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WEEKLY FRENCH LESSON

This is the Introduction to the Series of Sixteen Lessons in Elementary French that Will Be Printed Weekly in These Columns—They are Supplied by the French Department of the College and are Considered to be of Great Value to All College Students

ADVANTAGES TO BE DERIVED FROM R. O. T. C. FRENCH

In speaking of the "COLLEGIAN" French lessons, Dr. Foster says:—
"There may be some who will question the value of a course of this sort, but, upon closer inspection, it will easily justify itself. For those familiar with the language it will serve as an easy and practical review. For those who have no knowledge of the subject it will prove a useful method of becoming acquainted with its peculiarities. For a soldier it will lay a foundation for a kind of intellectual development which will stand him in good stead when he comes in contact with the French people. For an officer it has come to be recognized that some ability in the speaking of French will be an indispensable requisite for promotion, especially at the front. This course, brief and to the point, and freed from the usual tiresome detail of grammar and syntax to a great degree, will put the student into immediate vital touch with the language as a medium of thought expression. If this is carefully mastered, it will be enough to help a person to meet the requirements of ordinary conversation in the routine of daily life."

R. O. T. C. FRENCH ALPHABET

Letters in French are like English; k and w found only in words from foreign languages.

Vowels are a, e, i, o, u, and sometimes y. Rest are consonants.

Sounds of simple vowels

a short is like a in pat; usually found before double consonants.
a long is like a in father in other places usually.
e unaccented, not at end of syllable, is like e in set.
e unaccented, at end of syllable and in monosyllables, like u in but.
e unaccented, at end of words of more than one syllable, is mute.
e (grave) has sound of e in set; with re like sound of air.
e (acute) has sound of a fate; same sound is found in ed, er, et, ez.
e (circumflex) has sound of e in set; ai initial and ais final has same sound.
i has sound of i in machine; y, as vowel, has same sound.
o short has sound of o in collar in monosyllables and before double consonants.
o long has sound of o in note in other places usually.
ou has sound of ee pronounced through rounded lips.

Sounds of compound vowels

ai has sound of a fate at end of words.
ai has sound of e in set in other cases; ais has same sound.
au has sound of o in note; aux, aut, and, quit has the same sound.
ei has sound of e in set.
eu has sound of ur in fur; eux has same sound.
eau has sound of o in note; eaux has same sound. Note: e has no sound.
oi has sound of wa in water.
ou has sound of oo in moon.

Sounds of nasal vowels

Most vowels, both simple and compound, combine with n or m to make what is known as nasal vowels. This nasality is lost when the n or m is doubled, or when followed by a vowel. There are four groups, viz:

1. an, am, em pronounced ahng; the g to be sounded faintly.
2. in, im; yn, ym; ain; alm; ein, eim.
Note that first vowel in last four groups is mute. This group has the sound of ang (g faint) as in sang. Note same sound in ien.

3. on, om pronounced like ong in song (g faint), or awng.
4. un, (um); eun, eum pronounced as if written urng (both r and g faint).

Consonants

Consonants except those noted below are mostly sounded like English equivalents. Note that final consonants except c, f, l, and r are usually silent. They may be sounded in liaison, and joined with following vowel. Consonants before a mute are sounded.

c has sound of s before e and i; the sound of k before a, o, u. This sound may be changed to s by writing cedilla under the c.
g has sound of zh before e, i; the sound of g before a, o, u. Mute before final consonant.
h is always silent.
ch has sound of sh.
j has sound of zh.
gn has sound of ny.
ll and ll, not initial, have sound of yuh (so-called liquid sound).
qu has sound of k; found only before e and i.
s has sound of z between two vowels; otherwise sharp s of English.

FRESHMEN TO PLAY BELLEFONTE ACADEMY

The Freshman basketball quintet is scheduled to travel to Bellefonte this evening to play a return game with the Academy five. While the game played here several weeks ago was more or less of a walk-away for the yearlings, this evening's contest promises closer competition. Bellefonte is a hard team to beat on its own floor, and the Freshmen will have to play even better than they did in the former game. Their line-up will probably be the same as that which started the last inter-class game.

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"DOC" WHEELING-TALKS ON "GETTING-ACQUAINTED"
(Continued From First Page)

H. D. Robb '19, and G. C. Smith '19.

Why We Should Get-Together

Of the many reasons as to why we should "get-together," there are two which are most prominent and which should influence to the greatest extent the actions and attitude of the student-body. These two reasons, or motives are, (1) selfish or personal reasons, and (2) loyalty, respect, and admiration for our college to such an extent that nothing will be left undone which will express our gratitude for the priceless education and "broadening-out" we are getting.

It is or should be the object of every student to fit himself, in all possible ways for the time when he must go out in the world and make—or break—be of some consequence, or not, according as his general make-up is big or little (it being taken for granted that his technical knowledge is on a par with the average). Of course in this day of keen competition it is practically impossible to make "good" without a thorough technical knowledge or training in the special line of work in which the particular student is interested. But the ability to go still higher, to be a leader (which is one of the chief aims of a college) depends not only on technical skill, but upon the ability to be a good "mixer," the ability to be able to say and present ideas in a forceful manner to public gatherings, the cultivation of the habit of looking on both sides of a question, and in general upon personality. In last week's COLLEGIAN were published a few of the observations made by Dr. Sparks during his lecture tour of Camp Meade and Camp Dix. Some of these "hit-home" so hard that no one can afford missing them.

Open to All

From the plan as outlined, this "mixing" and this personal gain is open to every student and no one should let such an opportunity pass even though it were not for the second reason as to why we should "get-together."

This second reason is the duty we owe our college. One of the biggest obligations which we take upon ourselves as students of Penn State is that of upholding the good name of the college.

We all know that a student is looked upon as a product and as being typical of the particular school from which he comes. Therefore, our actions away from and at college should be such as to reflect merit upon Penn State. The only way in which such a condition can exist is to have at all times a fine, true, democratic spirit among the students, which in turn can only be when every one takes a hearty interest in all college activities, when clean sport is demanded, when college customs and traditions are looked-up to. This means that old men (upper-classmen) must at all times be, by word and action, good examples for new men to follow.

When the committee announces, definitely, their plans and time at which the program is to be held, let's all "jump in" and make it a "go." For those few days let our slogan be "I-know-every-man-in-college." If we all are able to say this we can have the secret slogan "Every-one-in-college-knows-me."

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ENDORSE "GETTING-ACQUAINTED" IDEA
(Continued from first page)

It is a sincere and serious effort, earnestly conceived, well-organized and well-directed, toward developing one of the finest and most desirable fruits of college life. It is aimed at making acquaintanceships, and developing these into friendships. It will make college spirit mean camaraderie. It will permeate the student body with fellowships and make more than one lonely fellow feel he has been adopted into a family of blood-brothers. It will add something invisible to every diploma; something only the holder can himself understand but which he will feel every time he looks upon the symbol of his college course.

"Did I say the course is open to everybody? It is. There are no entrance requirements except one: a man must enter. He must enter into the spirit of the occasion. He must do his part. He must meet the other fellow half-way. He must be one of the crowd, not a spectator. In order to be a sharer, he must be a giver. What ever he puts in he will draw out with interest. Let every man in Old Penn State invest himself, his whole self and nothing but himself in this campaign for college comradeship."

MANY COLLEGE MEN TAKING ORDNANCE

The work in the new Ordinance Course which started last Wednesday is now well under way. Contrary to expectations, the men taking the course will not be given uniforms until they have finished the work here and have gone to some arsenal for further instruction. The great amount of office work involved in getting uniforms here and the lack of storing facilities, make it impossible for the men to be supplied. Those who take up the next course will probably be sent to some mobilization camp to be equipped before they come here.

About 440 men applied for admission to the course, but it was limited to 100. Of those examined, nine were rejected on account of physical disability. Heart trouble, defective eyesight or hearing, and lung trouble were the causes of the rejections. Shop work and French, two subjects which were taken up in the other courses have been dropped from the standardized schedule now in effect in this and all other ordnance schools throughout the country.

STATE FIVE WINS TWO OUT OF THREE
(Continued From First Page)

same number of fouls, but Schwartzler made four field goals to Blakeslee's three. The line-up:
Penn State Syracuse
Mullan F Cronauer
Young G Dolley
Blakeslee C Schwartzler
Wilson G Marcus
Fast G Barsha

Goals from floor—Blakeslee 3, Mullan 3, Young 2, Wilson, Dolley 5, Schwartzler 4, Cronauer 3, Marcus, Barsha. Goals from fouls—Blakeslee, 6 out of 7; Schwartzler, 6 out of 11; Cronauer, 0 out of 2. Referee—Kelley, Springfield T. M. C. A.

The Colgate Game

Against Colgate, Penn State was seen to a better advantage, and they were never headed. The score at half time was 25 to 21 in favor of the Blue and White, and the final score was 48 to 38. Young was the individual star of this game with eight field goals to his credit, while Blakeslee registered five, and Wilson four. Blakeslee was off in his foul shooting, getting but seven out of 16. Cotterell was the star for Colgate. The line-up:
Penn State Colgate
Mullan F Cotterell
Young F Edkins
Blakeslee C Taylor
Wilson G Smith
Fast G Cottrell

Substitutions—Colgate, Webster for Smith, Reed for Taylor.
Goals from floor—Young 8, Blakeslee 5, Wilson 4, Mullan 2, Fast, Cotterell 5, Edkins 4, Reed 4, Webster 2, Cottrell. Goals from fouls—Blakeslee 7 out of 16; Cotterell, 4 out of 14; Edkins, 2 out of 4. Lehigh Game Close

The Lehigh game was much closer than the one played here early in January, due to the fact that Lehigh had its strongest line-up on the floor. Never-

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"The MESSAGE of THE MOUSE"
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