

The Campus Times

VOL. III, NO. 4

LA VERNE COLLEGE

Tuesday, Oct. 19, 1926

WHY NOT MAKE OUR SCHOOL ACTIVITIES MORE PRACTICAL?

With this idea in mind several students in cooperation with Flornece Landis, the commissioner of publications, have arranged for a course of study under direction of Prof. Cullen and Prof. Kurtz where by our business managers and advertising managers of both the Orange Blossom Staff and Campus Times staff may receive some valuable instruction in Salesmanship and Ad Writing.

This class will meet once a month to talk over publication problems and receive lectures from experienced advertisement writers and salesmen.

A welcome is extended to any persons in the student body who wish to enroll and get some valuable pointers on salesman ship and advertising.

COLUMBUS

The moving picture, "Columbus", is one of a group of similar productions entitled, "Chronicles of America." These plays are written in a very fascinating way and have received equal praise from general newspapers and magazines of the country, by motion picture trade journals and by periodicals devoted to education and to visual instruction.

Their history is an authentic and without distortion. In them also are found the film technician and the dramatic artist to assure that the production requisites of photography direction and acting are skillfully carried out. These plays are written in story form to appeal to the general public as well as to teachers and students.

The production, "Columbus," was adapted from "The Spanish Conqueror," a chronicle written by Irving Berdine Richman. It is given in four reels.

The story shows how Columbus, the "mad Italian," having been rejected by King John II of Portugal, after years of arduous endeavor, secures a hearing before Ferdinand and Isabella of Spain. Although his wishes are not granted at first, on making a second attempt he secured the support of Isabella. The departure of his tiny fleet, his dangers and doubts on the way and his triumph when landing upon Watling Island, October 12, 1492, are all shown vividly on the screen.

Because this show is going to be very interesting and because the proceeds are to be used in securing new books for the library, every LaVerne student is going to miss a good time as well as a chance to do a good deed for the school if he does not go Tuesday evening to see "Columbus."

Do Your Banking...

BUSINESS WITH A HOME BANK

We strive to be a community bank for the service and accommodation of the residents of LaVerne and vicinity. We invite you to test our service. 4 per cent paid on savings accounts. Safety deposit boxes, electrically protected, for rent.

The Farmers and Merchants Bank

COMMERCIAL SAVINGS

LEOPARDS LOSE TO FRESNO

Heavy Team Downs LaVerne 22 - 7

THE CULLENS ENTER-TAIN Y.M.C.A. CAB.

"The Y. M. Cabinet will eat waffles with 'The Cullens' Wednesday evening at six o'clock." Thus read the invitations sent to the Cabinet members of the Y. M. C. A. last week. The aforesaid group met at the appointed place on time and were soon seated around the table with Prof. Cullen as host.

Each member found at his place a dish of fruit cocktail and a plate of tomato salad. After finishing the cocktail coffee was served, and then came the waffles. Oh, boy, how they were enjoyed! Waffles and chicken gravy (with the chicken in it) proved to be a very pleasing combination, and Mrs. Cullen and her assistant, "Happy," were kept quite busy for some minutes keeping plates supplied.

The last course consisted of a baked apple with whipped cream, and a big red cherry to top it off. The dinner was heartily and thoroughly appreciated by everyone present.

Following the dinner the cabinet held their weekly discussion of "Y" problems. The discussion and dinner were both accompanied by music furnished by the radio.

Y. W. C. A. HAS INTERESTING DISCUSSION GROUP

Girls Told of Outstanding Things In the World

What are the greatest things in the world, do you know? If you don't, then you weren't in girls "Y" meeting Monday. The Woolworth Building in New York, Raphael's painting "The Sistine Madonna," Walt Whitman's poem "Oh, Captain! My Captain!" and Beethoven's Moonlight Sonata are some of them. Someone mentioned afterward that the new Administration Building of LaVerne College was the greatest, but since this is so commonly conceded around our campus, the girls probably omitted it to stress less well known facts.

Here's to a greater "Y" in a greater building!

LEOPARDS OUT OF NATURAL HABITAT ON FRESNO STATE'S DESERT

By Don Miller.

The heavy Fresno State football team triumphed over the lighter and faster squad which invaded the North, in Fresno's new \$50,000 "Sand lot" stadium. The final score was 22 to 7 in Fresno's favor.

Before the game started LaVerne rooters who were acquainted with the Leopard's style of play, viewed the field with some apprehension. And after the first few plays apprehension grew to alarm for, although LaVerne's speedy backfield tried hard to get away around the ends and the line fought desperately to keep their opponents from stopping the runners, it was of no avail. LaVerne's speed was leashed by the grip of the sand. The Leopards were forced to kick to the slower, heavier team and the Fresno Bulldogs after the manner of that beast, slowly and tenaciously plugged away to one touchdown and then another. So ended half time. The score stood Fresno 13; LaVerne, nothing.

However, the rest of the game was different. In the third quarter LaVerne took the ball away from the Staters and with Shirk doing the heavy work an advance was started which was irresistible, even though Fresno sent in several fresh men. A pass, Glick to Otis Brooks, put the Leopards within scoring distance and Shirk, averaging four yards to the plunge, worked the ball down the field and over the Bulldogs' goal line. Glick converted.

Continued on Page Four

CALENDAR

Film "Columbus" (sponsored by History classes), Tuesday, Oct. 19th.

Sophomore Party, Wed. Oct. 20th.

Cabinet meeting, Y. M. and Y. W., and Volunteer, each Wednesday night.

Volunteer meeting, Thurs., Oct. 21, 8:00 p. m.

Football game with Redlands, Arnett Field, Sat. Oct. 23, 2:30 p. m.

EDUCATION & SPANISH CLASSES WORK

Under the direction of Professor Cullen, principal of the LaVerne Grammar School, the students in his Tests and Measurements class have been registering the minors in the City of LaVerne. The students of the second year Spanish class registered those minors of Mexican Town and as a result they report some interesting experiences.

The Tests and Measurements class has also been giving mental and achievement tests at the Grammar school. This co-operation between the college and grammar school is beneficial to both, wherein it helps the teachers at the grammar school to classify the pupils and helps college students in giving them practical work.

PASADENA CHURCH HELPS FURNISH NEW BUILDING

Entire Church Visits New Building On Sunday

The Pasadena Church of the Brethren are showing their interest in the new building by helping to furnish the rooms. Sunday, the entire congregation came over in a body. They had lunch in the gym, where President Studebaker gave a speech of welcome to the Pasadena people and Rev. C. C. Kindy, pastor of the Pasadena Church, gave the reply. Nellie Frantz, representing Pasadena, and Alberta Maust representing LaVerne, put on a clever dialogue. Miss Pasadena came with an inquiring mind, to find out what LaVerne had to present to her children. It ended with a very clever suggestion on the part of Miss LaVerne, that as Miss Pasadena had an interest in LaVerne College, it might be to her interest to help furnish the now empty rooms.

After the program the Pasadena people inspected the new building, and looked about to see which rooms they wanted to furnish. We hope that this interest was sufficiently raised as to prompt a goodly donation.

WHEN IS MOVING DAY?

Several unauthorized reports have spread abroad as to when we will move into the new building. Some have given up hope because they had too much faith in these reports. Now an authentic report has been given out in regard to the moving program.

There will be times during the last week of October when the students will be asked to supplement brawn for mental labor. On the 26th, students will have a chance to polish up the new building to make ready for the setting of the new furniture on the following day. The grand climax will come on Friday and Saturday, the 29th and 30th of October. The students will then have realized the long-looked-for event in the growth of the college.

DEPARTMENT OF HISTORY SECURES NEW BOOKS

About one hundred dollars worth of new books have been added to the college library this year through the efforts of the history classes and friends interested in the department. Below is a list of the volumes recently purchased. A number of these belong to the American Nation Series, a standard reference series edited by A. B. Hart of Harvard, and to the Chronicles of America Series a newer series compiled under the direction of Allen B. Johnson of Yale. The College Library does not have a complete set of either and has been depending on the Pomona Library for the use of these books. The students of the History Department are undertaking to complete the series, and also purchase duplicate copies of the most needed books through the presentation of a number of photoplays based on the Chronicles of America, which have just recently been released for educational service. Elsewhere in this issue is a description of the first offering—Columbus—on Tuesday evening.

While the department is interested primarily in securing the newer books, owing to the large number of students in all classes it is more necessary than ever that more copies of the most used books be on file. Former students may render a real service by donating or lending copies of Robinson's Readings in European history, Vols. I and II, or Throndeike's History of Medieval Europe, to the library, or contributing the price of one volume (\$2.20, American Nation; \$1.50, Chronicles of America) to our new fund.

A WORD TO STUDENTS

You can clean your brain as easily as a garbage can. If it's filled with rot, wash it with common sense and rinse it with the liquid of labor.

—Anon.

THE PARABLE OF THE FOUR FLIES

Thus speaketh the sage and his words are full of wisdom:

In days ago there dwelt in the land four flies; and these four flies were brethren.

Now the first fly was carnal and spake within himself, saying, "What profiteth it a fly to be temperate in this world? Verily, I will eat sugar and dainty morsels and wear fine raiment all the days of my life that my soul may be joyful."

And he betook himself straightway to the sugar bowl and did gorge himself with the sweetness thereof.

But when he departed, an anguish came over him and he died; for the sugar was adulterated with sugar of lead.

And he was buried in the sepulchre of his fathers.

Now the second fly likewise beheld divers kinds of provender as he went to and fro in the land.

And he comforted himself, saying, "That all those who behold me may be well pleased with my greatness is my soul's desire. Therefore will I eat flour and so find grace in their sight."

And he forthwith did partake of flour a great deal and in turn he also died, for the flour was adulterated with plaster of Paris.

And his days were few and sinful; and he was gathered unto his fathers. Selah.

Then the third fly, beholding the fate of his brethren, took counsel within himself, saying, "Surely my brethren have died for their sins. Come, let us profit by their example and drink milk all the days of our life and so fall not into evil ways."

So he restrained himself and drank only of Grade A milk. And he continued his ways a fortnight.

But it came to pass that he fell among evil companions who mocked him, saying:

"Why eatest thou only Grade A milk? Wist thou not that on the second shelf of the pantry there is goodly Grade C milk? Come, let us go thither and make our souls merry."

And they departed thence.

And the third fly went also, perforce, lest his companions should fall upon him and kill him.

Wherefore he drank of milk adulterated with formaldehyde.

And when he had partaken, a great remorse smote him in the side and he died and was no more.

When, therefore, the fourth fly beheld the fate of his brethren from afar off, he cried in a loud voice, saying:

"Woe is me! Woe is me! My brethren perished even as the dust of the field which the wind bloweth away." And he mourned their deaths till two score days were fulfilled.

And he communed with himself, saying, "What glory is there in life for me, deprived as I am of my beloved brethren? Therefore will I take poison and so end my unhappy days."

So saying, he went straightway and drank great draughts of a certain fly poison.

But the fly poison was also adulterated and the fourth fly lived and waxed exceeding fat thereon and begat many children.

And his days were many and righteous upon the earth.

Moral? "Take one for yourself."

Hospitality

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At various times in the last few years, the students and faculty at LaVerne have been proud to see the names of certain faculty members appear as authors to magazine articles and even on book-bound volumes. Just now, we are proud to recognize Professor Sarafian. He has just had another article published in the select Education magazine.

It is a short article, and with Mr. Sarafian's consent, we are publishing it:

THE EDUCATION OF THE GIFTED CHILD Prof. K. A. Sarafian, M. A.

The American system of education, which is free to all and compulsory for all, is a marvelous piece of achievement. It is the culmination of democratic idealism. It secures the safety and the salvation of the living democracy. For, without lifting the general level of intelligence of the whole of society, a democratic state would be foredoomed to failure. Yet, marvelous as is this system of universal education, it has, on the other hand, its shortcomings. The weakest point of such a system lies in the tendency of creating mediocrity. This is natural, because while lifting the lower level of general intelligence it pulls down the upper level of intelligence. It goes without saying that this is undemocratic from the point of view of an ideal democracy. For, an ideal democracy should offer such an opportunity to each individual to develop his particular talents to the utmost limits of his own capacity, and not up to the limit of the capacity of the average mass. The opportunity given, so far, for the self-development of the highly endowed individual, in our own democracy, is very inadequate. He must develop himself not because of us but in spite of us, as Dr. Goddard puts it. Usually we take it for granted that the highly brilliant intelligence "will out." No doubt it may do so, in most of the cases; yet it may not do so in some other cases, owing to adverse circumstances.

This is a great loss to society. It is a waste for the whole civilization. Because a careful analysis of civilization processes and of the history of inventions, of discoveries, and so on, will suffice to convince us that, if it were not for the creativeness of the highly-endowed individual, our present civilization would have been in a backward stage. And, even if today, by an unheard-of catastrophe, our civilization should be wiped out, leaving on earth only the dull and the average mass of population, the entire society would be compelled to live in a barbarous state of civilization, since it would take the inventiveness of the few highly-endowed individuals to re-invent and to re-discover millions of devices which have enriched our civilized world.

European nations whose educational systems cannot be favorably compared to our marvelous system, have one advantage over us, in that they recognize the importance of the special education of this gifted group, and by an intensive system of education they prepare leaders of the nation.

It is gratifying to note that lately, owing to the advance of our educational theories we are beginning to recognize more and more the importance of adequately educating our gifted group parallel to the special education offered to the dull group. To attain this end we are trying to devise plans. I wish to cite a few of these plans.

(1) Santa Barbara plan—According to this plan the content of a curriculum for a given group is divided into three levels: (a) minimum, for the dull; (b) average, for the typical child; (c) maximum, for the gifted child. The differentiation is in the quantity and not in the quality. (2) Batavia plan—According to this plan a large group of children are entrusted to the charge of two teachers, one to teach the whole class, en masse, and the other to give special assistance to special individuals. The same curriculum is prescribed to all. The differentiation is in the quan-

tity and not in the quality. (3) San Francisco State Teachers' plan—According to this plan, a group of selected children are placed in charge of one teacher, each student going at his own rate of progress and reporting to the teacher his progress and asking for assistance whenever he feels the need of it. It again offers the same regular curriculum to all, and emphasizes only the rate of progress, some progressing rapidly, while others advance more slowly towards the same goal. The difference in quantity is recognized, yet the quality is left unnoticed.

These, and other plans, are attempts at meeting the problem of differentiating our education according to the variability of individual capacities. But none of them is free from the erroneous assumption that all the students could get and should get the contents of the curriculum which is prescribed for the average typical group. They, furthermore, ignore the fact that students differ in their capacity, not only in the quantity of their achievement but in the quality of it. For instance, in solving an algebraic problem two boys may arrive at the same conclusion; yet how vast a difference may exist in their way of performing that task. One of them may follow the regular routine, and, not comprehending the why and the what of the problem, may reach a correct answer; while the other may totally ignore the routine and customary ways, may see the depth of the whole problem, and may make his own rules and formulas. There is a vast difference in the quality of each individual's achievement, and this qualitative difference must be taken into account.

From this it follows that the customary, conventional and time-saving ways of acquiring knowledge are suited to the needs of the average child; but for the gifted child the conventional ways of doing things should be minimized, and creativeness should be fostered. Hence the habit-formation is very important in the education of the typical child; whereas a minimum of habit-formation is necessary for the super-typical child, on the other hand a greater emphasis on the creative and inventive processes is of supreme importance. The gifted child should be given practically complete freedom in his education,—with the minimum guidance and assistance. If he wants to go into the depths of a given problem, let him do so. If he wants to discover new ways and processes in solving problems, it is all the better for him. If he wants to learn much more than the average child, let him have an unlimited opportunity for doing so. In short, the gifted child can and should do the things differently. His difference from the typical child is not only in the rate of achievement, but also in the way and in the quality of it.

Considering this question from the social standpoint, we may say that society needs dynamic as well as conservative forces, in order not to get stagnant. The highly endowed child furnishes that dynamic force. Society will be the gainer if this child is given an ample opportunity for self-development. However, we must guard him from a dangerous tendency, from becoming a socially unfit and queer person. For this reason he must be exposed to the fundamental elements of the general curriculum, which is the agency for integration, to make him a good member of the community in which he is to live. But beyond that he must be given an unlimited amount of freedom for developing his creative genius. His genius may consist of one special talent or a combination of talents. It is the business of the educators to discover his special talent and to offer such challenging situations as will foster creativeness.

We must candidly admit that our old system is inadequate to attain this end. We must change our attitude a great deal towards this problem and we must adapt our curriculum to the particular needs of each group or individual, rather than adapting all individuals to a fixed curriculum based on the achievements of the average typical group. And in the case of the most highly endowed child, our education must be individualized, which will benefit not only that particular child but also society at large.

THE LATEST GREAT AMERICAN DESERT

We wonder what the authorities of the Fresno State Teachers' College had in mind when they dug their "Stadium." On the surface it appears as a poor business deal, for they dug up a perfectly good vineyard, which at least produced something of a beneficial nature. They then proceeded to dig a hole in the sand which could raise nothing but the ill will and tempers of the visiting teams, and the sportsmanship of Fresno. State isn't strong enough to stand the strain of much of that. The depth of the sand on the field practically prohibits running faster than an ordinary walk, and the abrasive power of the sand is sufficient to wear out the toughness of most any team. Maybe they thought in creating such a desert they could get somebody to fall for the wonders of it. We did.

So ran the thoughts of the Leopards and other LaVermites as they watched the game last Saturday. This shows one of the weaknesses of human nature, that of criticizing the other fellow without criticizing ourselves in the same respect. We'll admit that our athletic field is a great deal better than the Fresno stadium, but what do other schools, who have turf fields on which to play, think of playing in the dust and dirt? It is just as bad for us to expect somebody who is used to a turf field to play on our dirt field, as it is for Fresno to ask us to play in the sand.

It is not impossible for LaVerne to have a turf. All that is necessary is for each student to talk it, and demand it to such an extent, that public sentiment will be so strong that the proper authorities will be compelled to fix up the field.

Moral: Start your foreign mission work at home.

R. L. M.

EXCHANGES

A number of improvements are under way at Manchester College. A new gymnasium is under construction, and a new library is almost ready for use. Considerable remodeling has been done in the physics laboratories also.

President Wilbur of Stanford is to attend the Pan-Pacific Science Congress at Tokio, October 30 to November 11. Co-operation in scientific study in relation to the problems of the Pacific and the promotion of peace and good will are objects of the Congress.

Santa Barbara State College is to have a new administration building ready for occupation next fall and prospects are promising for a new Home Economics and Chemistry building.

San Diego has arranged for an interesting series of lectures thruout the year including Roy Chapman Andrews, explorer-scientist, on "Hunting the Bones of Adam's Grandfather"; Lew Sarett, on "Many, Many Moons," a lecture on the American Indian; a lecture by Lorado Taft, the noted American sculptor and others.

West Memorial Infirmary has just been dedicated at Pacific College. Equipped for medical treatment and minor surgery, it equals the accommodations of any college in the state.

The Southern Branch has just inaugurated separate rallies for men and women under the direction of the regular rally committee.

"FROSH" SPIRIT

The Freshman class can feel assured that they made a wise choice when they chose Albert Davis for their yell leader. This was proved to the class one day in class meeting when Mr. Davis presented the following class song to them. He wrote both the words and the music. He has certainly put into the song the spirit of our entire class. Mr. Emmerson Botton, our freshman tenor soloist, sang it on its first public presentation on "L" Day.

We're all green and white, L. V. C!
We're with you to fight, L. V. C!
We're with you today,
We're with you to stay;
We'll be with you always, L. V. C.
We've the wisest of looks, L. V. C.
We'll dig in our books, you just see.
Learning is our strict vocation,
No rest till the next vacation.
All hail! L. V. C!

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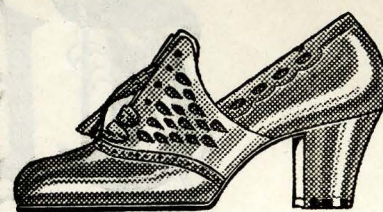
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HOSIERY**Been Reduced**Nightingale
Sassy Jane**LaVerne Variety****STUDENT LIFE****Y. W. C. A. DISCUSS
DUTIES OF COL-
LEGE GIRLS**

Monday morning the Y girls met to discuss duties. The meeting was opened by Margaret Price who led in devotions. Vice-President Ramah Maust then took her place as chairman and announced the subject as "Duties of the Y Girl."

We found that we owed duties to ourselves, the faculty, our parents and friends and also to the College men. The talks were well worth hearing and we are made better women for them.

Our ambitious president, Nellie Frantz, then told of an interesting plan by which we can make money to furnish our new Y room. We are to have a "Feast of Nations" which will take place on Nov. 6 after the L. V. C. C. football game. The plans are now being made into real action and the chairman of each nation will soon be chosen and put to work. We know we have the whole student body behind us and so we expect big things.

We also wish to repeat that we want all the girls who have not paid their Y dues to do so quickly so they can be helping with our big project.

**VOLUNTEERS STUDY
FOREIGN FIELDS****AFRICA**

Subject of Study in Volunteer Meeting

The continent that is dark in so many ways was studied in a broad and general way last Thursday evening. In order to better appreciate present day conditions one must know what has gone on in the past that has produced such conditions. This was the purpose of this first program on Africa. A brief birdseye view was taken of the whole continent.

The topics discussed in order were:
1. The History of Africa.
2. The Topography.
3. The Political Conditions (past and present).

4. The Various Types of People and their Tribal Religions.
5. A Few of the Missionary Trail Blazers.

Under this last topic a resume of the work of such leaders as Robert Moffatt, Livingston, and Mary Slessor was given. The last leader to be discussed was the one who can well be called the Trail Blazer of our own mission in Nigeria. This was J. H. B. Williams whose lonely grave on the African Continent has inspired others to push the work forward in our own mission.

As a whole the program was inspiring and challenging to those interested in mission work, for it presented big possibilities on a big continent where there is a "bigness" of darkness waiting for the dawn.

CHAPEL GLEANINGS

"The main reason for the existence of such colleges as LaVerne is to supply that which the state schools cannot—Christian attitudes."—President Studebaker.

"We have many reasons for believing that this college is worth while. Great changes have come. Whereas the school used to include all grades above the fifth, it now has only college students."—Mr. England.

"Greater success is to come. The present age is the greatest in the Christian era. But the prospects before this school will never be fully realized by us."—Mr. England.

"Individual initiative must be able to express itself in college."—President Studebaker.

"The early American pioneers should be remembered for their courage and bravery in their encounters with the Indians."—Pastor Rothrock.

"Simply training the mind is not enough. Greater emphasis should be put on moral training."—President

"The whole duty of man is this:—'Be square all the week; and be round on Sunday.'"—Mr. England.

**DUTCH, MARIE AND EDWARD
SEND GREETINGS**

Most of the old students and many of the new ones who knew Dutch and Marie before they sailed were intensely interested in the letter which President Studebaker read Thursday morning in chapel. The old school spirit and enthusiasm which Dutch and Marie always manifested was shown: "How much we should like to be there and greet all the old students as they come back and meet all the new ones."

They wondered about the new buildings and whether the college had gotten into her new fall dress yet or not.

Little Edward is the one engrossing interest in the Brubaker home. Marie is now doing industrial work while Leland has begun work in the country. Both are still pegging away at the language.

Though far away and engaged in occupations very different from ours they leave with us the message that next to their work on the field comes old L. V. C. in their thoughts.

**HISTORY DEPT. PUR-
CHASE NEW BOOKS**

Continued from First Page

Books lately purchased for the library are:

History of the West
Turner, F. J., The Frontier in American History.

Goodwin, C., The Trans-Mississippi West.

Bourne, E. G., Spain in America. (2 copies)

Garrison, Westward Extension.

Shafer, History of the Pacific Northwest (2 copies)

Thwaites, R. G., France in America.

Parkman, F., Pioneers of France in the New World.

Semple, E., American History and Its Geographical Conditions.

Hough, E., The Passing of the Frontier.

White, S., The Forty-Niners.

Farrand, L., Basis of American History.

Recent American History
Howarth, United States in Our Own Times.

Ogg, F., National Progress.

Latane, J. H., America As a World Power.

Seymour, C., Woodrow Wilson and the World War.

Sparks, E., National Development.

Howland, H., Theodore Roosevelt and His Times.

History of the Western Hemisphere
Richman, I. B., The Spanish Conquerors.

Skelton, O. D., The Canadian Dominion.

Huntington, E., The Red Man's Continent.

Wood, W., The Elizabethan Sea-Dogs.

Shepherd, Wm. R., The Hispanic Nations of the New World.

Munro, W., Crusaders of New France.

Johnston, M., Pioneers of the Old South.

Andrews, C. M., The Fathers of New England.

Andrews, C. M., Colonial Falkways.

Bolton, and Marshall, Colonization of North America (2 copies).

Bolton, H. E., The Spanish Borderlands.

Stephenson, Nathaniel, Texas and the Mexican War.

European History
Matthews, S., The French Revolution.

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THE BOOKS OF THE BIBLE

In Genesis the world was made by God's creative Hand;
In Exodus the Hebrews marched to gain the Promised Land;
Leviticus contains the law, holy, just and good.

Numbers records the tribes enrolled—all sons of Abraham's blood.

Moses, in Deuteronomy, records God's mighty deeds;

Brave Joshua into Canaan's land the host of Israel leads.

In Judges their rebellion oft provokes the Lord to smite,

But Ruth records the faith of one well pleasing in His sight.

In First and Second Samuel of Jesse's son we read;

Ten Tribes in First and Second Kings revolted from his seed.

The First and Second Chronicles see Judah captive made;

But Ezra leads a remnant back by princely Cyrus' aid.

The city wall of Zion, Nehemiah builds again,

While Esther saves her people from the plot of wicked men.

In Job we read how faith will live beneath affliction's rod,

And David's Psalms are precious Songs to every child of God.

The Proverbs like a godly string of choicest pearls appear.

Ecclesiastes teaches man how vain are all things here;

The mystic Song of Solomon exalts sweet Sharon's Rose;

Whilst Christ the Saviour and the King, the "rapt Isaiah" shows.

The warning Jeremiah apostate Israel scorns,

His plaintive Lamentations their awful downfall mourns;

Ezekiel tells in wondrous words of dazzling mysteries;

While kings and empires yet to come, Daniel in vision sees.

Of judgment and of mercy, Hosea loves to tell;

Joel describes the blessed days when God with man shall dwell.

Among Tekoa's herdsmen Amos received his call;

While Obadiah prophesies of Edom's final fall.

Jonah enshrines a wondrous type of Christ, our risen Lord,

Micah pronounces Judah lost—lost, but again restored.

Nahum declares on Nineveh just judgment shall be poured;

A view of Chaldea's coming doom Habakkuk's visions give,

Next Zephaniah warns the Jews to turn, repent, and live;

Haggai wrote to those who saw the

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Temple built again,
And Zechariah prophesied of Christ's triumphant reign.

Malachi was the last who touched the high prophetic chord;

Its final notes sublimely show the coming of the Lord.

Matthew and Mark and Luke and John the Holy Gospel wrote,

Describing how the Saviour died—his life, and all he taught;

Acts proves how God the Apostles owned with signs in every place.

St. Paul, in Romans, teaches us how man is saved by grace.

The Apostle, in Corinthians, instructs exhorts, reproves,

Galatians shows that faith in Christ alone the Father loves.

Ephesians and Philippians tells what Christians ought to be;

Colossians bids us live to God and for eternity.

In Thessalonians we are taught the Lord will come from Heaven.

In Timothy and Titus, a Bishop's rule is given.

Philemon marks a Christian's love which only Christians know.

Hebrews reveals the Gospel prefigured by the Law.

James teaches without holiness faith is but vain and dead.

St. Peter points the narrow way in which the Saints are led.

John in his three Epistles on love delights to dwell.

St. Jude gives awful warning of judgment, wrath and hell;

The Revelation prophesies of that tremendous Day

When Christ—and Christ alone—shall be the trembling sinner's stay.

—Author Unknown.

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If I knew you and you knew me,
And both of us could see
With inner sight divine;
I'm sure we would differ less,
And clasp our hands in
friendliness;
If I knew you and you knew me.

Anon.

BOBS & THE BOBETERIA

LEOPARDS LOSE TO FRESNO

Continued from Page 1

LaVerne's hopes rose. One more touchdown and a conversion and—Hurrah for the Leopards! But it was not destined to be. Fresno received on the kick-off and early in the fourth quarter plunged to the 30-yard line where the Leopards' growl became tenacious and Fresno made no gain in three tries. At this time the Staters' coach sent in a man who had, earlier in the game, proved his worth as a line plunger. Now he showed up as a drop kicker. This is the story of how Mitchell added

3 points more to Fresno's score.

By this time the game was nearing an end. LaVerne's rooters began to see visions of defeat. However, not so the team. They received and were beginning to move from the 27-yard line when a fumble lost the ball for the Leopards and on a dozen bucks State crossed the goal line for the last time. They failed to convert.

With one minute to play LaVerne went back as hard as ever. Hoff, playing end, received on the kick-off and by some splendid running, carried the pigskin to the middle of the field where the game ended.

The game, as a whole, was greatly slowed up by the sandy field. Neither team gained more than a couple of yards on end runs. Line plunging was resorted to during the greater part of the fray although each team completed two or three good passes.

Without access to the speed which has made LaVerne famous, because of the sandy field, the Leopards were greatly handicapped. They were put on par in playing tactics with Fresno's heavy line plungers. Fresno made good use of its 10-pound weight advantage to the man. The Staters also used many substitutes who went in fresh against LaVerne's tired players.

Coach Claude Arnett used the following men in the game:

Ends—Lehmer, H. Brownsberger, Mahoney and Hoff.

Tackles—Hollinger, H. Brubaker.

Guards—M. Brownsberger, E. Brubaker, and Butterbaugh.

Center—Betts.

Quarter—Glick (Capt.).

Halves—Otis Brooks, Bohn and Orville Brooks.

Full—Shirk.

NEW SCHEDULES MADE IN TRACK AND BASEBALL

A meeting of coaches and managers was held at Caltech, Monday evening. Schedules were arranged for cross-country run, tennis, swimming, track and baseball.

LaVerne and Redlands meet Oxy in a track meet on Feb. 19th. Again L. V. and Redlands meet Pomona on March 19th. There is another in consideration on March 5, L. V. and Redlands meeting Whittier at Redlands. The Conference Track Meet will be held in the Coliseum on April 2nd. The Frosh Meet will be held on April 1 at Pomona.

Redland's invitation for the Cross-Country was accepted. Most colleges in the conference wish to enter teams in this meet.

A very satisfactory baseball schedule was arranged, whereby every college meets every other college in at least one game. A conference schedule will be posted in the case in the hall.

There was also an interesting discussion of playing teams not in the conference, who are using ineligible men. It was decided to drop these teams from our schedules as much as possible and encourage athletic relations with Junior Colleges whose students are nearer conference standards.

Miss Norma Bernice Funderburg, who has just arrived from Brookville, Ohio, was enrolled as a special student yesterday. We welcome her into the fellowship of our Student Body.

FOR YOUR CONVENIENCE

Have Your Names on Your Fountain Pens and Pencils

Your full "John Henry" on your fountain pen is an identification if you should ever lose your fountain pen, while your initials are really not. Frasher's, in Pomona, engrave your full name free of charge into the barrel of your pens and pencils, if you purchase them from their pen department. Then, too, it is certain satisfaction if you select your pen from Frasher's large assortment, as you are sure to find a pen to "fit your hand." They have the Sheaffer Lifetime and Parker "Duo-folds" also; in long or short sizes and fitted with fine, medium or coarse points, with rings or clips. Stop in at Frasher's and try one of these snappy new pens.

OLDEST CONFERENCE RIVAL HAS QUITE A DRAWING POWER OVER LA VERNE FOOTBALL FANS

When the University of Redlands football team faces that of LaVerne across a lined gridiron Saturday afternoon at LaVerne, the home folks will look on with the belief that the ensuing fracas will be a "Leopard eat Dog process." Speaking in animated terms, one thing is certain: fur will fly. For, after being humbled in two like defeats, the green-jerseyed gang will meet a team which for the last few years has been rather secretly considered The Rival.

Dope on this game isn't in great or numerous quantity. LaVerne has beat Redlands two consecutive years now by a close margin. The institution to the eastward has played two conference games this year. Occidental won from them by a good score and last Saturday, San Diego State beat them 14-9. Pomona had just previously beat San Diego within a few points of the score which they won from LaVerne. According to those figures, the teams are very evenly matched.

Redlands is deprived of the use of their star half-back and captain, "Injun" McGilba, who broke a collar bone in the Occidental game. That lessens their chance a whole lot as this fleet-footed personage was a fighting Pup in the game last year with LaVerne.

Redlands is sporting a new coach this year, one Max Houser, a former Notre Dame player who likes Knute Rockney's system of football and is trying to instill some of it into his charges. If they use the Notre Dame shift and like formations, LaVerne will get quite a thrill out of the game as the Leopards have already had a taste of such tactics.

The game will be played on Arnett Field, Saturday afternoon at 2:30.

SOUTHERN CALIFORNIA CONFERENCE STANDINGS

	W.	L.	T.	Pct.
Pomona	3	0	0	1.000
Occidental	1	0	0	1.000
Whittier	2	0	1*	.833
Southern Branch	1	1	0	.500
San Diego State	1	2	0	.333
LaVerne	0	1	1*	.166
Redlands	0	2	0	.000
Caltech	0	2	0	.000

* Under conference rulings, tied games count is one-half won and one-half lost.

Games Saturday

Pomona vs. Southern Branch at Coliseum.

Whittier at Occidental.

Redlands at LaVerne.

Pomona

Pomona	20	San Diego	6
Pomona	27	LaVerne	6
Pomona	27	Caltech	7

Southern Branch

So. Branch	25	Santa Barbara	0
So. Branch	42	San Diego	7
So. Branch	6	Whittier	16

Occidental

Occidental	7	Loyola	7
Occidental	0	Stanford	19
Occidental	27	Redlands	0
Occidental	6	U. S. C.	28

Caltech

Caltech	6	Stanford	13
Caltech	37	Cal. Christian	0
Caltech	6	Whittier	13
Caltech	7	Pomona	27

Redlands

Redlands	0	Loyola	14
Redlands	0	Occidental	27
Redlands	9	San Diego	14

Whittier

Whittier	0	LaVerne	0
Whittier	0	U. S. C.	74
Whittier	13	Caltech	6
Whittier	16	So. Branch	6

LaVerne

LaVerne	21	Santa Ana JC	0
LaVerne	0	Whittier	0
LaVerne	6	Pomona	27
LaVerne	7	Fresno	22

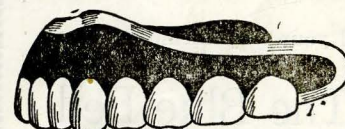
San Diego

San Diego	6	Pomona	20
San Diego	7	So. Branch	42
San Diego	14	Redlands	9

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