?" "Who is that speaking out? And my name is not teacher. I will show you better than to speak out, and also, what I am going to do with them. Come here, this instant! (Of course, this is only supposing a case so as to show my treatment should such a one arise.) I shall have the right one come forward, for the other children will tell on him.

#### V. Application:

One rod to each child, applied till it is worn out. Of course, this is in general.

#### VI. Generalization:

"Children, now do you know the use of the rod?" If they are so subdued that they cannot speak, I shall have accomplished my aim, and so shall dismiss the school.



### ✧ Literature—B First Grade ✧

**UNIT of Instruction.** The Story of the Pilgrims.

**II. Teacher's Aim.** My aim in presenting this story as a type of early life among the white settlers of our country is, (1) to have the pupils reason logically why the Pilgrims left England, (2) to have them solve the social difficulties of England and this country, (3) to show the love of John Alden for Priscilla, thereby instilling the principle of universal brotherhood of man, (4) to have the pupils interested in foreign travel, and (5) to enlarge their imagination.

**III. Teacher's Preparation.** (I have consulted the first grade teacher as to material, reference books, pupils, previous knowledge of work hingeing on this subject.) I have read these books: "Pilgrim's Progress," "To Have and to Hold," "The Pleasures of Life," "Don Quixote," "Rasselas," "Fables in Slang," to put myself fully in the mood of the story. I have also played with a toy wheel-barrow so as to have my state of mind on the same plane as the child's.

The following sections were selected by above-mentioned first-grade teacher: I. People. II. Home in England. III. Home in Holland. IV. The Voyage. V. Pilgrims. Pupils should know about Priscilla, John Alden, Captain Standish, William Bradford. VI. The First Thanksgiving. (I will not bring pictures because they detract from the moral of the story, and dull the intellect.)

IV. Class Aim. Today we are going to begin the story of the Pilgrims.

V. Preparatory Discussion. "If any one can tell me who the Pilgrims were, elevate his right hand, promptly please." (If no hands are elevated to signify their knowledge of the religious sect called Pilgrims, I shall endeavor to elucidate the subject; and I shall be careful to expound it in such simple manner that none of the coming generation can fail to grasp the idea.)

VI. Presentation. "Well, children, the Pilgrims were a religious sect who were not allowed religious tolerance in their own land called England. Now, England comes from the word Angle Land. The Celts had called the land Albion; the Romans, Britain. Enoland was once a part of the continent. Though separated by the English Channel and the North Sea from it, yet there is abundant geological evidence that it was once a part of the continent." (I think the preceding will give the pupils a good vivid picture of England, its institutions, scenery, manners, customs and religion, as especially applied

to the Pilgrims. Reproductions by the children are of great importance.

Section III. Their Home in Holland:

Class Aim. Today we shall find out about the home of the Pilgrims in Holland.

Preparatory Discussion. "You all know where Holland is, don't you?" (If any one is not quite sure as to its location, I shall say that it is a very swampy place, noted for its wind-mills, wooden shoes and cows.)

Presentation. "Now, it was under James I. (Anno Domini, 1603), who was the first of the peaceful family of Stuart, that the Pilgrims fled to Holland, where religious tolerance prevailed, and after remaining there upwards of twelve years a part of them succeeded in obtaining from King James, after long negotiation, the privilege of emigrating to America, which then belonged to England. After many fond "bon voyages" the little band left Holland for America. (Now, association is one of the fundamental principles of good teaching. As we have just finished the story of Hiawatha, I don't think the pupils will have any trouble in associating America with England in time and place.)

Section IV. The voyage.

Class Aim. Today we shall find out about the voyage of the Pilgrims to America.

Preparatory Discussion. "Have any of you ever taken a voyage from San Pedro to Terminal Island?" (I take this illustration because it is

such an excellent example of a voyage and is something in which children are interested. I believe in taking children "along the line of least resistance." I think it was McMurry who said: "The true idea of interest demands that the subject matter be *in itself* interesting, adapted to appeal to a child, and to secure his participation. If the interest awakened by bringing the mind in contact with the subject is not spontaneous, it is not genuine and helpful in the best sense." This is the reason I have made this subject so pleasing and simple, so that the child cannot help having *direct* interest.) "Yes, the Pilgrims took a longer voyage than that." (I shall not dwell long on the idea of the time it took them to come to America, because children are so apt to exaggerate.)

Presentation. "Mary, what do you suppose they took on that voyage?" "Bread, cream puffs, ice cream, lady-fingers, tamales, strawberries, lamb chops, etc." "Yes, that is very good, Mary. Well, after awhile they reached America, the terra incognita."

Section V. The Pilgrims the class should know.

Class Aim. Today we are going to take up the most important section of our story. We shall make a study of some of the celebrities who came over in the Mayflower.

Preparatory Discussion. "Do you wish to learn about John Alden, who married Pricilla?" "Yes."

Presentation. (This is the age in a child's life when sentiment is so essential to good scholarship. I shall go "straight to the fountain-head" for selections to read to pupils. I shall have them commit to memory these lines:

"What I ought not to have said, yet now I can never unsay it;  
For there are moments in life when the heart is so full of emotions  
That if by chance it be shaken, or into its depths like a pebble  
Drops some careless word, it o'erflows, and its secret  
Spilt on the ground like water, can never be gathered again."

"Why don't you speak for yourself, John?" and other gems, if time permits.

"Captain Miles Standish came over in the Mayflower. He had a friend, John Alden, whom he had heard speak of a Puritan maiden named Pricilla. Well, to cut the story short, he had John propose to Pricilla for him, and was refused. She said, 'Why don't you speak for yourself, John?' So, through Captain Standish's timidity he lost the heart and hand of the much-loved Pricilla. We can all see the logic in this story. If we want anything done well we must do it ourselves. Pricilla married John Alden and they lived happy forever afterwards.



John Carver was the Governor and William Bradford was his lieutenant.

(Reproductions by the pupils.)

Section VI. The First Thanksgiving Class  
Aim. Today we shall learn about the Pilgrims' first Thanksgiving.

Preparatory Discussion. "Why do we have a day we call 'Thanksgiving Day?'" "So that we can have pumpkin pie, turkey and cranberry sauce." "Yes."

Presentation. "Now, the Pilgrims had a time of the year that they celebrated because they could have plenty to cook for dinner. (Incidentally, I'll bring in about what they had at their first Thanksgiving and why they celebrated on this day.)

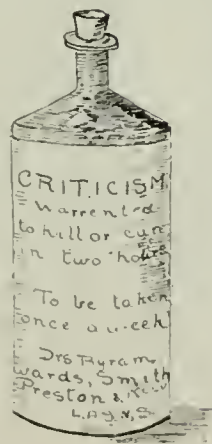
Generalization and Application. Compare their mode of making houses with ours.

\* \* \* \* \*

Criticisms on this Plan:

1. Critic teacher says that I have done too much work, that I should have had children think more.
2. That I have not taken into consideration the pupils' previous historical study.
3. That the subject could have been taken from a scientific point of view.

M. GRACE STUART.





STUDENT BODY OFFICERS

Miss Lida Preston

Mr. Forrest Whitaker  
Mr. Robert Hickcox

Mr. William Stayton

## Our School Literary Organizations and their Influence in Preparing for Life's Work.

Ours is an age when the crowd principle dominates all phases of human life, says a writer in a recent *Atlantic*; the massing of wealth, therefore, the corporation in production; the massing of articles to be bought and people to buy them, therefore, the department store. And thus on through all lines, our modern activities are in an age far remote from the days of our grandfathers, when the workshop, the store, the factory was a matter of individual ownership, management and direction.

Although it is true that in the business world the individual is being forced into the crowd to become a part of it, if he would live, in the school room world very completely is the condition of affairs reversed, at least, in one important particular. Perhaps because there has yet been discovered no royal road to learning, we have at this end of the nineteenth century of change and progress nothing that can take the place of the strong, wholesome individuality of the teacher as one of the priceless agents in the education of the boys and girls of our land. To sit at the feet of a great teacher, to catch the infection of his enthusiasm, his breadth of view, his power—can our universities offer anything even of highest academic work greater than this?

Following the same principle, but in less degree, we find in each school room the personality

of the teacher a factor of utmost importance. The influence that a teacher must have in a school of today is very different from that of the past. Complex and many sided as is the age, the demands on the teacher are great. Our Normal Schools have felt the responsibility of the times and adjustment in program and methods has been made with a view of attaining utmost success in the preparation of its students. There are, however, some demands which they will meet in their life work which no school course, however well planned, can prepare for. In country districts and smaller towns, we find many times the literary, musical and again the social life of the place centering around the teacher. Wide range of interests and breadth of view are necessary in one who would be such a leader. The teacher whose chief characteristics are those of a book-worm is seriously handicapped in his progress toward success. Not coming in contact with life in its various phases, not able to meet the people of his community on lines in which they are interested, he thus fails to be the power for advancement and culture he might otherwise be.

Realizing thus the demands on our grade teachers, one views with peculiar interest one or two movements started in our Normal during the present year. The work carried on in liter-

ary, musical and ethical lines in our weekly section meetings is of a nature to give the thoughtful observer considerable satisfaction. Here the students, taking upon themselves the organization and management of the meetings, investigate and discuss a wide range of subjects vital to all people in these days of important happenings. Breadth of view follows and the value that comes with exchange of thought by conversation, either by debate or informal discussion. From the ethics work one naturally hopes will come the raising of higher ideals and aims in life, also the better preparation of the students to carry on like lines in their own schools. This is a hopeful outlook when one considers the cry raised by so many of our educators that our public schools supply so little that goes toward the building of high and noble character in the young.

All that is vital in these lines of work, however, need not be waited for till school days are over. Already there is an atmosphere of earnest effort, a seriousness of purpose in the school. A willingness to stand by one's responsibilities wherever duties come to one, be it in social, executive or scholarship lines, is a quality of char-

acter so important its value is hard to overestimate. In any phase of activity the man or woman who can be depended on is the one who walks steadily upward into the first places in the world's life.

The new constitution of the student-body thoughtfully planned for, as it is, bids fair to give new energy and life to that organization. The practical plan of dealing with important questions through class sections must surely bear good results. The presidents of the sections, as under the provisions for carrying out the honor system, and those who represent the sections in the student-body meeting will have responsibilities upon them of no little weight. The successful meeting of these responsibilities will result in value to sections, to classes and the whole school. But the value that will come to the student himself is one that cannot be measured now; he will individually realize it only when he has taken his place in the wider activities of life and looks back to see that much of the bone and sinew of his strength comes from habits of the past—the faithful performance of the varied duties that came to him in his school days.

AGNES ELLIOTT.



## ❖ Chronicles of the Past Year ❖

### BIRTHS.

Los Angeles, September, 1900, Alyce, "Child of Wails," daughter of Dr. and Mrs. George James.

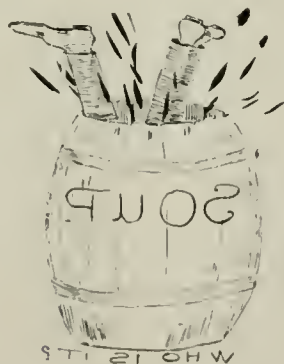
### MARRIAGES.

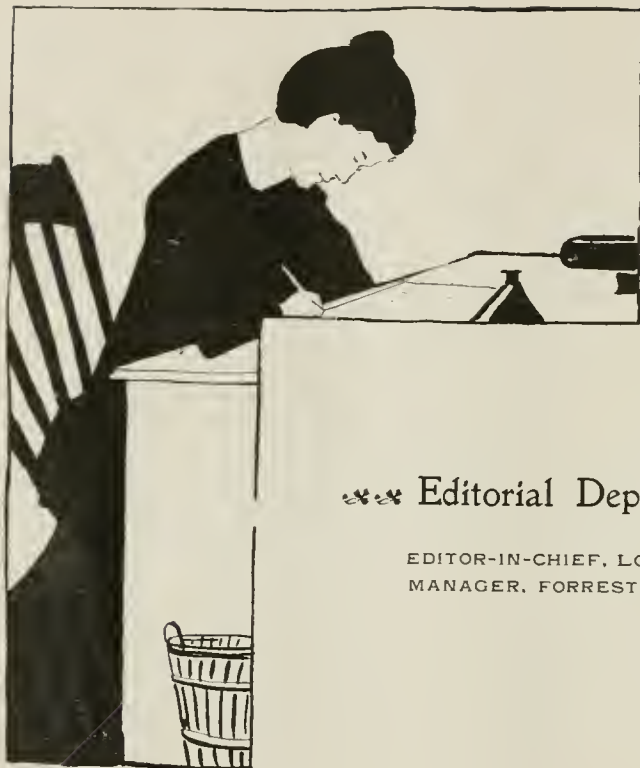
New York, May, 1900, Myra Marks and C. D. Von Neumeyer.

Chicago, August 15, 1900, Mary Agnes Scobey and James F. Chamberlain.

San Bernardino, New Year's Day, 1901, May Kier and Eugene Clark.

Los Angeles, New Year's Day, 1901, Odessa Kline and William Hutchinson.





## ✿✿ Editorial Department ✿✿

EDITOR-IN-CHIEF, LORA VARIEL  
MANAGER, FORREST WHITAKER

The editors have no special statement to make, except to express the hope that this number of THE EXPONENT may please most, if not all, of its readers. They tried to make it different from the former issues.

This page can be better used to set forth certain statements, and questions that we would like to leave with you as topics for thought.

Our professional department was gotten up with the idea in mind of aiding the Senior B's

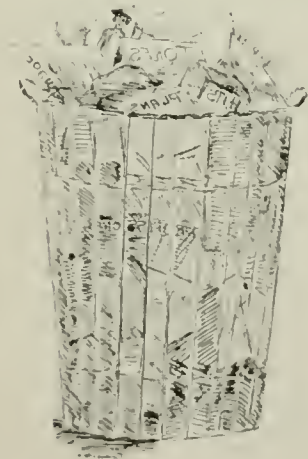
all we could. They asked for "plans," and we have given them "plans." Any little bad habits they may contract from a too-conscientious study of these plans will soon be corrected when they become located on the floor below.

The Senior Class had hoped that before they left they would see the statue of Nike all safely set on its pedestal in the Assembly. But on account of a delay in sending the cast from Europe to the New York dealers, the statue will not be set up until spring.

We would like to have you consider the propriety of student-teachers—or other Normal School members—calling on or going to parties with their pupils or other members of the Training School.

Why do so many careless girls eat their lunches in the open dressing room, and the stuffy old cloak rooms? Let us learn Refinement along with other R's.

The atmosphere of the Gymnasium is barely endurable these frosty mornings, and several people have received severe colds from having to be there. Many girls were ill during the Christmas vacation, and trace their illness directly to having to dress in the freezing dressing-rooms. If only the contemplated improvements could be gotten under way at once!



It has been suggested that some class take charge of an Ivy Day, on which to plant the vine, that it might grow to cover the bare brick walls of the building.

The editor of the personal department simply wishes to say that she is not responsible for anything in that department. If any one wishes to question any personal let him go at once to his most intimate friend for an explanation.

What is the matter with our Tennis Association? The courts are in poor condition, and few people play nowadays. After the tournament, we all recall, the courts were full every night after school, and people fought for the opportunity to play. Are those good times ever going to come again?

# ❖ Social News ❖

EDITOR, CORA BOQUIST



The Senior A's opened the festivities of the season October 18th by an elaborate spread on the lawn. Dr. and Mrs. Pierce, Prof. Shepardson and the Training School Teachers were the guests of honor. The cloths were laid in the form of a hollow square and the guests of honor were placed in the centre in order that the light of their countenances might beam alike upon the entire class. Prof. Shepardson sang a solo and also led the singing of the class. Altogether, the occasion was a happy comingling of wit and sandwiches, wisdom and salads, music and fruit.

## **Middle B Class.**

October 30. A spread on the lawn. Miss Smith and Miss Anderson were the guests of honor.

## **Middle A Class.**

October 26. A Hallowe'en party.

## **Senior B High School Class.**

November 16. Entertained by Miss Dunn. Miss Brousseau, Miss Laughlin and Prof. Shepardson were also present.

## **Senior B.**

A Thanksgiving spread.

## **Senior A Class.**

November 28. A Thanksgiving party and dance in the Gymnasium.

## **Middle B 1, 2, 3, 4, 5 Classes.**

A children's party.

## **Senior A Class.**

December 20. A Christmas Tree party at the home of Miss Variel.



### Senior B Class.

December 20. A Christmas Tree party in room 21. Miss Hehnuth and Mr. Hutton were the guests of honor.

### Middle B Class.

December 20. A Christmas Tree party in Miss Moore's room.

### Middle B Class.

December —. A banquet in the Physical Laboratory. Mrs. English and Miss Anderson were the guests of honor.

The Facul-teas occur every two weeks.

## ❧ Music Notes ❧

Early in the fall term Miss Hagan delighted the school with a musicale. Miss Mollie Adelia Brown, Miss Blanche Rogers and Mr. Charles F. Edson were the artists who contributed to the pleasure of the occasion. The students radiantly encored every number, and declared it was the most enjoyable music they had ever listened to at Normal.

The Glee Club sang twice for the County Institute, held just before Christmas.

On November 16th the Eighth and Ninth Grades gave a National Song Day under the direction of Miss Variel.

The same grades have in preparation a Folk-Song Day, under the direction of Mrs. Allen, to be given at the end of the term.

The Junior Kindergarten Class are planning for a Nevin Day, and the Senior Kindergarten Class for a Cradle Song Day.



### ✧ Association Items ✧

On September 13, 1990, the Y. M. C. A. tendered a reception to the new Normal boys. The first part of the evening was spent in playing games, after which refreshments were served. The evening's entertainment closed with after-dinner speeches and college songs.

September 24. The Christian Associations gave a joint reception to the new students. Prof. Hutton gave the address of welcome and Mr. Drake responded on behalf of the new students.

October 17. The Juniors gave a reception to the rest of the school. At the close of the program, Miss Josephine Harwood, on behalf of the Junior class, presented to the Y. W. C. A. a beautiful couch, to be used in the Y. W. C. A. room.

November 6. The Y. M. C. A. boys spent a pleasant evening with Mr. Robert L. Hickcox.

The third Monday of this term the Y. W. C. A. served lunch on the lawn. After lunch, toasts were given on the work of the Christian Association from the standpoint of the faculty and students.

November 29. A Hallowe'en social was given by the Y. W. C. A. in the reception rooms. All the ladies of the faculty and members of

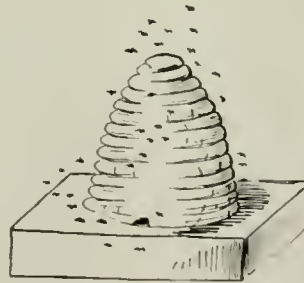
the Y. W. C. A. were invited. Games appropriate to the season were played, and refreshments, consisting of pumpkin pie, apples and nuts, were served.

This term the Y. W. C. A. has fitted up the south attic for the use of the lady teachers and students of the school.

The Y. M. C. A. basket-ball team has proved itself worthy of applause this term.

Mr. B. F. List was sent as the delegate from Normal to the Students' Conference at Pacific Grove this year.

January 9. Y. M. C. F. vs. rest of Normal School in basket-ball; score, Y. M. C. F., 18; School, 6.





❧ Dr. Pierce's Wisdom Food ❧

(Name Blown in the Bottle.)

**A Wisdom Food Family.**

You must have seen Wisdom Food babies by the score, but I am inclined to think that a Wisdom Food family will be a novelty even to you. Herein is enclosed a photograph of a Wisdom Food family, consisting of seven children, five boys and two girls, the oldest being fourteen and the youngest three years of age. All seven were nourished on Wisdom Food, from earliest infancy, the preparation consisting of Wisdom Food, prepared according to the age with dilute common sense as directed on the bottle. On this they thrived and grew, and their parents are proud of them.

Can you relate the history of any other family in which seven children were raised on any kind of prepared food? I doubt it very much.

Lately there has been talk about preparing a R. R. to L. Food, which, it is claimed may be taken in large quantities without injury, articles being written by the hundred describing methods of fixing and preparing it. Experience tells me, however, that Wisdom Food, prepared as directed on the bottles to suit the age of the child, is good enough to raise a family of seven and lose none of them.

DR. E. T. PIERCE, Los Angeles, Cal..



ATHLETICS



# ❁ Athletic Department ❁

EDITOR GUY STEWART



The fact that the Normal School has not placed a football team upon the gridiron this year does not mean that we have dropped athletics by any means. The truth is, that the school has never reached a higher standard of physical excellence, in its members, than it has this year. Besides the physical training received in the gymnasium, we have three or four well-trained basket-ball teams in the male department of the school, and are exceptionally proud of the young lady teams, of which there are also three or four.

While our tennis players have not been very active thus far this year, we have some very good material, and hope to develop some crack players by next spring.

Several of our boys are already preparing for the inter-scholastic field day, to be held at Santa Barbara next May. Our boys have always held their own in these meets, and they hope, this year, to surpass all previous records.

The Southern California Inter-scholastic Association has at present seven schools enrolled as members. The officers are as follows: President, Mr. Baden of Throop; Vice-President, the representative from Los Angeles Normal School, yet to be elected; Secretary, Mr. Orr of Ventura; Treasurer and Business Manager, Mr. Lousley of Santa Barbara. The Association, when fully organized, will no doubt be a great factor in the development of good athletics in the southern part of the State. It should receive the help and encouragement of everyone.

## ❁ A Word as to Athletics ❁

The value of athletics in a school like the Los Angeles State Normal may be considered from two points of view, viz., that of the individual student and that of the school (student body).



Groshong,

Who teaches clubs and other things.

As a contribution toward physical growth and vigor, athletic exercises complete or round out the work of the gymnasium. These exercises are in a certain sense applied physical culture. The enthusiasm of competition furnishes interest for the preliminary training. This training consists in getting the body in good physical condition as a whole, as well as acquiring skill (muscular co-ordination) for a particular kind of contest.

The interest in athletics is inborn, for it had its beginning before the dawn of civilization and has been expressed in some form or other ever since. Whether there is any connection between this universal race custom of physical contests among adolescents and the nascent period (period which yields the greatest development through exercise) of heart, lungs and general strength of body, coming at this time of life, it is true that the kind of physical exercise afforded by athletics brings about such a development.

In a large school it is not possible for very many to be represented on athletic teams. What is lost to the individual not thus favored is made up by the school spirit (loyalty to school and class) which is created. The contestants must have at stake not only their own glory, but that of the school or organization which they represent. They can never feel this larger incentive to great efforts without the support and interest of their fellow-students.

The athletic contest is a leveler of all school distinctions, for all members of the school may join in a common interest and enthusiasm. The same also applies to contests within the school. Even the most partisan must put away his prejudice whenever he sees skill, strength and endurance.

In view of the value and influence of athletics barely outlined in the foregoing, should we not pay more attention to that phase of our school life? Our athletic teams have made good records, but I am afraid they have not always received the support and encouragement which they deserve.



Morgan,  
Who plays tennis and  
tells jokes(?)

Let those who are interested in athletics get together and make a program for the remainder of the year which will include all forms of contests available here, and, above all, let all members of the school feel that they have an active part in these, either as actual contestants or as interested spectators.

R. M. DAVIS.

### ❧ Girls' Basket Ball ❧

The fact that the young women of the Normal School have not several basket-ball victories to their credit is due, not to a lack of energy or of good players, but to a lack of time for practice. Thus far the young women of the school have had the use of the gymnasium for this purpose only one evening in the week. It has seemed impossible for them to play a truly scientific game and compete against outside teams whose members have nothing to interfere with their practice.

Three or four teams have been organized, but the Senior High School section are at present the champions. They have some good individual players, but could be benefited by more practice on team work.

At present there is a movement on hand which we hope will result in the production of a team of which Normal may be proud. All the young women of the school, who are interested in the game, have organized a Basket-Ball Club. The club is composed of several teams, and these contain many good and experienced players. From these we are expecting great things in the near future.

HELEN MATTHEWSON.



Ruess,  
Who thinks he plays  
Basket Ball

### ❧ Basket Ball ❧

The basket-ball season for 1900-1 started out with great vim. Mr. Gallup was chosen captain of the school team and authorized to choose



its members. After some close observation, he organized the team, as follows:

Gallup (c).....	Forward
Hickcox .....	Forward
Ronan .....	Center
Butler .....	Guard
Robinson .....	Guard
Newsom .....	Substitute

The team played a match game with the Los Angeles Y. M. C. A. team in the Y. M. C. A. gymnasium, and were defeated by the score of 11 to 6. Considering the great difference between that gym. and ours in size and arrangement, and the rough way in which the Y. M. C. A. boys played, our boys put up a good game. The boys hope to meet the Y. M. C. A. team in our gym. before the season is over, and are confident of success. A good-sized Normal crowd cheered our boys.

The school team has shown its ability to defeat any other combination which could be gotten up in the school, twice; once to the tune of 25 to 10; again to the tune of—.

The different players on the first team have pronounced characteristics: Mr. Gallup, the contortionist; Hickcox, the telegraph pole; Butler, the rubber man; Ronan, the steam engine, and Robinson, the long-winded. The combination is a good one.

The first game of the season in our gymnasium was played between the School Y. M. C. A and a team picked from the rest of the boys. The game was a close one, resulting in the score of 13 to 12, in favor of the school combination. The line-up was as follows:

Y. M. C. A.	Position.	School
Hickcox (c) .....	Forward.....	Gallup (c)
Carner .....	Forward.....	Ronan
Lake.....	Center.....	Ruess
Cain.....	Guard.....	Butler
Newsom.....	Guard.....	Robinson

Mr. Carner made a basket during the last few seconds of the game, but the referee did not count it because it was thrown after the whistle blew. Some doubted this, so the score remained disputed, some saying it was 15 to 13 in favor of Y. M. C. A.

A second game was played between the teams on January 9, resulting in the score of 18-6 for Y. M. C. A., which removed all doubt as to the relative strength of the two teams.



# In Memoriam

M. D. W.

In publishing the names of those of our fellow students who have been called from this to another world, we are conscious of a conflict of emotions. It is unnatural and unreasonable that unmitigated sorrow should be associated with the contemplation of death.

It is Nature's law that all should die ; and were this all, it would be gloomy enough to recognize the oft repeated advent of the great enemy among us. But in view of the ineffable glories that await those who are prepared for the dread monster's call, upon which they cannot enter except as they cross the dark river, death, in such cases, is robbed of its sting, and becomes but the agent by which we are introduced into the joys of Heaven. While, therefore, we mourn, for our own sakes, the temporary loss of our companions who have preceded us to the world of spirits, and profoundly sympathize with those whose homes and inner lives have thus been robbed of their charm, let us face the fact as possessing for us an exhortation to a higher and purer life ; and, by a redoubled zeal, fit ourselves to meet with triumphant cheerfulness the inevitable summons that awaits us all.

In this city, July 11th, 1900,

**Josephine Dunn,**

A member of the present Middle B Class.

In Brooklyn, N. Y., September, 1900,

**Mary Lewis,**

A member of the Faculty on leave.

In this city, October 4th, 1900,

**Jessie D. McArthur,**

Of the Summer Class of 1900.

In Whittier, December, 1900,

**Annie Phelan,**

A member of the present Middle B Class.

In Los Angeles, Jan. 23rd, 1901,

**Ethel Moody,**

A member of the present Jr. A Class.

❧ Class Postoffice Addresses ❧

Shepardson, Prof. Everett . . . . .	1147 Santee st.	Laws, Jr., Ovid . . . . .	184 N. Daly st.
Adams, Mabel . . . . .	259 Thomas st., Pomona	Luttge, June . . . . .	Burbank, Cal.
Adams, Rallah . . . . .	126 W. 5th st.	Merrill, Frank . . . . .	Florence, Cal.
Allen, Mrs. Blanche . . . . .	410 Boyle ave.	Miller, Edith . . . . .	919 Bellevue ave.
Allen, Mrs. Mary . . . . .	325 S. Johnson st.	McGill, May . . . . .	Santa Ana, Cal.
Baker, Josephine . . . . .	101 S. Flower st.	Newell, Florence . . . . .	939 E. 12th st.
Boquist, Cora. . . . .	851 Buena Vista st.	Palmer, Winnie . . . . .	330 S. State st.
Breen, Nellie . . . . .	213 S. Olive st.	Patterson, Mabel . . . . .	Glendale, Cal.
Brunson, May . . . . .	Downey, Cal.	Peters, Millie . . . . .	Glendale, Cal.
Clark, Emily . . . . .	Perris, Riverside Co., Cal.	Pettis, Maud . . . . .	Goleta, Santa Barbara Co., Cal.
Collins, Laura . . . . .	2134 Reservoir st.	Pollans, Mrs. Kate . . . . .	831½ S. Flower st.
Day, Jessie V. . . . .	1400 W. 11th st.	Randall, Nellie . . . . .	647 N. Grand ave.
Doss, Grace A. . . . .	133 S. Flower st.	Redmond, Ella . . . . .	416 S. Olive st.
Elden, Edna . . . . .	Cloverdale, Sonoma Co., Cal.	Rolfe, Banna . . . . .	1288 W. 25th st.
Ellsworth, Mrs. De Grace . . . . .	Whittier, Cal.	Smith, Jacintha . . . . .	1425 W. Pico st.
Fallis, Mary . . . . .	625 Bellevue ave.	Stewart, Guy . . . . .	San Bernardino, Cal.
Fishburn, Rose . . . . .	1030 S. Flower st	Stuart, Grace M. . . . .	1508 Brooklyn ave.
Frink, Lillian . . . . .	El Casco, Riverside Co., Cal.	Travis, Isabel . . . . .	418 Napa st.
Goodrich, Sue . . . . .	839½ S. Grand ave.	Variel, Lora . . . . .	2237 Michigan ave.
Harrington, Helen . . . . .	957 Campbell st., Oakland	White, Gertrude . . . . .	224 E. Elmyra st.
Holmes, Dorothy . . . . .	Carpinteria, Santa Barbara	Whitaker, Forrest . . . . .	241 S. Ave. 18
Hornbeck, Stella . . . . .	712 N. Buuker Hill ave.	Yarnell, Mamie . . . . .	529 Wall st.
Kerr, Flora . . . . .	Orange, Cal.		



## ❧ Calendar for Graduation Week ❧

Monday night, Jan. 28th.—The Senior B Reception and Party to the Senior A's.

Thursday morning, Jan. 31st.—Presentation of Diplomas.

Thursday night.—Senior A Candy Pull.

Friday night, Feb. 1st—Senior A Class Day.

Saturday evening, Feb. 2nd—The Senior A Dance.

## ❧ Class Day ❧

A PLAY—( A Curtain Raiser.)

PRESENTED BY

Miss Cora Boquist

Mrs. Mary Allen

Mr. Guy Stewart

Mr. Forrest Whitaker

Mr. Hicks

Miss Maud Pettis, Stage Manager.



## ✿ Class Hymn ✿

D. G. E.



O-NIGHT, as we stand together,  
On the threshold of things unknown,  
We regret that the past happy school days  
Never more can we call our own ;  
Those days filled with joy and gladness  
Are gone never more to return ;  
But looking ahead in the future  
We can see brighter laurels to earn.

The dearest of recollections  
Will come to us where e'er we roam,  
As we think of the dear old Normal  
Which for long was our happy home ;  
And now as our field grows broader,  
We'll strive farther outward to reach  
At last, when we've garnered Life's harvest,  
May there be Life Eternal for each.

The memory of loving teachers  
Will for ever to us be dear,  
Could we ever have friends so faithful  
We'd have nothing in life to fear ;  
May life bring to each its blessings,  
May joy fill each cup to the brim,  
Of those who so patiently led us  
Up the pathway so rugged and dim.

Four years we have worked together,  
As the class of Nineteen Hundred and One,  
Neither rashly nor timid, but bravely,  
We hope that our work is well done ;  
The bonds of our love and friendship  
May each of us strive to renew ;  
With hearts flowing o'er with affection  
Let us now bid a final adieu.





**FINIS.**

EXPENSES  
Cuts  
Ink  
Foolscap  
Pictures

## ❧ Jokes and Hits ❧

EDITOR, MAMIE YARNELL

Dr. Shults says that even in extremes of weather, sitting beside a handsome young lady prevents taking colds.

Try to make Mr. Davis say, "No, I haven't." He will.

Ask Mrs. Ellsworth how it feels to cut English.

For definition of Bibliography, Miss Jacintha Smith is the best known authority.

Mr. Whitaker (at class party)—"Every nigger has a lady but me"

The following is taken from a Faculty Quartette :

Mr. Barry put the kettle on,

Mr. Barry put the kettle on,

Mr. Barry put the kettle on,

And we'll have tea.

Notice! Wonderful!! Unprecedented!!! Lucy Thomas was at school Tuesday morning, January 15th, in time for Assembly.

Anyone wishing to be excused from Assembly, can do so by joining the dancing class held by the Misses Morton and Matthewson in the lower hall. Rates very reasonable.



### STARS

(What made them famous.)

Mr. Robison—Basket-ball.

Florence Newell—Sloyd.

Miss Hellmuth—Her disposition.

Mr. Whitaker—His mustache.

Mr. Merrill—Ambition.

Mr. Morgan—Shakespeare class.

Blanche Walker—Reading.

Clarence Shults—Rote Song.

Prof. Pierce—Normal School.

Jessie Day—Bogus plans.

Prof. Chamberlain—Getting married.





## ✿ The Model Dairy ✿

(Published for the benefit of the Biology Professor.)

He ran a model dairy  
On scientific plans—  
Equipment of the latest,  
From tank to cooling pans.

He used the purest water  
There was to be obtained—  
No matter if he pumped it,  
Or caught it when it rained.

His chalk he kept in barrels,  
And you would be surprised  
To know that every barrel  
Was antisepticed.

He had a tank, of copper;  
In it he took much pride;  
He kept it bright and shining—  
It held formaldehyde.

And, to complete the dairy,  
He said: "I think that now  
I'll try to save some money  
And buy a pretty cow."  
—Josh Wink in Baltimore *American*.

Telephone Main 13

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## Favorite Quotations

Does Jacintha Smith know what a bibliography is? Is it a short poem attached to the end of a Thesis?

Miss Moore says Mr. Morgan ought to know about the climate of North England, if any one does! He came over when 5 years of age.

As a general rule, those students whose voices are so very low during recitations exhibit an extreme lung power on other occasions; but I wish to call attention to the fact that this does not hold true regarding Blanche Walker. She is obliged to use a megaphone on the tennis court.

There is no topic so absorbing to Senior A's as Training School. The Misses Harrington, Variel and Newell were walking down Spring street the other day, lost to the world in this all-absorbing subject, when Miss Newell suddenly collided with a bicycle rack. She turned round and made the most ladylike apology possible. People stared, and I heard some one say Normal students, and the girls walked on.

**LOUIS A. STEPHAN**

*Fifth Street  
Shaving Parlors*

*Shaving 10c*



*Hair Cutting 15c*

*206 West Fifth Street*

## ❖ Favorite Quotations ❖

Miss Jones of Mid. Bl. is developing warlike propensities of late. How about throwing that book at Miss G—ff?

Clarence Shults (giving Rote song—in state of frenzied fear)—Not that I'm frightened at all, understand.

"Boys and girls fifteen and sixteen years of age nowadays can't think as well as I did when I was a girl."—Miss Seaman.

Why did Mr. L-r-b-e-r blush so when Miss Monroe read "That Old Sweetheart of Mine" at the Sen B. party?

Mr. Miller—Mr. Ruess, have you your excuse for absence?

Mr. Ruess—I will see you after class.

It seems real homelike to watch the preparations for a faculty tea. Mr. Pierce builds the fire, Miss Elliott heats the water, Mrs. English carries it upstairs in a two-gallon vessel, and the others help in various ways.

Miss Dunn made the startling announcement the other day that she believed she had found something out that she hadn't known before.

Oh, the tennis court! Why doesn't some one rise up in righteous indignation and ask for repairs?

The two Misses Mee went to the theater on Saturday night with a man.

The epics written by the S. B. 3's are to be published with notes and biography for future English classes to study.



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TO SEE QUALITY  
AND GET  
PRICES ON

SHOES

BEFORE YOU BUY.  
AT THE

QUEEN  
SHOE STORE

BEST VALUE FOR THE  
LEAST MONEY

160, 162, 164 NORTH MAIN STREET



# ADOLF FRESE

TRADE MARK

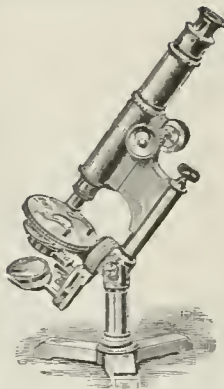
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## Favorite Quotations

Though something may have been placed in the josh department concerning talking in Miss Dunn's hall, it was simply to give it a place in the paper where it would receive due attention. It is positively no josh, and must not be taken as such.

Mr. Merrill does not believe in doing things by halves. He says the whole world is in need of instant and entire revolution!!!

Mr. Smith consoles himself with this motto: "Little, but, Oh, my."

We are glad to see Mr. Gilson back, after his long sickness.

Miss Cobler is making a specialty of U. S. History in view of teaching it in the Training School.

You may talk in your class-rooms,  
You may talk on the stair,  
You may talk in gymnasium.  
In fact, everywhere,  
(Even in assembly, if you must talk at all!)  
But you may not, you must not,  
Talk in the front hall.

Judging from the sensation which Miss Kirkpatrick created in music a short time ago (Miss Hagan actually fell off her chair), we feel that her success in that line is insured.

One of Mr. Von Neumeier's "New Year Resolutions" is that hereafter he is always going to dismiss his classes as soon as the last bell rings.

A goodly number of our Alumni visited us during Institute. They are always welcome, and we would be glad to see them oftener.

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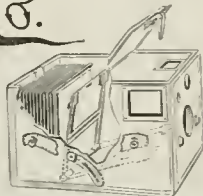
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## Personal Hits

May Hawley is absent on account of sickness.

Apply to Mrs. Stewart for Rote Song instruction.

Mr. Pierce—Well, that's all right. (Class roars.)

Mr. Hickcox has his ideas as to how he would teach history.

Miss Variel—Well, Mr. Pierce, I changed my seat so as to be nearer you.

Mr. Pierce (in School Economy): Now, I see some of you have changed your seats.

Miss Alice Durnford, M. B. III., has been ill in the hospital for some time. Her many friends hope for her immediate recovery.



Miss Dunn—Stop talking in this hall.

Miss Hagan—I will talk in this hall, if I please—



## ✿ Personal Hits ✿

We want the people to know

That the tennis court needs an appropriation.

That Mr. Morgan's jokes are obsolete.

That Miss Lawson is fond of flowers.

That the reason no one can talk in the front hall is because it must be quiet there.

That the Senior Bs are not what they seem.

That Mr. Dozier will not excuse any one for being tardy to recitation on the plea that they had Gym. the period before.

When Miss Cobler writes her psychology text book, it will begin thus: Prof. James and myself think, etc.



### Middler's Motto:

“Where shall wisdom be found, and where is the place of understanding.”



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✻ Jokes ✻

Tho' Moses was no Normal boy,  
And never played football,  
He, six feet tall, in basket-ball,  
Has come to great renown.  
But Moses was a Normal boy,  
And tho' no football clown,  
In rushes he was said to be  
The first one of them all.

Seminar night, Jan. 7. Scene, room 4, full of busy Seniors.

Thoughtless Senior—When will Dr. James return?

Dead silence.

Clarence Shultz tells the following in illustration of his father's absent-mindedness. The doctor was riding down Fifth street on his bicycle, at an unwarranted speed, when he unexpectedly

ran into a lady, knocking her down. Dr. Shultz in his surprise stood speechless. The lady picked herself up and said: "You are no gentleman or you would not knock a woman down and not even apologize." Dr. Shultz (from force of habit): "Yes! That's right, that's right!"

We grieve to relate that our beloved Miss Hagan is certainly getting better.

Miss H.—O, look here! Here's a new story, "The Invisible Man." They must have gotten the idea from the Los Angeles State Normal."

So we are not surprised to learn that some sincere, endeavoring soul sends the *Chicago American* every day from that city to improve Miss H.'s mind. They *know* her in Chicago, don't they?

## ✿ Favorite Quotations ✿

Mr. Arthur Merrill—The time is out of joint;  
Oh, cursed spite,  
That ever I was born to set it right.

Miss Ethel Curry—At length I saw a lady  
within call.

A daughter of the gods, divinely tall,  
And most divinely fair.

Miss Jones—A little body often harbors a  
great soul.

Mr. B. Magoffin—I make such a hit,  
That the girls all admit  
I'm a wonder for my age!

Mr. Barry—'Tax not so bad a voice to slander  
music more than once.

Mr. Von Neumeyer—She wept with delight  
when you gave her a smile and trembled with  
fear at your frown.

Mrs. English—Then, Miss Variel, what was  
left in the receiver?

Miss Variel—It was filled with a vacuum.  
(Class takes note of the phenomenon.)

Don't mention "Fanning" to Guy Stewart; it  
doesn't cool him any.

Why doesn't the Middle D English class or-  
ganize itself into a debating club right away,  
and have done with it?

Here is one of Mr. Morgan's original ones:  
If Mr. Ball were to climb a ladder, what would  
he be? Why, a high-ball, of course.

Miss Sands is 'gritty' alright.

Mr. Ruess wants it distinctly understood that  
as a basket-ball player he is the limit.

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## ❁ Personal Hits ❁

The other day I was sitting on the lawn in the school yard, when two little Training School girls passed by. They were talking very rapidly indeed, and punctuating very liberally with giggles. As they passed, this little dialogue fell upon my ear:

"And, do you know, he passed me on the street the very next day!"

"No, really?"

"Yes, really; cross my heart; and what, *what* do you think he said?"

"Mercy! What? Tell me."

"I don't know as I'd better."

"The idea, after all I tell you. Tell, this instant!"

"Well, he walked up just as bold and said, 'Hello, Jenny!'"

"Did you ever!"















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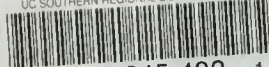
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