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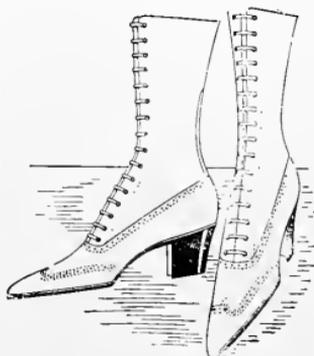


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THE CLARION

Vol. VI

APRIL 1918

No. 5

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CLARION STATE NORMAL SCHOOL
Clarion, Pennsylvania



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MRS. MARY A. JENKS

DEDICATION

In appreciation of her untiring efforts to make Clarion Normal a real foundation for our success in living, the class of 1918 affectionately dedicates this volume of THE CLARION to our preceptress and model school principal, Mrs. Mary A. Jenks.

FOREWORD

Believing in "doing their bit," the Senior Class of 1918 decided to discontinue *The Sequel* and in its place edit a number of THE CLARION and make that as noteworthy in a smaller degree, as *The Sequels* before us have done.

Meeting with the unanimous approval and consent of the Faculty, the present edition in its entirety has been edited by members of the Senior Class.

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C—S—N—S
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RUTH HAUGH

Clarion, Pa.

Y. W. C. A.; Franklin Literary Society.

Ruth is a pretty little blonde. In the field of athletics she has become accomplished at "skipping," and what is more remarkable, she does this and runs a car at the same time. On her trips in the country she captures the heart of many a country boy. "Abe" is very good looking, especially in the soldier uniform. "Abe" cannot come often from Camp Lee, but the telephone bill is awful.

**GEORGE GWEEN**

Sligo, Pa.

President Debating Society; F. L. S.; Y. M. C. A.; Capt. Inter-Normal Debating Team; Winner Contest Debate, 1917.

George, better known as "Gween," was born in Pittsburgh sometime during the summer of 18—, and afterwards moved to Ohio, where he graduated from Stark Co. public schools and later the Magnolia High School. Realizing that "Old Pa." was still good enough George returned and entered C. S. N. in 1916, where he has made many friends, especially among the ladies.

Good luck to you, George.

**GERTRUDE ETHEL STERRETT ("TRUE")**

Y. W. C. A.; Franklin Society.

After "True" had completed her public school course and was graduated from H. T. H. S., she decided to come to C. S. N. S., and is now an active member of the industrious class of '18. Her favorite poem is Tennyson's Brook(s).

Gertrude says she is going to teach. That's what they all say, but time will tell. However, we wish her success in the future.

**HANNAH BELLE SMITH**

Clarion, Pa.

B. L. S.; Glee Club; Y. W. C. A.

This young lady, after completing the high school course in town, where she was an honor student, decided to try her luck at the Normal.

Her favorite path leads to a Hill, and any time you are near her, you will be sure to hear her say, "What the Sam Hill?"

Here's wishing her the best of luck in anything that she undertakes.





MARGARET LORETTA CONNOR

Strattonville, Pa.

"Way down on the farm" near Strattonville, on a bright January morning, our cheery "Peg" first opened her big blue eyes. Since then it has been her chief mission to make other people happy, and wherever you hear "Peg's" "For cat's sake," you know there is mischief afoot.

When she is serious she aspires to be a nurse, and we all wish her success in her chosen calling.



LOT R. STRATIFF

Anita, Pa.

In response to a vision of superior knowledge, on the bright day of Sept. 18, 1916, Lot left his farm home and arrived at C. S. N. S. that evening to join the class of '18. Altho a very studious boy, Lot was a bear among the ladies and was always saying, "I wonder if I can get a date tonight?" The rumor is abroad that he tried very hard to join the Royle (Royal) family, but how he succeeds is yet to be seen. We all know that Lot is a good student because "Dad" always gives him a chance to recite first.



BEULAH LEILA CRAFT

Clarion, Pa.

F. L. S.; Girls' Glee Club; Y. W. C. A.

This charming maid drifted into our class in September, 1916, inclined to be interested in the males (mails), hoping to be helpful as the wife of a certain postmaster.

She is very musical and was a splendid addition to the Mock Faculty. As for her future, we wish her a bright and happy life.



MYRTLE IRENE CLARK

Shippenville, Pa.

After graduating with honors from the Shippenville High School, Irene came to C. S. N. S. and joined the class of 1918, the Franklin Literary Society, and the Y. W. C. A., where she served on the information committee.

"Clark is studious energetic and always ready to lend a hand. She is an expert at casting on stitches and fixing necks and has serious thoughts of hanging out her shingle, "Doctor of Knitting." Clark is always ready for her share of the fun. Some one is heard to say, "Who threw that snowball?" "Why, Clark, I suppose," is the reply.

ELSIE NELSON

Sheffield, Pa.

Have you ever heard of Sheffield? Well, that is where Elsie was born, reared and got her start. She came to Clarion in the Fall of 1916.

She is sometimes inclined to study, but she is not exactly thirsting after knowledge, so she is always ready for a good time. This lady has great hopes and ambitions and her skill in Domestic Science is beyond question.

May her life be all we wish and hope for her.

**BYRD M. DAVIS**

Helen Furnace, Pa.

Byrd, the president of our class, was born at Helen Furnace (He doesn't know when.) He taught four years in the public schools, since he himself attended the Highland Township Schools.

Since coming to the Normal, Byrd has been active in literary circles, having represented the F. L. S. as one of its contestants in 1917.

He is a "Varsity" man in baseball; was "Our Mutual Friend" in the Senior Class Play; and a member of the Y. M. C. A.

His favorite expression seems to be, "My wife won't let me."

**MILDRED ELIZABETH CUMMINGS**

Baxter, Pa.

Y. W. C. A.; B. L. S.; Glee Club; Basket Ball; Tennis

"Oh, Ye Immortal Gods, Where are We?" "Going up town along, Jean?" These are favorite quotations of Midge's.

"Midge" never objected to digging potatoes in "Ag." as it brings fond memories of a certain "Spud."

We think her future occupation will be keeping a livery stable and hiring ponies to future Senior classes.

Here's wishing her the best of luck.

**CLARA SLOAN ("TOADIE")**

Emlenton, Pa.

Y. W. C. A.; Sec. Senior Class; Sec. F. L. S., Winter Term

The class is indeed fortunate in having a remedy for all ailments—Sloan's Liniment

"Sloanie" is vivacious, and ever ready with a helping hand.

When it comes to tennis, it may be truthfully said that she would rather do that than eat, as she has been known to miss her dinner in order to finish that "set." But her interests are not confined to tennis alone, for we occasionally get a taste of the candy that "Mac" sends.

The class has shown their appreciation by electing her secretary, and we feel that she will always be an honor to her class and school.





ARDELLA COOPER

Turtle Point, Pa.

Girls' Glee Club; B. L. S.; Y. W. C. A. Missionary Committ.
Ardella is a graduate of the Port Allegany High School.

Then, desiring more learning, she came to C. S. N. S. and cast her lot with the class of '18. She is a sunny dispositioned, studious girl. We all love her for her cheerfulness and kind heart. Ardella is quite an adept in writing poetry and often writes long letters in rhyme. She is a very active Red Cross member. She says that she intends to spend the rest of her days in teaching school, but we can easier picture her in the future as a happy home maker.

W. ZERAH DAVISON, "ZERO"

Brookville, Pa.

'Varsity Baseball and Basket Ball.

"Zero" is one of two of our class that couldn't wait to start housekeeping until they had finished here.

His favorite expression is, "I'll ask my wife."

He was born at Brookville and after entering here has started at basket ball and baseball.

We are all sure Zerah will succeed wherever he goes, because—well, ask his wife.

VERA M. MONG

Shippensville, Pa

In the latter part of the nineteenth century there arrived at the home of H. R. Mong, on a galloping turkey, little Vera. We often hear her exclaim when a car is approaching, "Is that the Winton?" "Where's my hat?" We often wonder where her steps will lead when she leaves C. S. N. S. for the last time. We wish her success in all her undertakings.

FLORA McDONALD KILGOUR, "FLO," "FLIP"

Y. W. C. A.; F. L. S.; Capt. Senior Girls' E. B. Team.

"Flo's" favorite is a poet by the name of "Bobbie Burns," probably because he is a distant relative of hers. "Flo" is very fond of the old men's characteristics, especially the bald (y) ones.

We were very fortunate in having Flora enter our Junior Class, as she is one of the jolly girls coming from the C. H. S.

She is very conserving of food, as she makes egg-nogg for the entire D. S. class without using an egg.

MARTHA HALL SCHULER

Warren, Pa.

Y. W. C. A. Cabinet. Bancroft Secretary; Bancroft Contestant.

Martha has been said to be the "lalagager" of our class, but we can't believe that statement. Of course, we realize she is very absent minded, or she wouldn't order "half frays" well done; neither would she leave her "purse" straying on trains, or other conspicuous places.

We prophesy a bright future for Marty, and a long and happy life.



HAROLD CLAIR SEIGWORTH

Newmansville, Pa.

Y. M. C. A. Cabinet; B. L. S.; Debating Team; Choir.

Harold, a true son of the sod, came to Clarion in 1915, where he has since made a splendid record.

He is quite an admirer of the fair sex, but as yet he hasn't been able to decide which he likes best.

His future course isn't exactly decided upon, but we all wish him the success which he so well merits.



MARGARET FRADENBURGH

Fredonia, Pa.

Y. W. C. A. Cabinet; Sec. F. L. S., Winter Term

She's little, but she's wise; she's a terror for her size."

During her Junior year Margaret seemed very quiet, but later we found that she was as lively as any of us.

One of her pet phrases is, "Oh, kids, have you got your Physics?"

We do not know what the future has in store for her, but our farewell parting is, "Success to you."



MYERL MAE ZUCK

Tionesta, Pa.

Y. W. C. A.; F. L. S.; Tennis Association.

"Good goods done up in small packages." We never had much faith in this saying until we met Myerl.

She is very industrious in her studies, for she never has time to visit during study hours.

We prophesy for her in the future that she will be sent to Congress to secure Woman Suffrage, and while there will present such strong arguments that they will just have to grant it.





LEONORE STROMQUIST

Marienville, Pa.

F. L. S.; Y. W. C. A.

The fairies held a council one bright April day in 18— and at this meeting they decided to present fair-haired, blue-eyed Leonore at the Stromquist home.

Those who are not acquainted with her may consider her quiet, but if so, they are mistaken, for she is full of life and fun.

Where does she room? 92, or 94? Well, she has reason for coming to 92, even tho she cannot avoid being sent back.



EDGAR STRATIFF

Anita Pa.

Edgar is a representative of Jefferson county at Clarion. After graduating at McCalmont H. S., he came to Clarion Normal.

Altho he is destined to live a calm, quiet and peaceful life, he is a deep thinker. His motto is, "Never talk unless you have something to say," or "Don't intrude on the affairs of other people."

It is difficult, especially for the gentler sex, to become acquainted with Ed, but still he is a warm and loyal friend.

He is undecided as to what he will do in life, but our hearty wishes for success attend him.



LOUISE SHANNON

Clarion, Pa.

"Lavinia" in "Our Mutual Friend;" Y. W. C. A.; F. L. S.; Girls' Glee Club.

"Ease" has a most sunny disposition and wins the hearts of all who know her. She is prominent in school activities, and where there is a dance you may find her. "Expression" and "Athletics" are her specialties, but we then conclude that there must be a Sammy "Somewhere in France." Good luck to you and your Sammy.



NORA LAURENA SHUMAKER

New Bethlehem, Pa.

F. L. S.; Red Cross; Y. W. C. A. Information Committee.

After completing a public school course at Oakland, she decided to come to C. S. N. S. and complete her courses here.

If you hear the expression, "Eyes as big as Sammy's," you will know Nora is around.

She says she intends to teach, but as she is interested in "Art," we think she will soon be making advertisements for "Smith's" cough drops.

Here's success to you.

EVA CHARLENE PETERSON

Bradford, Pa.

F. L. S.; Y. W. C. A.

(?) years ago, on the twenty-ninth of May, a light-haired girl came to the house of F. S. Peterson of Bradford. After graduating from the B. H. S. in 1916, she decided to broaden her education by attending Clarion Normal.

We know that "Pete" likes to knit, but we are all sure she is fond of "seed" (work).

**WILLIAM ROBERT COWAN**

Corsica, Pa.

Y. M. C. A.; Class Play; Chairman of Normal Aux. Red Cross.

"Bob" was born Feb. 15, (?), on a farm out in the lively town of Corsica. His parents later moved to Corsica and here Bob graduated from the High School. In the spring of '16 he came to Clarion and enlisted under the "Red and White," and won many friends by his pleasing personality and willingness to help others. He is ambitious, likes studies, especially gym and chapel, and is fond of riding. We often hear him jumble "Cee," "Gil," "Fanny," and others in his sleep. Our greatest wishes for success go with him in the future.

**JESSIE WHITEHILL**

Strattonville, Pa.

Class Play; Y. W. C. A.; F. L. S.; Class Treasurer.

One bright morning (just how many years ago we couldn't say), a little curly-headed girl arrived in Strattonville and the Whitehills gave her a home.

Jessie graduated from her home high school in the class of 1915. The following autumn found her in our Normal as a member of the class of 1918. She has been one of our best students and we feel certain that she will bring honor to her Alma Mater.

**LILLIAN WHITE**

Clarion, Pa.

This jolly lass with the bonnie blue eyes has gladdened the hearts of her parents and many friends. She graduated from Clarion H. S. in 1916, after which she decided to further her education in the Normal. She entered the class of 1918 and took an active part in all school activities.

She is one of those jolly girls who make everybody happy. She has made many friends and broken hearts. It may well be said of her:—

"None knew her but to love her,
"None named her but to praise."





ESTHER LEONE MARSHALL, "S"

DuBois, Pa.

President Y. W. C. A.; Glee Club; F. L. S.; Y. W. C. A. Conference Delegate.

Esther's pleasing manner has won for her a place in the hearts of many, and by perseverance she has climbed the steps of fame still higher to take Caesar's place in the triumvirate, the 20th century password of which is, "Have you lost your room?"

Her energies are spent principally upon Music and Physics. She expects to study Lohengrin's "Bridal March," and has a fine understanding of "She Sleeps, My Lady Sleeps." When Physics has turned her glowing locks to gray she intends to display her musical ability by composing a new song entitled, "Silver Threads Among the Gold."

EARL MYERS

Lickingville, Pa.

In the fall of 1914, Earl decided to discontinue farm life and take up the life of a student. He arrived in C. S. N. S. at the opening of the fall term and has been climbing steadily upward during his four years here. Altho Earl was never much for the fair sex, he has been a very diligent student, and has always stood among the stars of his class in the intellectual. We are all very proud of him and feel sure that he will be successful in life as he has been in school.

VERA RACHEL CONRAD

Du Bois, Pa.

Y. W. C. A.; Glee Club; B. L. S.; Bible Study Committee.

Vera spent one year in D. H. S., then came to Clarion and entered as a Sophomore in 1915.

One of her favorite expressions is, "Has the mailman come?"

When she cannot get her Physics she says, "I'll chuck it." Her highest ambition is to teach, but if a certain Bill asks her first, we believe she'll leave in an aeroplane.

We wish her success.

SIGNE AMELIA ERICKSON

Akeley, Pa.

Y. W. C. A.; F. L. S.; Girls' Glee Club

Signe attended Russell High School, graduating from there in the spring of 1916.

She, wishing to extend her education, came to Clarion that fall, where she entered the Junior Class and is now one of the "Eighteens."

After graduating at the Normal, Signe expects to teach Physical Culture in a high school for a year or so. We do not know what line of work she will follow later, but we prophecy a matrimonial affair, as she is already filling her "Hope Chest."

LURENE DEE ALBERT

Du Bois, Pa.

Treasurer Y. W. C. A.; Glee Club; Class Play; B. L. S.; Inter-Normal Debater; Sec. Debating Society.

Dee is one of our best students, her specialties being Physics and Fifth Year Latin. For recreational reading Dee uses "Robert's Rules of Orders." We cannot understand Dee's preference for this book unless there is something pleasing to her in its name. As she repeats to herself, "This life was an inspiration, his memory is a benediction," we wonder still more. Probably Time shall unveil these mysteries for us.

**LEON CLAIR HUNTER**

Nebraska, Pa.

Sec. Y. M. C. A.; F. L. S.; Basket Ball (Varsity).

Once upon a time there grew up in Forest county a Hunter, who, after graduating at the N. H. S., decided to hunt deeper into the mysteries of books at C. S. N. S. It is his intention to go to college, where we predict and wish for him the greatest of success in whatever he undertakes.

MARION GAUL

Marienville, Pa.

Y. W. C. A.; Bancroft Society.

Just to know Marion slightly is to be aware of her fine qualities. "Fine natures are like fine poems. A glance at the first two lines suffice for an idea of the beauty that lies beyond."

After finishing school in Marienville and teaching two years Marien came to C. S. N. S. and joined the class of 1918, where she has been a source of joy and inspiration to all those who know her.

CHRISTINE McELHATTAN (JILL)

Knox, Pa.

F. L. S.; Glee Club; Y. W. C. A.

Christine drifted into us, the class of '18, after having wandered about Knox from September, 1898, until the fall of 1916. Here she entered into the literary activities with a vim, and ably represented the Franklins in the 1917 contest. She is, however, very much interested in agriculture, being especially fond of a Cow(an).



CAROLYN SHAFER

Du Bois, Pa.

Bancroft Literary Society; Glee Club; Y. W. C. A. Cabinet

D. H. S. may well be proud of its representative in the person of Carrie, with her broad smile and dimples. She scatters sunshine during a storm, provided it is only a "shower."

Carolyn has been an active member of the Y. W. C. A. She usually has a song ready for Society or a Reception. She proved a worthy winner in our Literary Contest. "Scatters loving smiles and words of cheer."



NORTON B. PERCIVAL (PERC)

Rixford, Pa.

Pres. E. L. S., Spring Term 1917; Sec. Y. M. C. A.

Among the boys of our class there stands out one head and shoulders above the others, who is famed for his activities along many lines—talking, singing, automobiling, and for being true to one only.

Personally, Perc is the most loved by us all, and tho the powers that be have severed his domestic relations for some time, we all wish for him the happiness and success that he so richly deserves. "Drink to his health, all ye that know him."



DOROTHY RYDGREN

Sheffield, Pa.

Vice-Pres. Y. W. C. A.; Mrs. Beckwith in the "Farmerette."

Dorothy is not as sedate or staid as she appears, despite the fact that in the "mock faculty" she so cleverly imitated one of the teachers. Her one care is Physics, and such expressions as "Well, Dad doesn't like me anyway," and "If you were as dumb as I am," were often heard. "You should worry, Dorothy; you'll beat 'em anyway."



PAULINE LONDON

Brookfield, Pa.

Bancroft Literary Society; Y. W. C. A.

Pauline graduated from the Brookfield High School and, having taught in public schools for a short time, decided to continue her education. She heard of the illustrious class of '18 and became a member of it in the fall of '16.

We wish her happiness in her chosen work of teaching, whether she has one pupil or many.

ONA MAE SHUMAKER

New Bethlehem, Pa.

E. L. S.; Y. W. C. A. Missionary Committee.

Whenever you hear little Ona coming, you know she is going to ask, "When are you going to pay your Missionary dues? Are you going to society?" She attended Oakland school and also taught one year. At C. S. N. S. she distinguished herself by being exempt in arithmetic. She is very fond of proclaiming her own "Reitz." Her highest ambition it to fill the front seat of a Saxon.

**HENRIETTA BRIEL ("HEN")**

Karthaus, Pa.

Treas. Franklin Literary Society, Fall Term.

"Henry" is one of our jolly, good-natured members in this class of '18. She does not believe in over-work and has never been known to worry.

Her tastes are few and sweet. She likes Physies, Sunday afternoon strolls, and has an undying interest in Agriculture, especially the study of "Chicks."

If there is one thing "Hen" likes to do better than dance it is to dance some more.

"Hen" is not a girl to worry,
And she's never in a hurry.
Of her I could say more,
But I'll close with Au Revoir."

**ELEANOR JEAN ANDERSON**

Summerville, Pa.

Y. W. C. A.; Glee Club; F. L. S.; Basket Ball Team.

"Peasley" graduated from S. H. S., then acted as school teacher for two years, and afterward came to Clarion, as she expressed it, for "fresh air and excitement."

Physies never held much interest for Jean, but she was thoroughly aroused by a study of the hydraulic "Press."

Her favorite is Smith's Cough Drops, while her favorite expression is, "Oh, don't get excited my little friend; I'll get there in time."

**ETHEL GEORGE**

Hawthorne, Pa.

Ethel, tho a demure little maiden and not overly fond of the stronger sex, is one of our brightest and most willing in the "Eighteeners."

"Tho her cares be many,
And her joys be few,
Here's to Ethel, the firm and true."





ELDA EVELINE FRAMPトン

Clarion, Pa.

Y. W. C. A.; Graduated from Model School, 1913; Girls' Varsity E. B. Team; F. L. S.; Glee Club; Cast of the "Farmerette."

One snowy morning (?) years ago, Eveline entered the quiet town of Clarion, which could no longer be called quiet. She has now decided to "Chese" the old beaus and keep the Harry Hot(t)le, who is sure some gas man.

"Eveline is neither short nor tall,
But at catching fellows can beat them all."

MARY ELLEN HALOWELL ("HAL")

Du Bois, Pa.

Y. W. C. A.; Glee Club; Franklin Society; Franklin Contestant.

One bright day the fairies brought to the Halowell home on a huge autumn leaf, little Happy-go-lucky Mary.

Mary received her early education in the Du Bois High School, then came to C. S. N. S. and entered the class of '18, of which she has always been a shining light. She is very fond of sewing, especially taking "Tucks" at night.

MAUDE ESTHER DAUGHERTY ("FON")

Fisher, Pa.

Y. W. C. A.; F. L. S.

After attending the public schools at Fisher, "Fon" decided to enter C. S. N. S., and entered in 1914 as a Freshman, but is now one of the active members of our class.

Maude seems to be very fond of walking by the pike (Pyke), even tho her favorite expression is, "Ich bin Mude." Success to you, Maude.

LULA MAE KIRBY, (KIRBY)

Strattonville, Pa.

Y. W. C. A.; B. L. S.; Glee Club; Senior E. B. Team.

Kirby is one of the few of our class that entered the Normal as a Freshman. We thought for a while this spring that we would lose Lula, as she had designs on "Vandergrift."

She is a very athletic girl and is especiaaly fond of the winter sport, Hawkeye (hockey).

VERA FRANCES McELHATTAN

Shippensville, Pa.

One cold February day, sailing across the sky on a huge snowflake, came Vera. Known to all as "Mac," but to one as "my little black-eyed Vera," "Mac's" musical voice can be heard at any time singing "On the Shores of Italy." We know that she will succeed in her great undertaking.

HAZEL ISOBELLE ANDERSON

Summerville, Pa.

F. L. S.; Glee Club; Y. W. C. A.; Tennis Club.

After graduating from the two year high school at Summerville, Hazel decided to visit Clarion Normal and join the "Red and White." Hazel's favorite color is "Red" and she is always advertising "Whitmore's" shoe polish. If you should ask Hazel what "Art" she excels in, she would say "Dodging." If you do not believe me, ask her.

RUTH LILLIAN HUGHES (KIDDER RUFÉ)

Du Bois, Pa.

Du Bois High School; B. L. S.; Y. W. C. A.; Class Play

Not only on the stage, but off, Ruth is "a dear, a dear, the best of dears." Altho one of the youngest in our class, Ruth is by no means the slowest. She is always ready for a good time, if it doesn't interfere with her studies. Ruth is a "Frank" admirer of soldiers, especially a few; to be exact, just one; and much of her time is spent in composing and reading letters or deciding which would be the better photograph to send.

MARY ALICE EVANS

East Hickory, Pa.

Girls' Glee Club; F. L. S.; Y. W. C. A.

We were glad to welcome Mary Alice into the class of 1918 when she entered last fall. Altho' many of her interests are still with Edinboro Normal, we feel that she is faithful and loyal to our school.

Mary's favorite song is, "Somewhere a Voice is Calling," especially after receiving a certain letter. Her hobby is being kind to mankind, as well as to animals. She may often be found picking up stray kittens, or feeding dogs popcorn. Her aim is to be a nurse, but—?





FLORENCE WHITE

Warren, Pa.

Warren High School; Y. W. C. A.; Ass't Editor of The Clarion; one of the cast of the "Farmerette;" Pres. Franklin Society, Fall Term.

Have you heard of Warren? That's where Florence was reared and got her start. Aside from the fact that Florence is usually busy writing and playing God-mother to the soldiers she has lots of time for gym (?) and co-education. Taken all in all, Florence is a good fellow, and if you are ever in Warren drop in and see her. She has some original ideas and we admire her for them. Ask her some time who paid for the pint of milk and watch her eyes sparkle.



ARTHUR MILLER

Delancy, Pa.

E. L. S.; Y. M. C. A.; Varsity Baseball; Oratorical Contestant.

"Art came to C. S. N. in the fall term of 1915, but by Christmas he decided to find other employment and so left us, only to return in the fall of 1916, when he joined the class of the "Red and White."

Of course, he has his failings, chief among them being his liking for the fairer sex.

Art is an active member of the Y. M. C. A. and often leads in prayer when forced to do so.

He has a host of friends and they all wish him the best of luck and a great success.



CARL A. JOHNSON

Straight, Pa.

Editor-in-Chief of The Clarion, Bancroft Literary Society, President Y. M. C. A.; Debating Society, Basket Ball.

"Skully" joined our class in the Junior year and made a very creditable showing in all the phases of school life, especially distinguishing himself as President of the Y. M. C. A. and in the Debating Society.

Carl is of a quiet nature, with one great failing, his interest in the "fillies."

He likes very much to ring the call bell in Navarre, having for two years chosen 88 as his number to ring.

Carl is one of the best liker fellows in the school and as he goes out at his country's call we all wish him success in whatever line of work he may enter.



HUGH ST. CLAIR WEST

Knox, Pa.

President F. L. S., Winter Term; Senior Class Play; Y. M. C. A. Cabinet.

Hugh came to us from the wide-awake little city of Knox, after completing a high school course there. He joined the "Red and White" in the fall of '16, and by his attractive personality soon won for himself many friends.

When he came back in the fall of '17, he was a strong "Hughes" man, but at the beginning of the Winter Term he had "flopped" and became a great admirer of Wilson. (No one knows why.)

Hugh is a hard worker and his many friends feel certain of his winning success.

EDITH ELLIOTT

Clarion, Pa.

Edith graduated from Callensburg High School and then decided to attend Clarion State Normal. It is with pleasure that the Class welcomed Edith's smiling face into their midst. Here she has won a host of friends who wish her the success which we all know she will obtain in her future career. She was a member of the Franklin Literary Society and of the Y. W. C. A.



CLASS HISTORY

In the fall of '14, when the leaves were turning brown, several of the most prominent men of the nation and many of the country's most beautiful women came to the Clarion State Normal and automatically became Freshmen. Despite the simulated disgust of the Seniors, the covert sneers of the anemic Juniors, and the half-hearted insolence of the recent class of '17, the Freshmen calmly put the school in working order.

Our Freshmen and Sophomore years were rather uneventful, but in our Junior year we blossomed forth.

At basket-ball our teams were considered "sharks." Why, we even defeated the Senior team. The boys made themselves conspicuous by appearing in red and white hats, only to have them chewed up by the rats.

Great was the turmoil around C. S. N. S. in 1917. Presidential election was about to take place. If one were to look into the parlor, he would have that war was to have been declared, rather than only a presidential election.

But later war was declared and sad was our class when two of her members severed relations with the Normal and entered Uncle Sam's School where they are helping him in his struggle for a world peace. Earl Gill and Glenn Rossman are our heroes and we are proud of them.

The Washington Party given by our class was more than a success. The music furnished inspired all "to trip the light fantastic" and even those in the Grouch Club were forced to look happy.

Glenn Rossman was our class president for two years, but during our Senior year the guiding hand of Byrd Davis was chosen to lead us over the turbulent streams.

Amid all the autumnal glories, the Senior picnic was announced, and off to the woods we did roam, far from cares and studies.

On Feb. 22, the Junior Class gave their party. It was a grand success and everyone present enjoyed themselves.

And now, in our Senior year, we look back over it all, the serious and the frivolous, the light and the dark, and behold! It is very good.

This merely constitutes a preface to a more splendid history, which is gradually unfolding itself. NINETEEN EIGHTEEN speeds thru its varied and spectacular career as the class worth while.

L. S.

TO OUR BOYS

The whole wide world in sorrow is bowed,
And we wonder why our God has allowed
Such sacrifice, suffering and yielding of life,
Before an altar of love in humanity's strife.

The faith of our fathers is what we now
need.

For those in the right God surely will lead,
He still rules on high, with wisdom sublime,
And will bring about peace in His appointed
time.

We look through the dark; 'tis hard to see
light.

But trust that tomorrow will be much more
bright

As our boys in their honor go forth as they
must.

To give of their manhood in a cause that is
just.



PRIVATE EARL A GILL



PRIVATE GLENN ROSSMAN

Here at home we must all do our best
To help the boys in the trenches, lest
Some thoughtless waste, some frivolling of
time,
Might cause mountains of despair for the
boys to climb.

Each night let us think of the deeds of the
day,
And be sure that we have sacrificed; for
some mother will say:
"I gave my all—I gave my son,
And what, what, my neighbor, have you
done?"

So, boys who have gone, and boys who will
go,
The folks here at home just want you to
know
That our hearts beat in sympathy and love
for you all,
And honor those who have answered Hu-
manity's call.

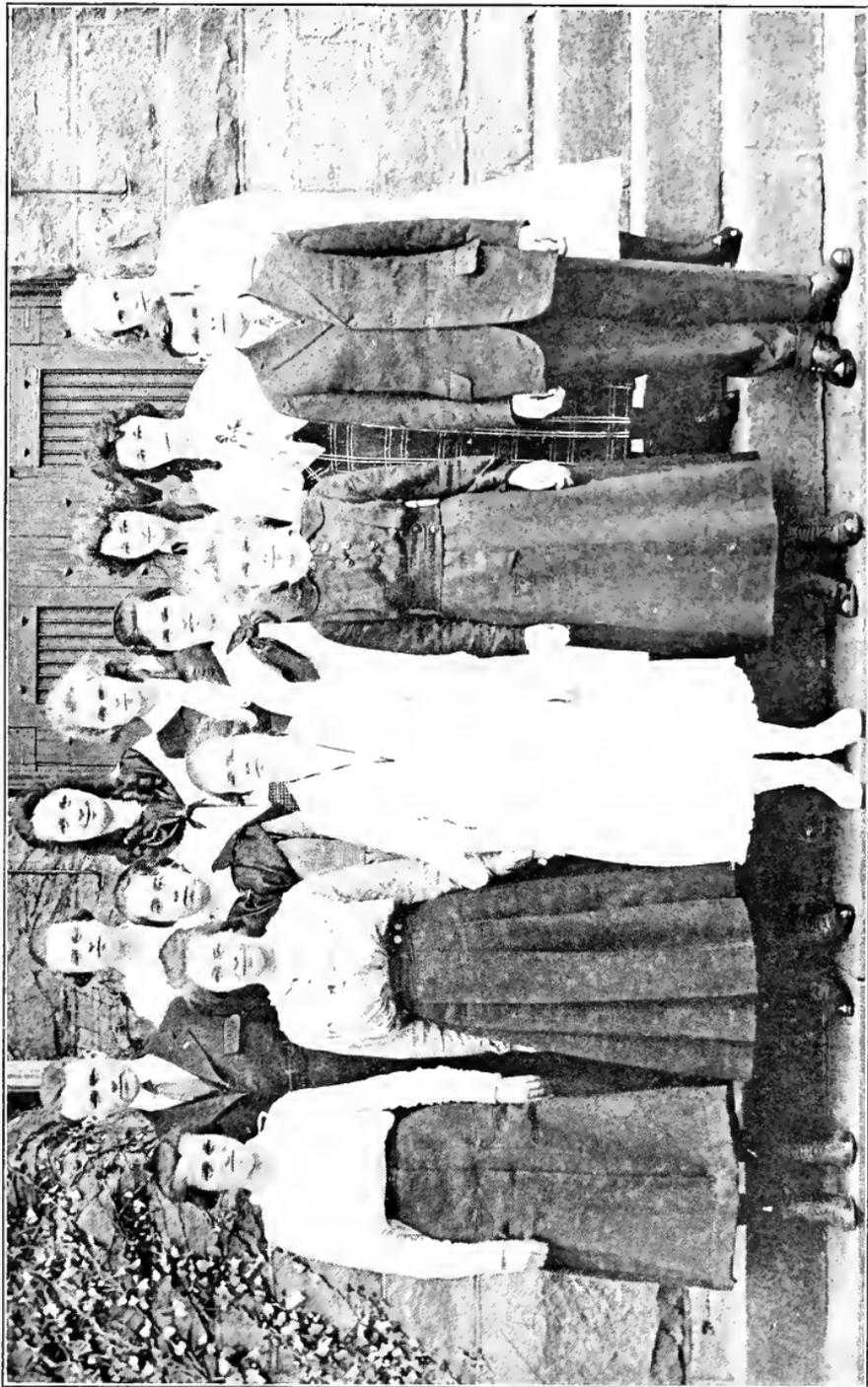


JUNIORS

| | |
|--------------------|---------------------|
| Anna Afton | Byron Kifer |
| Rena Anderson | Maude Korb |
| Welthy Baker | Mabel Lewis |
| Kathryn Ballentine | Helen Long |
| Gladys Beckett | Helen Marks |
| Henrietta Briel | Gertrude Mills |
| Ethel Buffington | Helen F. Mohny |
| Geraldine Carrier | Faye Moore |
| Joseph L. Chick | Mary Moore |
| Lillian Chick | Hilda McCrea |
| Cecilia Collner | Margaret McGinnis |
| Mildred E. Colwell | Floyd McHenry |
| Blanda Crooks | Margaret McElhattan |
| Mabel Davis | Esther L. Park |
| Helen Downing | Hazel Pearsall |
| Olive Doyle | Josephine Pipher |
| Fannie Elliott | Edna Rees |
| Blanche Field | Rhoda Royle |
| Elda Frank | Eleanor Schill |
| Edna Hanst | Besse Shafer |
| Erla Harriger | Rozella Songer |
| Ruth Hess | Harriet Thomas |
| Donald Humphreys | Dorothy Whitehill |
| Gladys Irwin | Louise Wilson |
| Roscoe W. Keck | Pearle Zetler |

SOPHOMORES

| | |
|------------------|------------------|
| Thelma Basim | Hazel Painter |
| Nettie Braden | Velma Phelps |
| Clair Daniels | Bertha Polliard |
| Cora Dickey | Alice Wallace |
| Lida Hardesty | Janet Wallace |
| Florence Jones | Margaret Walters |
| Clifford Keys | Amy Wayland |
| Madalene Lehman | Margaret Wilson |
| Freda McLaughlin | Ruth Wilson |
| Hugh McQueen | |



LITERARY FEATURES

WHO?

Franklinites.

| | FALL TERM | FALL TERM | SPRING TERM |
|------------|-----------------|--------------------|-----------------|
| PRES. | Florence White | Hugh West | Leon Hunter |
| VICE-PRES. | Robert Cowan | Leon Hunter | Robert Cowan |
| SEC. | Clara Sloan | Marg't Fradenburgh | Esther Marshall |
| TREAS. | Henrietta Briel | Margaret McGinnis | Henrietta Briel |
| SERGEANT | | | |
| AT-ARMS | Clair Daniels | Hugh West | |

WHAT?

Franklin Literary Society

Colors Purple and White

WHEN?

1892 ?

Saturday Evenings (Alternate) 8 p. m.

WHERE?

Chapel

Literary Home

WHY?

Social and Literary Development

Union and Co-operation of Classes

LIME-LIGHTS!

Contest 1916-17

SPECIALTIES

Living Magazine

Indoor Circus

Fair

Mock Faculty

Patriotic

Philadelphia

Community Sing



BANCROFT SOCIETY

FALL TERM

WINTER TERM

SPRING TERM

| | | | |
|----------------|----------------------|-----------------------|-------------------|
| PRES. | Donald Humphreys .. | Roscoe Keck .. | Arthur Miller |
| VICE-PRES. | | Martha Schuler | |
| SEC. | Martha Schuler .. | Marian Gaul | Geraldine Carrier |
| TREAS. | Geraldine Carrier .. | Marg't Fradenburgh .. | Florence Jones |

Listen ! What do I hear? Is it a Wagner concert? No, it is the Bancroft quartet. These four able young men "took so well" with the people that their services were called upon at almost every meeting.

There are a number of new people in the Bancroft Society this year. The boys who are not on our roll on account of enlisting are Earl Gill and Glenn Rossman. They are missed very much and frequently remembered in our patriotic programs.

The Society is reorganized at the beginning of each term. During the year 1917-1918, Messrs. Humphrey, Keck and Miller acted as very capable presidents.

Those who have not yet completed their work at C. S. N. S. look forward to days yet to come which shall be filled with enjoyable and helpful work in the Society, and those who have finished their work here look upon their literary activities as part of the most practical training they received.

At the end of the term it has been the custom to have a contest between the Franklins and Bancrofts. Much good natured rivalry has always been in evidence and we hope that this year the Bancrofts will not only come up to their usual high standard, but will even surpass it.



EDNA REES



ESTHER MARSHALL



DOROTHY RYDGREN



MARION GAUL



L. DEE ALBERT



HELEN LONG



ELDA FRANK



CAROLYN SHAVER



MARGARET FRADENBURG



MARTHA SCHULER

W

A

Y

C

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

Of all our school activities, our relationship with the Young Women's Christian Association has been the most beneficial to us. It has made our lives more worth while by promoting our growth in Christian character and faith and by uplifting the standards of our social life.

Our spiritual lives have been strengthened by daily morning prayer services, besides the informal mid-week prayer service held on Wednesday evenings, while Bible Study groups were conducted thruout the Fall Term. During the Winter Term Mission Study classes were held. All phases of our association work have been influenced by the war, but especially the work of the Social Service Committee. The members' committee have had charge of making surgical bandages. During the Fall and Winter terms approximately two thousand dressings were made by the girls.

The association has meant much to many of the girls this year. We hope that the Y. W. C. A. may inspire the girls to still nobler ideals next year, as the work is carried by the new cabinet:

OFFICERS

President—ESTHER MARSHALL

Vice President—DOROTHY RYDGREN

Secretary—HELEN LONG

Treasurer—DEE ALBERT

COMMITTEES

Devotional—CAROLYN SHAFER

Bible Study—MARIEN GAUL

Social Service—EDNA REES

Membership—DOROTHY RYDGREN

Missionary—MARGARET FRADENBURGH

Social—MARTHA SCHULER

Information—ELDA FRANK

Y

M



C. DANIELS-DEV.



H. WEST-TREAS.



I. HUNTER-CO. SEC.



J. WILKINSON-V. PRES.



C. JOHNSON-PRES.



N. PERCIVAL-SEC. REC.



D. HUMPHREYS-MEM.



E. MYERS-BIBLES.



H. SIEGWORTH-MISS.

C

A

YOUNG MEN'S CHRISTIAN ASSOCIATION

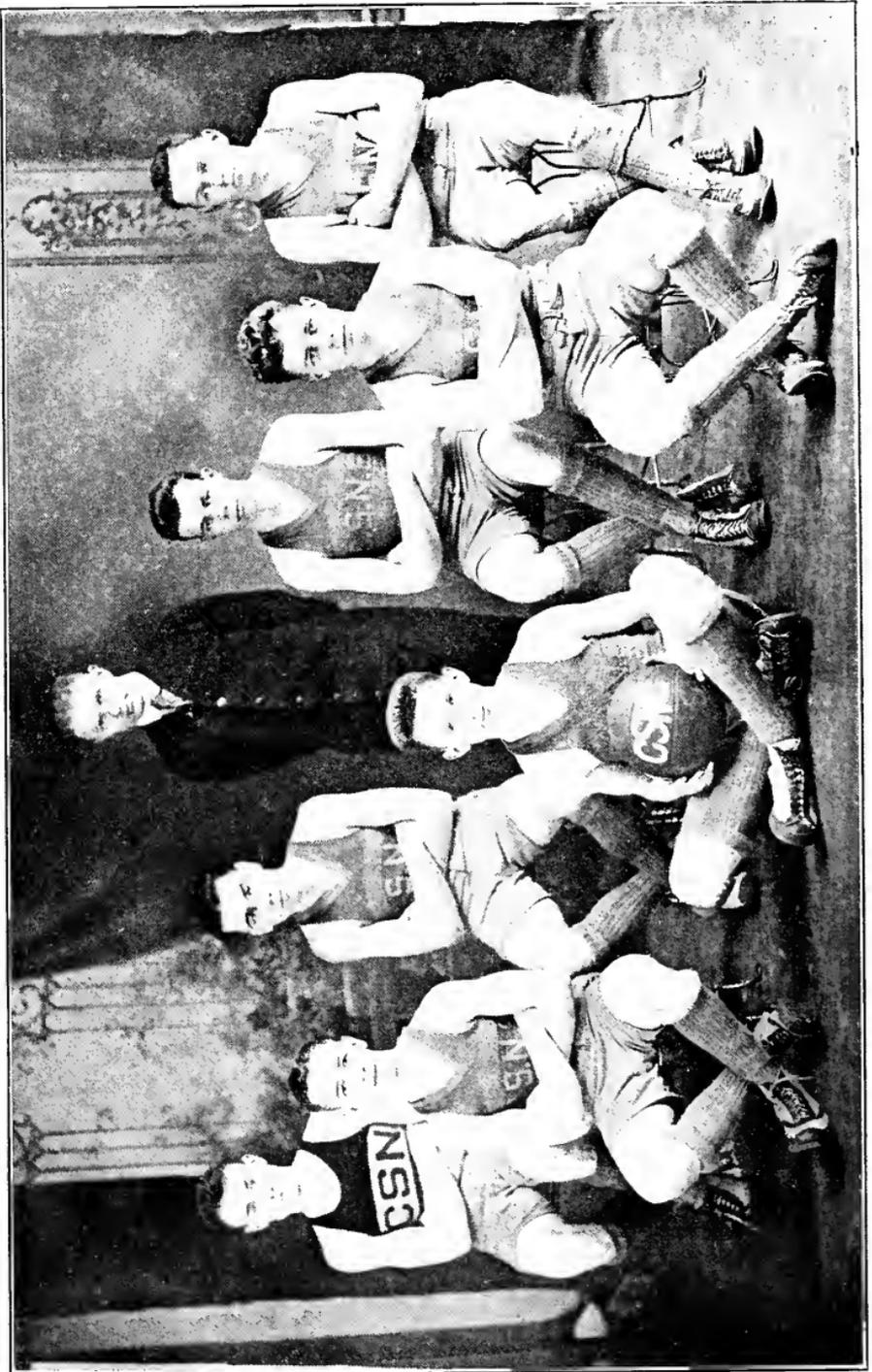
One of the best features of our school is the Young Men's Christian Association. With its motto of "Spirit, Mind and Body," it tends to create a strong feeling of fellowship by helping the dispirited and giving our spiritual natures a chance to grow in grace.

This association, carried on by voluntary effort, is one of the strongest factors in the school.

At the beginning of each new term a joint reception is held for the purpose of bringing the new students and faculty in closer touch with each other and by so doing establish that intimate touch so necessary in all schools.

Each Wednesday evening the boys gather in Music Hall and conduct services, having a student as leader. On Sunday evening Vesper is held in the Chapel, with a faculty member or minister from the town as leader.

We have sufficient reason to believe that the work during the past year has been helpful and fruitful, and we hope that with the strong cabinet for the coming year, this great work may go on directing the lives of these young men in the paths of Christian citizenship.





Practice started with a vim this year and about twenty "huskies" responded to the call for Varsity players. Under the excellent coaching of Mr. Grove, one of the strongest teams that has represented C. S. N. S. for many years was developed.

A good schedule has been arranged with strong teams, and our fellows made a creditable showing against the strongest of them.

THE LINE-UP

| | |
|-----------------|-------------|
| Weaver | Forward |
| Wilkinson | Forward |
| Campbell | Center |
| Davison | Guard |
| Keifer | Guard |
| Humphreys | Sub-forward |
| Daniels | Sub-guard |

THE SCHEDULE

AT HOME

| | |
|-------------------|---------------------|
| November 29 | Alumni |
| December 1 | Independents |
| December 14 | Franklin H. S. |
| January 4 | Ridgway H. S. |
| January 18 | Brookville H. S. |
| January 25 | Parker H. S. |
| February 1 | Sigel H. S. |
| February 8 | Independents |
| March 8 | Reynoldsville H. S. |

ABROAD

| | |
|-------------------|----------------------|
| December 7 | Ridgway H. S. |
| January 8 | Brookville H. S. |
| January 14 | Franklin H. S. |
| February 18 | Slippery Rock Normal |
| February 19 | Parker H. S. |
| March 1 | Reynoldsville H. S. |



MISS CHARLOTTE BARTON

No keener loss has been felt in our school in the past year than the death of Miss Barton. She has been with us for nine years and her influence and conscientious work have won for her a place in our hearts, and it is with much regret we think of our loss.



MUSIC DEPARTMENT

Student Recitals.

During the year three piano and vocal recitals were given by the students in Music Department, one at the end of each term. The following appeared on the programs: Linda Hardesty, Bertha Kemmerer, Eva Morrison, Gertrude Matthews, Florence Connor, Gertrude Carrier, Velma Phelps, Margaret Brinkley and Geraldine Carrier.

Girls' Glee Club.

The Girls' Glee Club is one of the most active organizations in the school. It consists of fifty girls of exceptional talent and, under the direction of Miss Brent, are giving us some very pleasant singing. This talent and preparation were especially set forth in the singing between the acts at the Senior Class play on Thanksgiving evening and at the Christmas Carol service held in the Chapel just before Christmas vacation. In January, they appeared to good advantage at the Women's Club of Clarion.

The Glee Club is planning for several appearances before the close of the school year. It is with the greatest of pleasure that we look forward to these "sings."

Vesper Choir

The Vesper Choir is a very active organization this year, making our services each Sunday evening both interesting and impressive with their well-chosen choral music.

Monday Night "Sings."

We are singing college and patriotic songs at our after-dinner Monday evening "sings." Everyone is invited to join us in our social half hour of song.

C. E. S.

DRAMATICS

Among the Red Letter days of old Clarion, November 29, 1917, will always stand out, we are sure, for the distinguished class of 1918 on that eve presented their play, "Our Mutual Friend." The usually large audience was very appreciative of the Dickens's costuming and heartily enjoyed the comedy, as was manifest by their vigorous applause and laughter.

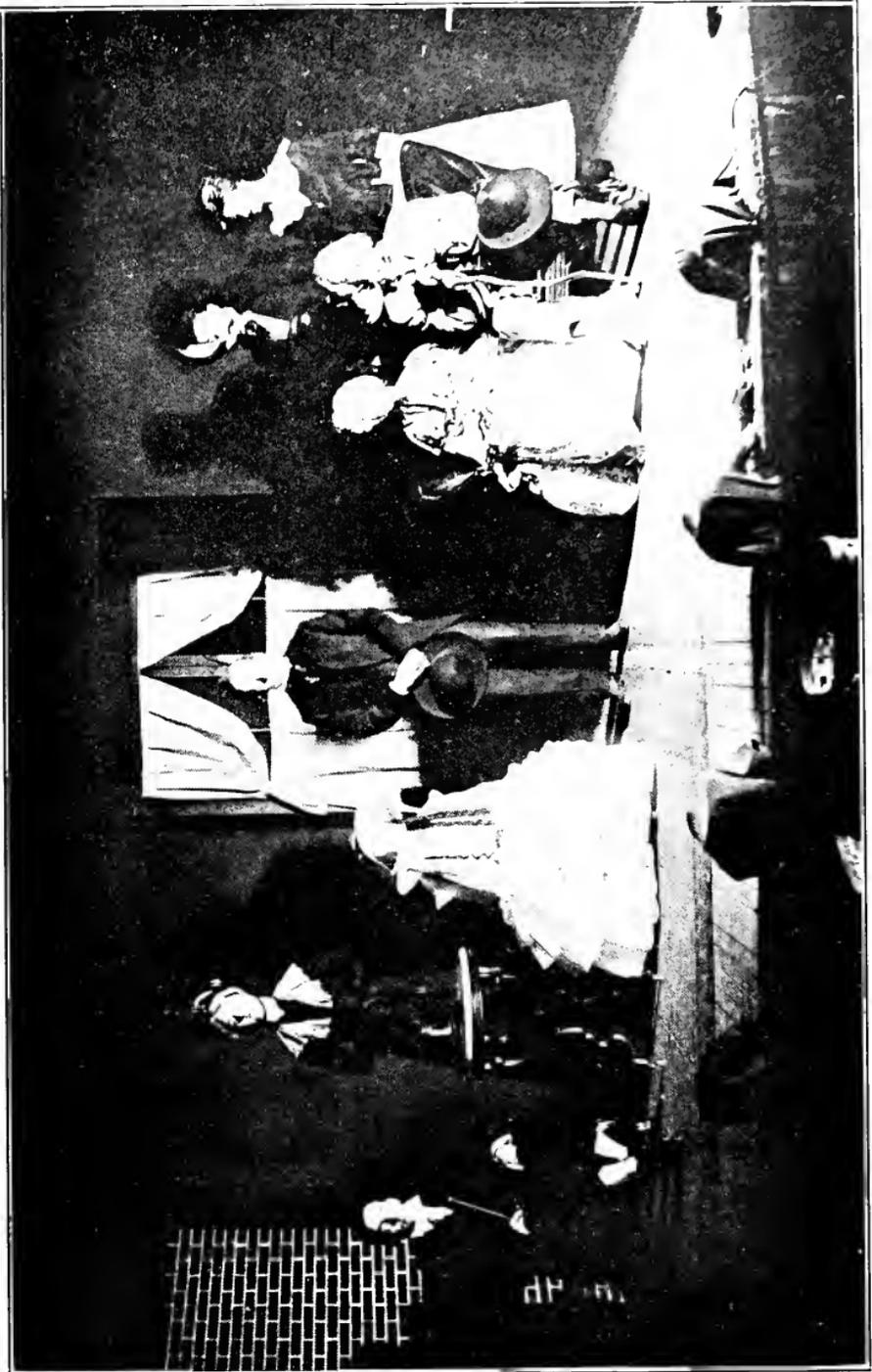
To Miss Carpenter must be given praise for her judgment in directing the characters to fill the cast, which was as follows:

| | |
|--|------------------|
| John Rokesmith, "Our Mutual Friend" | BYRD DAVIS |
| R. Wilfer, "Dear Pa" | HUGH WEST |
| Mr. Boffin, "The Golden Dustman" | ROBERT COWAN |
| George Sampson, "Friend of the Family" | HENRY WILKINSON |
| Bella Wilfer, "The Lovely Woman" | JESSIE WHITEHILL |
| Mrs. Wilfer, "Majestic Ma" | DEE ALBERT |
| Lavinia Wilfer, "Irresistible Lavvy" | LOUISE SHANNON |
| Mrs. Boffin, "A Dear, the Best of Dears" | RUTH HUGHES |

Another source of pleasure for us is to look back on the play, "The Farmerette," presented by the Young Women's Christian Association on February 4, 1918. Each character showed unusual ability in her acting, and a mirthful, intensely pleased audience was the result.

The following composed the cast:—

| | |
|---|--------------------|
| Jane Wellington—Sixteen and still unknissed | MARGARET MCGINNIS |
| Jocelyn Wellington—Fourteen, the little bugologist | KATHRYN BALLENTINE |
| Elnora Wellington—Twenty, a born home-maker | EVELYN FRAMPTON |
| Mrs. Beckwith—An unfriendly neighbor | DOROTHY RYDGREN |
| Nan Wellington Lawson—Twenty-five, an admirer of soulful eyes | FLORENCE WHITE |
| Gracious Ann Bean—A believer in "Calicothenics" | MARY HALOWELL |





MODEL SCHOOL

What is the Model School? The Model School is exactly what the name implies. It is a school that is a model for anyone wishing to organize a school of any kind for children. To us, as Seniors, it is a school of practice and training to prepare us for the profession of teaching.

We are going to teach in the various schools of the state, and 'tis here we get our first training in the art of teaching. It is here that we test our knowledge, to prove our capacities and develop the qualities that make most for future success.

The work is so arranged that each Senior teaches one period a day for the entire school year and is given charge of a different grade, if possible, each term.

The work covered in the Model School extends from the first to the eighth grades, inclusive.

This work in the school demands that we be constantly alert. There is no chance for idle dreaming, as the children must be kept busy and interested. Many times we are discouraged, but then, again, we are elated over some visible success or some word of commendation from our training teachers and feel that our teaching period is the happiest of the day.

We strive to get from it what it aims to give us: efficiency—morally, intellectually and socially—so that we may be able to take our personalities and initiatives into the profession for which we are preparing.

INTER-NORMAL DEBATE

This year, with two victories for California and two for Clarion, Clarion was determined to break the tie in favor of C. S. N. S. California had the choice of the subject and Clarion the choice of the side. The question chosen was, "Resolved, That the Federal Government should exercise the prerogatives necessary to conduct properly public education." Clarion chose the negative.

As a result of the trial debate, George Gween, Eleanor Schill and Dee Albert were chosen to represent C. S. N. S. at Colifornia. The following manuscripts are sufficient evidence of the thoroughness of the proof, the logical argument and the decision of the judges.

The debating team is indebted to and express their appreciation of the courteous treatment by the California team, and for the helpful suggestions and supervision of Miss Carpenter, Miss Barton and Prof. Wilkinson.

FIRST SPEAKER--MR. GWEEN

Mr. Chairman, Worthy Opponents, Honorable Judges, Ladies and Gentlemen:—

Our question has already been stated. We of the negative believe that the Federal Government should not exercise the official right to manage, to direct, to carry on public education.

In the first place, public education is a function of the State. Our Constitution contains no mention of schools. Excepting a brief suggestion of the National University, there was no discussion of education in the Constitutional Convention. The members of that Convention were not ignorant or uninterested in education. Twenty-nine of the fifty-five members were college bred and of the twenty-six who were not Washington and Franklin were two. The Convention clearly assumed that education is a function of the State. Wherever a State Government existed the State had conducted and expected to conduct public education. Our territories not yet organized as states, Congress felt the responsibility and acted freely. In the Ordinance of 1787, which dealt with the Northwest Territory, Congress provided that schools and the means of education should be forever encouraged. So it is evident that the definite and common understanding at the time of the formation of our Government was that in educational matters the National Government exercised direction over territories only. The States managed their own educational affairs.

Again, State control, with the County as a unit, is an ideal system of balance. It does not savor of paternalism. It does not infringe one mite upon the sound doctrine that the people must support the Government and not count upon the Government to support the people. It forbids nothing.

But it stops interference with common interests by overgrown officialism. On the other hand, State direction leaves everything to the initiative of the people. Every man, is free to do what he will, if it is not inconsistent with the public welfare. State direction inspires individual initiative, because it recognizes the fact that Democracy must come from within, that power comes up from the people, not down from the Government.

Under State direction a close supervision of schools is possible. We must accept the fact that it is impossible for one man to supervise with any degree of closeness the entire work of a National School System. Supervision from a distance is extremely difficult. Imagine, if you can, a man from Washington City, dictating the educational policies of California. The school situation in the various States presents difficulties which the States alone can cope with. For example, take California with its Japanese problem, the South with its Negro population, New York with its foreign element. The educational problems are too varied to be placed under one head. Each State must individually solve its own educational problem.

From another and entirely different standpoint, Education is a function of the State. It is recognized that we do not give education as a benefaction, but we give it in satisfaction of the natural and inherent rights of citizenship. Now, the only instrument by which this theory is or can be carried out is the sovereign power of direct taxation, and that power vests solely in the State Government exclusively. The National Government possesses only those powers which are given to it by the States. The States retain certain inalienable rights and



THE DEBATING TEAM

among those rights is the power to work out the solution of its own educational problems in its own way.

Nicholas Murray Butler, President of Columbia University, says: "Education is a function neither of the locality nor of the Nation, but of the Commonwealth, the State."

Andrew S. Draper, former Commissioner of Education in New York, said: "The education of children is a function of the State rather than of the nation."

II.

Let us see how Nationally Directed Education has worked out in nations in which it had been practiced. Suarta had a national system of education and it failed; Rome, with centralized education dwindled to nothing; Natinola education under Justinian was an utter failure; the National system inaugurated by Charlemagne lapsed into a state of apathy which lasted for centuries; England and France, both of which have National systems, are becoming dissatisfied as Democracy grows; in fact, Lord Rameay, of England, says: "It will do us no good to win the great war unless we reform ourselves and remodel our education." In the Republic of Chile, in those sections in which the schools are managed by the Nation, the schools are bad; in those sections where the management is left to the community the schools are good; Mexico is an excellent example of strongly centralized location.

III.

Let's view the question from another standpoint. National direction of education would be impossible because of politics. No standard of education could possibly suit all the citizens capable of judging the merits of the system. The best educated people in the country are at variance in matters of education. Many eminent educators are advancing ideas widely different in character. Suppose that we had a Nationally Directed System with a required standard. There is nothing to hinder these theorists from dragging their ideas into politics and exposing the school system to the chaos of political issues. Discord and discontent would be the inevitable result. There would be constant bickering, opposing factions would be striving to dictate the educational policies of the nation. Only one faction would win. The defeated faction would not only refuse to co-operate but would hinder the victorious party in every way possible. The result would be a chaotic discord that would annihilate our Democratic ideas and ideals. The education of our children is a

divine responsibility and should be esteemed as such, and this responsibility cannot be carried out by the arbitrary rulings of one man.

Just suppose the party in power were defeated. The victorious party would tear down the system of its predecessor and set up its own. Such a course would be disastrous; to reconstruct an educational system the size of ours in ten years would be a gigantic task.

The educational offices would be filled by politicians, by men with influence and money, regardless of professional training. A spoils system in which school offices would be given out as plums to party henchmen would be in force and we would have no recourse. At the Convention of the National Educational Association held two weeks ago in Atlantic City, the proposal for a separate department of education with a cabinet officer at its head was turned down. The reason for this was that the association thought that by having a cabinet member at the head of education in this country it would mean that this official would be changed every four years, which would result in a frequently changing policy. This, it was stated, would be detrimental to the best interests of the country. The best educated men and women in America made up that convention and their authority is the highest. A National System of Education would be managed by a few influential wire-pullers. We have a present day example of this in New York City. In the recent election the Gray school system was made a political issue. Mayor Hylan, when appointing his Board of Education, ordered them first of all to eliminate the Gary system. If such a thing is possible in the city, think of such a course when it would affect the whole nation.

Ex-President Taft says: "Desirable as a National System of Education may be in other ways, there is always that insurmountable obstacle, politics."

We must have educators who devote their lives to the divine responsibility, we must safeguard our boys and girls by placing school situations beyond the reach of grasping politicians, and this can be done only by keeping our schools under their present management, the management of the people. The God-given positions of responsibility in education must not, shall not become political goals.

Now, Honorable Judges, I have proved to you, first, that education is the function of the State; second, that a national system of education has proved a failure in nations in which it has been practiced; and, third, that national education would be impossible because of politics.

SECOND SPEAKER---MISS SCHILL

Mr. Chairman, Worthy Opponents, Honorable Judges, Ladies and Gentlemen:—

The truest and most concise definition of Democracy ever given was that which burst from the breaking heart of Abraham Lincoln on the battle field of Gettysburg. "Government of the people, by the people and for the people." What did our martyred president mean when he uttered these ever famous words? Did he mean that a few men were to regulate and control the affairs of our liberty-loving people? No; he meant that you and I, each and every one of us, should not be deprived of that unquestionable right of having a share in formulating such laws as will be for the best interests of the people for whom those laws are made. Centralized education would take away this God-given right, for it would put into the hands of a chosen few the privilege of regulating not only the training of the bodies, but, what is far more important, the training of the minds and souls of our children. More than this, it would diminish the interests of the public in our schools, which is so essential to progress. We have proof of this in the words of David Salmon, an Englishman, who, after completing a tour of inspection of American schools, said: "I have no hesitation in affirming the superiority of America to England in one respect, and that is in the interest manifested by the public in education." And England has centralized education. But it is not necessary for us to go so far. If we but stop to think we can reason it out for ourselves. A thing is interesting to us in proportion as it is close to our own individual selves. Were we so much interested in this war in May, 1916, as we are in 1917, or as we are at the present time? No. Why not? Were the battles fought less bloody or the lives lost less numerous? Again, no. But, it was farther removed from our personal lives. The effect on the interest in education would be a parallel.

Furthermore, a great deal of responsibility and authority would be taken away from local sources and this would necessarily be detrimental to interest. First, the teacher bound by National law, would not consider herself responsible for the success or failure of the child, if the Federal Government conducted the school system. Again, the local board could not have the same amount of authority as it now has. This would remove the responsibility and consequently diminish the interest.

If we establish a Federal system of education, how could we ever have the right kind of vocational education which all agree is very essential in present day education. Each child has a certain noble calling or vocation in life which must not be ignored. And it is the business of the school to pre-

pare him for that calling. But how can the teacher do her part when she is bound by the laws of her country to follow a certain iron-clad system which could not possibly provide for each individual vocation? It could not be. Vocational education would have to be conducted on a limited basis. But in a country which has so great a variety of occupations as ours, this type of vocational education would prove inefficient. It would not do the work that should be accomplished by this training. Should the educational system choose to present Agriculture in all its phases, what then should be done in regard to the numberless other industries of our country? They must not be neglected. No; the only way to regulate vocational education in this country, with its multitude of industries, is to have local control of private schools. If we have the local school, the locality can train its boys and girls for its own work, and if we have the private school, such as the Ford school, or the Westinghouse they in turn can train their people for the work they are carrying on. Even vocational schools must be planned to give equal opportunity to all.

Our Secretary of the Treasury, William G. McAdoo, says: "Our plan keeps standards in touch with the National needs. The National needs are the needs of the individuals taken collectively and these needs change. The great need in Democratic government is an educational system which develops individual initiative, self reliance and courage. Centralized education means that we must rely upon a few men to decide what our needs are, instead of allowing the people as a whole to determine them. You may ask, why then do we have centralized government? We do not. We have a Federal Government with just as much power vested in the central government as the States choose to give it. Today, when we are giving Wilson greater power, things seem to be moving toward centralization. But we are at war. The conditions are not normal. We must act quickly; therefore, we have given greater power to one man. But, under no other conditions would we have done this. Dr. C. P. Cary, State Superintendent of Wisconsin Schools, at the last meeting of the National Educational Association, at Atlantic City, said: "Nationalized Education means a handed-down-from-above type of education." The adult citizens would then be called upon to acquiesce, to obey the laws, to take what is given them. Democracy is a moving affair, a going concern, a growing concern. Democracy in itself is a means and an opportunity for education.

My opponents may argue that Germany's centralized system is proving to be efficient. Oh, truly it is. Would to God that it were less so. But, do we want Germany's material efficiency? Are we willing to give up

those ideals of freedom of this great land of ours in order to build a machine to crush individual initiative, as Germany has done? W. Talbot, in an article on "The Imperial Plan of German Schooling," in the December number of the Century Magazine, says: "The Volkshule is a plan for a subject class to be drilled in obedient industry, patience, persistence and thoroughness, and in these Volkshulen are 10,000,000 of the 11,400,000 pupils in Germany." We do not even mention the ideals of Germany with those of America. Our nation, in the words of the noble Lincoln, "is a nation conceived in liberty and dedicated to the proposition that all men are created equal." That is, with equal opportunity and no idea of class distinction. Our people never could be subdued, as the German people have, nor would we want them to be. The natural outcome would be war. J. P. Ryan, of Grinnell college, Iowa, says: "If Germany's schools had not been organized on the system of material efficiency the world would not be in the throes of this terrible war." Can we afford to risk centralized education when we have such frightful examples of its results? Dr. C. P. Cary says: "If we are to have a Democracy, it must not be eliminated from our schools. Autocracy eliminated from the schools of Germany would die, and Democracy eliminated from our schools and our school system would die, for death would then be at its root."

P. P. Claxton, Commissioner of Education, says: In a new and progressive country like ours, with its widely varying conditions from one section to another, with its cosmopolitan population, with its industrial

life, with its Democratic, state, local and individual initiative, and its total lack of central direction and administrative authority, there can never be a complete and harmonious system of education. There will always be found divergent and conflicting tendencies and influences. Strength and weakness, great efficiency and wasteful failure will be found side by side in the same state, city or school. It is Democracy's way with all its interests. Herein is found its weakness as well as its strength and never failing possibilities of unlimited achievement. It may be the despair of those who could count and measure and systematize, unify, bind and mechanically control all interests, but it is the hope of those who have attained to some degree of understanding the abounding and irresistible forces of life, and have faith in the inherent ability of the masses of mankind to solve their own problems, direct their own forces, produce and train their own leaders and to adjust themselves to constantly changing conditions."

Therefore, centralized education would destroy public interest. It would give us inadequate vocational schools. Our present system keeps standards in touch with the National needs. And what is most important of all, it would be in direct opposition to those principles of Democracy upon which our education system is founded. Those principles were so sacred to our fathers that they should not be destroyed. Yes, those very same principles for which our boys in khaki are laying down their very lives in far-away France, that the world may be made safe for Democracy.

THIRD SPEAKER—MISS ALBERT

Mr. Chairman, Worthy Opponents, Honorable Judges, Ladies and Gentlemen:—

I will continue the defense of the negative by showing you that Federal administration of education would needlessly increase the expenses of education to the government. The average cost per year of conducting the various departments at Washington is \$25,000,000, and we have every reason to believe that the expenses of a Department of Education would mount even higher. For example, take New York State. Her expenditures in school work advanced at the rate of \$13,000,000 per year as her system was becoming more centralized. We admit that a meritorious system should be financially supported, whatever the cost, but Federal administration offers nothing to warrant this increased expenditure.

It is also known that individuals are not inclined to support education in countries where the central government conducts it. We cite England as an example. She had gifts for the advancement of learning

amounting to \$4,000,000 in 1897, as compared with a subscription of \$45,000,000 in the United States. Think also of the Smithsonian Institute at Washington, which does so much for us in the line of scientific work. Its founder, an Englishman, desiring to increase knowledge among men, felt it his duty to give his money to education in a nation where education is of the people, rather than to his native country, where it is of the crown. You may say that these things are not concerned with public education, but they are! They affect measurably the preparation of our leaders and teachers and education rises or declines as its leaders are trained or untrained.

A Nationalized system would also increase the expenses of those attending the schools. In Germany education lays a heavy financial burden upon the student, with the result that education is limited to the few instead of being universal. In England, also, heavy fees are still imposed, but our American system, secondary education, is

free, and college training in some States is practically so.

Now let us notice the merits of our system from the standpoint of progress. Our educational doctrines foster the individualism and freedom essential to the development of new ideals. Since the adoption of our Constitution public education has been in the hands of the States and the methods of administration have been free and varied. This freedom is the keynote of our progress, for it makes possible the working out of the conceptions of brilliant minds. The very fact that few things are absolutely settled compels open-mindedness and high professional enterprise. Tho our National life is but a moment compared with the hoary civilization of the world, we have taken front rank position among the nations because our universal education for the betterment of individuals embodies freedom, democracy and progress.

But, remove this individuality—a step which must come with the concentration of administration—and note the effect. Our education would be reduced to a machine process. We would no longer be educating individuals but masses, as they do in Germany. But mass education must and will fail to do for American life, civilization and Democracy the task set to it to perform. We must eliminate from our educational doctrine the tenet that education can be conducted on factory plan. You may say that this plan works in our postal system. It does; and it may work in the control of railways and mines, but it can never work in the administration of education. In the first case efficiency is measured in dollars and cents, but in the second case the issue is entirely different—the development of the human individual. Education is on a plane infinitely higher than the activities which have been and are being centralized. If the true progress of the world is to be ultimately assured, we must make a firm stand for an educational system which fosters freedom—a system which will not let us forget that humanity is higher than government, and higher than humanity is God.

Thruout the Christian era educational systems have risen and degenerated. Recall the education of the past times—Greek, Roman or that of the Renaissance. Centralization in administrative action had come to each of them and for a time inevitably produced good results, but developments foreign to progress came as surely. Samuel Dutton, Professor of School Administration at Columbia, says: “Changes in the administration in the direction of concentration act like stimulants; they draw largely on reserves of power already existing, but they fail to create power in their turn.” No fair-minded American can hostily favor an educational policy destined to failure in the end.

It is well, also, to note the possibilities afforded by our present system for social development. We sometimes overlook the fact that the real sources of strength to a community are in the community itself. Do we ever find society renewing itself from the top? No! In a Democracy we never look to leading families to go on leading us, but the social reserve may, and very often does spring from the ranks of unknown men.

But these leaders will never appear if they are given no opportunity to express themselves in their own communities and there is no line of activity more interesting and more vital to the community than the administration of its schools. Thus we see that this power must remain with the people as one means of advancing society. We also emphasize in education that every individual may intelligently execute his duties as a citizen. With this aim in mind, we must not defeat our democratic purpose by allowing our educational policy itself to remove from the individual one of the ends for which it exists. Some critics of our system argue that it has led us as a people to be satisfied without a national ideal. But, have we no national ideal? The stand which we have taken in the present crisis points out clearly that the ideal of America is that of a fraternal leader nation in the civilization of the world. The position that we have attained can be traced to the helpful, co-operative nature of our education, and such a national aim is the worthy consummation of our past development. In the words of Dr. Cooley, of Columbia, “It is leading us swiftly from the narrow motto, ‘America for Americans,’ to that more progressive one, ‘The earth for Man.’”

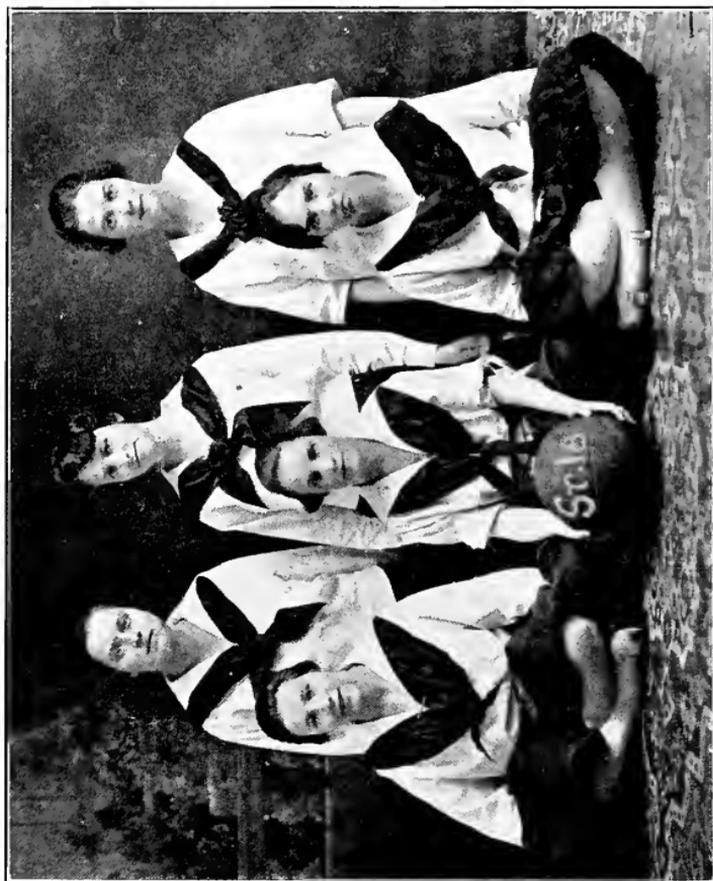
We have proved to you that education is a function of the States; that centralized systems have failed; that a national standard in education would be impossible because of politics; that Federal administration would destroy school interest; that it would hinder vocational training of the right type; that it is contrary to our principles of government; that our present system keeps standards in touch with national needs; that a centralized system would needlessly increase expense; that our present system fosters the individualism and freedom essential for the development of new ideals; that it is a concomitant of social progress.

We can conceive of a centralized system in England, where the people are English; in France, where the people are French, or in Germany, where the people are Germans, but not in the United States. America, the melting pot of nations, has a miscellaneous population and no fixed system can meet all its demands. You must know that our system is all that we claim for it; that it is especially well-fitted to fulfill its purpose; and that we must continue under it as a potent factor in our democratic life.



CLASS DAY SPEAKERS

| | |
|----------------------------------|------------------|
| Class History | JESSIE WHITEHILL |
| Mantle Oration | ZERAH DAVIDSON |
| Response | ROSCOE KECK |
| Class Poem | FLORENCE WHITE |
| Ivy Oration | W. ROBERT COWAN |
| Pessimist | MARY HALOWELL |
| Optimist | MARTHA SCHULER |
| Class Will | DOROTHY RYDGREN |
| Presentation of Class Gift | BYRD DAVIS |
| Commencement Speakers— | |
| | GEORGE GWEEN |
| | DEE ALBERT |
| | MARIAN GALE |



GIRLS' BASKET BALL TEAM

A ROMANCE OF THE FOURTH

Every one would approve of Hugh Kendel, the intern. How splendid he looked as he stepped out onto the broad veranda of the hospital. Not many of the doctors of the building could boast of such a fascinating appearance. Clean looking, and dignified, maybe a little too dignified until one noticed the playful expression about his mouth when he smiled and the kindly look of his grey eyes. Then one forgave him all.

This morning he was dressed for traveling. He acted as if he expected to see a taxi waiting at the curb, because he slackened his pace and looked at his watch. "Two minutes to wait."

His face, which before had maintained an active expression, now appeared rather passive. Could it be that he was thinking about some bad patient, or was he contemplating his journey? It is just possible that he was thinking of the many years he had spent in this pleasant city of Philadelphia. How he had made most of his friends there, received his education and professional training and had entered the hospital, and how he had worked there for nearly a year, and now this call had come for him to serve his country. How little he thought when he had identified himself with the U. S. Reserves several years before that he would ever be called into service. There was a note of sadness thro these musings, but the look of resoluteness on his face showed that "his heart was in the right place." Then over his mobile features came a look of expectancy at the thot of the reception for the doctors and Red Cross nurses which he was to attend the next night in New York.

How appropriate to have it on the Fourth of July! Who might be his companions in his work in France?

As these fancies passed pell mell thru his mind his attention was attracted by a group of nurses issuing from the side door. He hadn't known that any of the nurses were leaving that morning, but there was the night matron and the nurses' supervisor, besides a host of other nurses who didn't leave their duties for trivial matters.

They all seemed to be ushering one neatly tailored girl to a taxi. Wishes of good luck and farewell sentences reached his ears. Just as he was entering his own taxi he distinguished the words "New York," and—"reception."

Needless to say, he was astonished. He was swept swiftly to the station, but not too swiftly for him to make several hasty conclusions. "I'm a fool for working in the same building with a girl I can't recognize." "Why hasn't some one told me I have been missing half the good things! Dan told me once I was a cad; but, Lord, how was I to know there was a girl like that in the whole city? How radiantly handsome she looked

—who do you suppose gave her the flowers she was wearing? Possibly the night matron, but probably not."

"Aren't ye goin' to git out?" roughly broke in the taxi driver. "Out, did you say? Why, yes, I want out," answered Hugh.

The driver stood holding the door open, but Hugh could not tell how long he had been doing so. Somewhat vexed with himself, he pulled himself together and left the taxi, starting away to see if that other taxi had come to this train.

"Say, this here taxi don't run for nuthin, and I aint got no use fur this 'ere travelin' bag," were the words that brot him back to his surroundings. Hugh settled his bill and took his bag from the amused driver, who was pocketing an extra fee and muttering, "I don't know's it's safe fur that guy to be travelin' alone."

Hugh Kendel saw no more of that mysterious nurse that day. He was constantly peering into all the faces that he saw for some resemblance of the girl he had seen for such a brief moment at the hospital steps. Perhaps, after all, she was not going to the reception, or, if she were, she would take some other train. Had he known it, the object of his quest was in the same train. Because of the immense crowd he had missed seeing her. He settled himself comfortably for his trip and gave attention to the passing events of the day.

The next morning as Hugh was leisurely eating his breakfast a messenger was announced. He handed Hugh a letter, which read.

My Dear Mr. Kendel:

I hear that you are in the city for the purpose of attending the reception. Since I am an old friend of your mother's, I should be very much pleased to entertain you while you are here.

At any time convenient to you, I'll send for you. I hope you have not made any arrangements that will prevent you from coming.

Yours,

Mrs. Rutlage.

Hugh read the letter with pleasure and sent his answer, signifying his desire to accept the invitation. He had often heard his mother speak of this Mrs. Rutlage and he felt that he knew her.

Under Mrs. Rutlage's guiding hand Hugh was very creditably presented at the reception. As the two made their way thro the various groups of doctors and nurses many admiring glances were cast their way, for Hugh's casual and charming manners always invited friendship. However, if one could have read the expression in his eyes, it would have been, "I wonder if, after all, she isn't going to be here?"

"Mr. Kendel, I wonder if you are not feel-

ing well this evening; you seem rather nervous; perhaps you would like to walk in the garden?" suggested Mrs. Rutlage.

"It seems rather close and sultry in here," he replied to the woman. Under his breath he muttered, "What are receptions held for? Mighty stupid way of putting in time." He followed her out into the garden where arrangements had been made for raising a flag later in the evening. Hugh inspected the electric light arrangement and exclaimed "This is a very clever idea. What a brilliant light this must make when the switch is turned on. I'm sure now, we'll be able to see everybody." Mrs. Rutlage looked in some amazement at her young friend and answered, "Why, yes, Mr. Kendel, I suppose so, but I think the lights in the house are sufficiently bright for that purpose." Hugh saw that he had blundered, so he hastily added, "I meant that everybody would be out here and if there is some special one you want to see, by means of these lights you will be able to see them." He knew this wasn't a very intelligent remark, but Mrs. Rutlage accepted the statement. However, there was a note of anxiety in her voice when she said, "Here they all come."

There was a great commotion as the people arranged themselves near the flag pole. Hugh, who before had seemed very much bored, appeared intensely interested in the crowd. No remarks about the beautiful flag presently to be raised seemed to reach his ears. His muscles were all tensed in his work of discovering the girl from Penfeld hospital. He felt this was his last chance of discovering her.

"Oh, there she is," came in a hoarse whisper as Louise Rogers passed in an open space before him. He no sooner found her than he lost her. Search as he might, he found her no more that night.

The next day at ten-thirty, the steamer started. There were about twelve doctors and as many nurses embarking on their way to France. There were many sad leave takings, because no one knew when he should meet his friends again. In other cases the people were joyful. Hugh was much more contented than he had been for two days. He had seen his unknown idol come to the boat. Had he known what was in store for him he would not have been so optimistic as that.

The next day out the girl did not appear. Evidently something was wrong. She would probably be out tomorrow. But the second day she failed to appear, Hugh decided that patience had ceased to be a virtue. He must find out her name. Accosting the steward, he obtained the necessary information. Now, that he, I'll see where her steamer chair is and get over near it; but finding them all taken, he engaged two in another place. "Maybe she can be persuaded to change".

The third day she did not appear. The other passengers noted Hugh's lack of interest in the general society. Perhaps they laid it to his fear of a submarine. In reality it was caused by the fact that he was religiously conning an appropriate speech in anticipation of the time when he should meet Miss Rogers. "I'm sorry that you have been ill—I think we ought to be friends because we are both from the same hospital." That didn't sound right, but what more could he say the first time he saw her. And then who gave her those flowers she had worn when she left the hospital? Possibly the night matron, but probably not. The next morning on his way to breakfast he picked up a tiny cameo pin in the hall. When he reached the breakfast room he held it up and asked if it belonged to any one there. A girl pushed her way thro the throng to claim the property. "I'm so glad you—why, Dr. Kendel, is this you?" exclaimed the girl as she looked up into his face.

Hugh was rather confused and forgot his speech. He mumbled something about being glad she was out and led her away to breakfast.

The days wore on happily until the seventh and last came. Late that evening Hugh and Louise were sitting in their steamer chairs. The ocean was calm, the sky clear and the stars bright. The moon was shedding its soft light over the whole ocean. From where the man and the girl sat they could see the waves caused by the ship and hear the faint music coming from the drawing room. Hugh broke in upon the stillness:

"Do you know the first time I saw you?"

"Why, yes, I think so—it was when I helped on that terrible operation for Mr. Pelton."

"Strange I never noticed you then; I must have been too much absorbed."

Then he told about the incident at the hospital steps.

"But—ah-hm. I always wondered who gave—if the matron gave you the flowers you were wearing."

"Ha, Ha! Dr. Kendel, I don't like to tell, but if you promise not to scold, I will."

"I promise."

"I got those flowers from your own rose garden at the hospital."

"Good," exclaimed Hugh. "Now I promise not to scold you on one condition."

"What is that?"

"Well; I won't tell you just now; I'll wait till we land."

They parted for the night with joy in their hearts.

Two years passed by. The war came to a close. Hugh and Louise had done noble service at their post. Hundreds of soldiers had passed under their care. There had been many weary weeks only bearable by their

companionship of each other. They had both grown a little older, but their friends were glad to welcome them back to Philadelphia and wondered at the strange joy

that lighted Hugh's face when he caught a glint of the plain gold ring which Louise wore on her left hand.

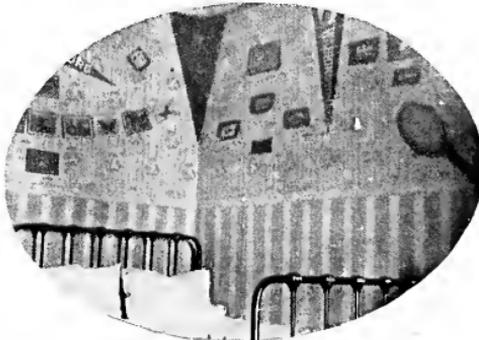
MARTHA SCHULER, '18.



"Morning After the Night Before."



Stevens Hall



Cell No. 36—Soft—Yes (????)

CIRCUMSTANCES ALTER "CASES."

There are many kinds of "cases." Some refer to inclosures in which matter may be kept, as a watch case; some refer to specific instances, as Case III in a Geometry textbook. The "case" of which I speak, however, is not of this nature. It contains nothing other than the soft, nutritious substance often eaten with milk. As for specific instances, I shall consider the feelings of those afflicted and note none. To be plain, a "case" is an attraction, mutual or otherwise, between two members of opposite sex.

"Cases" may be divided into two classes, transitory and desperate. But even this boundary is hazy—eminent authorities often disagreeing upon carefully selected specimens. The afflicted, moreover, are totally unable to discover the nature or the intensity of the ailment. If the "case" be desperate, outside aid, erring though it be, should be administered as soon as possible. Even then the victim often goes to his doom.

But I digress. Circumstances often play an important part in determining the nature and intensity of "cases." In this article, I shall attempt to show the influence of three factors—environment, paternal inclination, and the size of pecuniary resources. I shall approach the subject from a masculine viewpoint.

By environment is meant the location of the damsel's home in regard to physical surroundings. In rural communities, mud is often an important factor. Should the fair one inhabit Strattonville or Shippensville, and should the masculine element be timid, the intensity of the "case" may be changed.

Paternal inclination is often influential in determining the intensity of a "case." Should a bulldog be kept by the father of the adored, a normal state of mind often results. Again, should the paternal abode of the male be well supplied with locks and should the windows be high, a cure is often effected—the coal-bin being an excellent spot for mediation.

But the size of pecuniary resources is the most pronounced factor in the determining of "cases." Ten-cent candy and gum, if prolonged, often causes the failure on the part of the damsel to reciprocate the affection shown; heart-failure results and a severing of connections terminates.

These are a few of the many circumstances that alter "cases." Writing as I did, on the impulse of the moment, I had little time to investigate the matter personally. When I turned to other writers for information, I was furthermore disappointed; for, even tho investigation seemed extensive, no writer seemed able to take up the matter scientifically. Therefore, I have not given as complete a treatise as I hoped. Nevertheless, I hope that the matter may be impressed upon some minds as worthy of consideration.—Exchange.

WHAT WOULD HAPPEN—

If the girls should be allowed out?
 If Clarion had an elevator?
 If we had stew for lunch?
 If the "Seed That" covers are right?
 If Dee Albert should flunk Physics?
 If Miss Nolan wouldn't graduate?
 If the Straitiffs were ever seen together?
 If Miss Bent were tall?
 If George Gween stops talking?
 If the bell should ring on time?
 If Ruth Hughes ever went home?
 If Prof. Reese sang in Chapel?
 If Prof. Reavely ever came late to lunch?
 If Esther Marshall would complain?
 If Perc would get fat?
 If Don ever gets put on campus?
 If Harold's rouge gets stolen?
 If the Senior's get any special privileges?
 If Clara and Hen were afraid of lightning?
 If the walks get slippery?
 If Maragaret and Ruth ever get caught?
 If George Gween ever brushed his clothes?
 If Hugh West would get a case?
 If Miss Reed got noisy?
 If Mabel Stewart stopped looking in the mirror?

JUST IMAGINE—

Dee cutting a class.
 Miss Bent without John.
 Miss True without a smile.
 Hunter talking without pauses.
 Gween not knowing something.
 Perc on roller skates.
 School without a Dad.
 Hugh without a girl.
 Miss Reed without her alarm clock.
 Lot a-flirting.
 Hugh with a cute little mustache.
 Christine without that "frat" pin.

HERCULEAN LABORS—

"Dodging" in Dad's class.
 Preparing a society program.
 Seeing one of _____'s jokes.
 Cleaning the gym.
 Making the seven-forty-five class.
 Editing The Clarion.

SUMMER

They stood beneath a spreading tree,
 And talked as lovers should.
 And then, to seal the compact, he
 Cut "Hazel" on the wood.

AUTUMN

Now back to town they both have
 strayed,
 One day they chanced to meet.
 And then and there that self-same maid
 Cut "Edgar" on the street.

"How high is your ambition?"
 Perc—"Oh—she comes about to my shoulder."

DO, RE, MI, FA, SOL, LA, SI, DO

A Johnson lover the Music so.
His vocal chords are soft as Do.

He oft would stand and say,
Thou art of life my only Re.

"Ah! if but kinder thou wouldst be,
And sometimes sweetly smile on Mi.

"Thou art my life, my guiding star;
I love thee near, I love thee Fa.

"My passion I cannot control,
Thou art the idol of my Sol.

Miss Music said: "Oh, fie! Ask Ma;
How can you sing thus, Oh La!"

Then Carly sat with folded knee,
And waited his mother for to Si.

Then to the book room he thot that he must
go,
Where he got the books and Jimmy got the
Do.

LOVE AND BOOKS

(Dedicated to John R. R.)

Still dumb thou sittest, with a downcast
look,
The world forgetting o'er a brown old book.

When she who would be always near thee
tries
In silence to embrace thee with her eyes.

Say not so sharply, "Leave me here in
peace!"
Nay! Leave thy book and from dull read-
ing cease.

Since many a man who sits alone, perplexed,
Would yield all else to be so teased and
vexed.

Give up thy book of life for love to paint
With golden pictures of a household saint.

With miniatures whose blazon may provide
For days that shall grow dark, a light and
guide;

So when thou turn'st the page where love
struck blind
Thy bookish eyes, an angel thou shalt find.

E. GOSSE.

Hank (blushing)—"Well, y-e-s, there's a
little—but I'll pay that tomorrow."

Geo. Gwen to Miss True—"I want to do
some light reading."

Miss True—"Go down in the cellar and
read the gas meter."

WOULDN'T IT BE WONDERFUL TO SEE:

Putney without his hall cap.

Stewart wearing a hat.

Grady with a girl.

Hunter smoking a cigarette.

Seigworth not blushing.

Cowan studying.

"Perce" without "Marty."

Keys taking a fellow for a ride.

West reciting Virgil.

Lot S. perspiring in "Ag" class.

"Art" and "Jerry" not "on-the-outs."

Ed S. playing baseball.

Little "Bruvver" in Philadelphia.

Lobangh not going to "Joe's" after meals.

Chick not lingering in Navarre after din-
ner.

Humphreys in church.

Magness out after ten.

"Hank" treating at Campbell's.

MYSTERY SOLVED

Everyone has been wondering what hap-
pened to the poster that was used for the
"Mock Faculty" program—but—as "murder
will out"—so has this scandal. It was no
other than our dear teacher, Prof. Grove,
that snrreptitiously removed said poster.

While going thru Seminary, the Sunday
evening following this illustrious program,
Prof. Grove was filled with a sudden desire
to be the possessor of this work of art.
Cautiously removing the tacks, and with a
stealthy step, the Prof. left the building.

Tuesday morning Prof. Reese announced
in Chapel that the one who had removed the
poster should return it at once. Alas! Our
soldier-teacher had to surrender his "lifted"
treasure and return it to the ffice. How the
fates do work against us!

FAVORITE SONGS AND SAYINGS

Art Miller—Got a cigarette?

Myers—Holy Bones—Holy Cat, or most
any old thing.

Byrd Davis—My wife won't let me.

Davidson—My wife's gone to the country.

Mary Halowell—Off with the old love, on
with the new; I change 'em every day.

Gween—They go wild, simply wild, over
me.

Johnson—Absence makes the heart grow
fonder—NIX!

Marty—Never mind, honey—I luf you.

Toady—Good night! Do you have your
Physics?

Hen—Oh, I don't care.

Percival—Oh! I should worry. It ain't
my ship.

Ease—I'm going to do something real dev-
ilish. I'm going to make some fudge.

Hunter—Well now, I don't know about
that.

CAMPUS SCENES



"Buffaloed"! "Next"!



"A Thorn Among the Roses."

"Farewell, farewell, thanks for good care."
 I hear a voice so still,
 E'en now its whisperings, "Beware!"
 My deepest bosom fill.
 My evening draweth quickly on
 When perchance we leave "Old Clarion."

Thanks for the dear old mother tongue,
 Whose treasures yet I share;
 A goodly heritage of song,
 Of music strong and fair;
 For thousand years our nation's pride,
 In weal or woe our fortress tried.

Thanks for a home, whose walls the poor
 Gave shelter day by day;
 Where girls and boys o'er and o'er
 Heaped happiness on my way;
 Where many a dawning morning found
 Me as a youth refreshed and sound.

Thanks for a scanty wholesome food,
 Pale famine causing fear,
 Upon the threshold tho it stood,
 Has never entered here,
 Thanks for each kindly work that brot
 New food and strength for will and thot.

Thanks for the blessing and the smile,
 With light upon my way,
 And for the cross which yet awhile
 I carry lest I stray.
 Thanks for the pain with focused eye
 Upon life's goal beyond the sky.

How sweetly, when on that great day,
 Is cut each earthly tie,
 To make thru azure heights one's way,
 When glories never die;
 When ne'er is heard that sad "Beware!"
 "Farewell, farewell, thanks for good care."

'Tis not amiss to kiss a miss,
 But 'tis amiss to kiss a miss,
 As for a miss to kiss amiss;
 Far more amiss to miss a kiss.

Bob Cowan, looking at the town clock—
 "Oh, boys. Look at the moon! Isn't it
 beautiful?"

Senior—"Don't yell 'Hey' at me. I'm no
 horse."
 Freshy—"I know it; your ears are too
 long."

"What time is it, Mary? I'm invtied to a
 swell party tonight and my watch ain't go-
 ing."
 "Wasn't your watch invited?"
 "Yes; but it hasn't the time."

We were sorry to lose our former teacher,
 Private Grove. While here he won the
 praise of faculty and students by his
 friendliness and great interest in athletics
 and social affairs.

Assistant Editor to Mr. Reavely—"Will
 you be able to read over the material for
 The Clarion tonight?"

Mr. Reavely—"Indeed not. I have made
 arrangements for this evening."

The editor retires, believing that his dear
 teacher is to be engaged in some form of
 agricultural work. Later in the evening,
 the above named teacher enters the girls'
 dormitory and ring No. 80. "Queer way to
 run a farm, Mr. Reavely."

We regret that the Editor-in-Chief of The
 Clarion has gone away, bpt we are proud to
 say that he has enlisted for Uncle Sam.

I.

Martha had a measles ;
 It came upon her head,
 And everywhere that Martha went
 The measles quickly spread.

II.

It followed her to class one day;
 'Twas not against the rule;
 It made the others quake and pray
 To have measles in the school.

III.

The teacher tried to drive it out,
 They tried hard, but—tra-loo,
 It didn't do a bit of good,
 Miss Reed—she caught it, too.

Louise Wilson—"How kind of you to
 bring me these flowers. I think there's a
 little dew on them yet."

A TOAST—Here's to our parents and our
 teachers. May they never meet.

Mary Halowell, at table—"Evaline, do
 have some more Virginia Spoon Bread."
 Evaline—"Just a mouth full, please."
 Mary—"All right; I'll just fill your plate."

Prof. Reese—"Why does Mary Halowell
 take such an interest in Domestic Science
 and Henrietta Briel in Agriculture?"

Wise Senior—"Mary is crazy about Tucks
 and Hen about Chicks."

Johnson, in hospital, dictating letter to
 Florence—"The nurses here are a plain
 lot—"

Nurse—"Oh, I say, that's hard on us."
 Johnson—"Write it down; it'll please
 her."

You can lead a horse to water,
But you cannot make him drink.

Surround a fool with wisdom,
But you cannot make him think.

You show an ingrate kindness
And get injury for your pains.

You can dress a dude in fashion,
But you cannot give him brains.

You can bring the rich to justice,
But it takes a long, long time.

While the poor man goes to prison,
The rich man pays a fine.

If you study human nature,
You'll find freaks of every strain,
Some you see excel in stature,
Others great with nerve or brain.
You'll find lots of faults to criticize,
And perhaps some traits to praise;
But it's just as nature made us guys
That explains our funny ways.

Don't get too close to a buzzsaw,
Or tickle a mule that's tame.
Don't give advise to those in love,
Or bite on another man's game.

Jerry—"Why did the recruiting officer
turn Art down?"

Bob—"On account of his eyes."

Jerry—"Why, I think his eyes beautiful,
don't you?"

L. Straitiff—"I like a girl who can take a
joke."

Cliff Keyes—"Then you stand a good
chance of being accepted."

Chick—"Dearest, there has been some-
thing on my lips for weeks."

Marian—"Why don't you shave it off?"

Prof. Egbert—"Has anyone in this class
read 'Freckles'?"

Kay B.—"No; but I have some brown ones."

Florence, while out walking on campus—
"I am very tired; I wish I could find a big
rock to sit on."

Carl—"I wouldn't mind being a little bol-
der, if I weren't afraid of being sat on."

WE have had hard work in Agriculture
this year. Just wait! They are going to
charge laboratory fees in "Ag" next year.

Two of the new students (girls) came to
Martha Schuler on dance night and asked,
"Do you have anyone go to the dance with?"

Oh! girls—that's understood. Why bother
Marty with unnecessary questions?

Not every one is as lucky as Clara
Sloan. She can make a presentable ap-
pearance at breakfast with two minutes no-
tice beforehand.

Motto—Have your hair bobbed.

Poor Perc. Some one must have a
mighty strong arm to produce that effect
upon your physiognomy. A black eye for
three weeks!!!

Gerda Harshaw—"I know now why you
didn't get well after I gave you that medi-
cine, Gertrude; mother told me it was
shampoo."

Clair Daniels, the next time you go to
Philadelphia take a guard with you and
don't get lost. Just because there are three
streets in that city is no reason you should
lose yourself.

Prof. Reavely—"I have come three hun-
dred miles to teach you and you don't ap-
preciate it."

Percival—"Well, I wish that lady would
quit trying to sing—she gets me clear off."

Wise Lady—"Where does she take you?"

Little drops of nonsense
Little grains of verse,
Keep this pessimistic world
From getting any worse.

Wanted—By the members of the Junior
class, some common sense. No one in
Clarion seems to have any to spare.

This is an aggravating world,
It's neither sound nor nice;
It's either hot as hot can be,
Or else it's cold as ice.

And if we tried another one,
No more in peace we'd dwell,
It either would be cold as ice,
Or else as hot as—blazes.

Miss Nolin (sighing)—"All roads lead to
Pittsburgh. Mr. Carson's there."

CAMPUS SCENES



"Are We Down-Hearted! No!"

Hugh West—Bob, what would you do if you had a million dollars?"
Cowan—"Nothing."

Boys! Beware of the girl who is a peach. Peaches have hearts of stone. (Lot Straitiff notice especially.)

Miss True—"Let's be quiet, please."

Dee Albert (In advanced Latin)—"For I feared that when HE died there would be no one who could teach me anything."

Dr. Ballentine—"That will do, Miss Albert."

"KICKS AND QUIRKS"

"Keep cheerful and mind your own business."

"Smile, if it kills you, and you will die with a grin on your face."

(With Apologies to Longfellow.)

Life is real, life is earnest!

For our class rooms are so cold;

Dust within and without the boilers
Is no substitute for coal.

Professor—"State board questions are now in the hands of the printer. Any questions?"

Chorus—"Who's the printer?"

Mary Halowell—"I don't deserve a zero in Physics, Dad."

Dad—"I know it; but that is as low as I am allowed to mark you."

Wanted to know—Who decorated Don's girl's picture? Who put the snake on Ed. Straitiff's window sill so that he got into it on his way in Sunday night?



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