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The Edinboro Normal Review

Vol. VIII.

MARCH, 1910

No. 3

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LEADERSHIP.

Someone has said that the kind of education human beings are capable of receiving depends entirely upon the nature of their souls. This is doubtless true. However, the nature of the soul of some persons is not such as to be able to develop into great leadership; but every person who follows the profession of teaching should certainly possess the qualifications of a leader. Education implies not only thought but the power to originate thought and to act accordingly. Now, every child has this initiative power. God has implanted it in his soul, but it requires leadership on the part of the teacher in order to draw it out and develop it so as to fit the child for life with its many and great duties.

Scholarship is a necessary qualification of a teacher, but is this sufficient? I answer, no. Emergencies arise in the work of every teacher when scholarship is useless without that peculiar insight to leadership. In the life of every boy or girl there comes a time when the wise counsel and the example of the teachers are almost indispensable to the growth and development of true manhood and true womanhood. What would mere text book knowledge amount to in such cases unless there were that power of decision, that executive ability, two very essential characteristics of leadership, associated and blended with it? Fortunate are the boys and girls who

have during youth teachers who are able not only to impart book knowledge but to lead in right paths!

But we find that a great many persons remain trailers all their lives, followers of others, echoes instead of realities, because their distinctive qualities, their original powers, were not developed or encouraged in youth. What a sorry sight is a young man with great possibilities of leadership following somebody else all his life, seeking the advice of others, when he is amply able to give it, and never daring to venture on his own judgment, because he has always leaned upon others or depended upon others to lead the way. He is doing the work of a pigmy when he has the undeveloped capabilities of a giant, all because of lack of proper individual training.

True education, the education for which the world is ripe, is unfoldment, calling out the germs of possibilities, developing original force, fostering self reliance, encouraging and stimulating initiative power and executive ability, cultivating all the faculties, exercising and strengthening them.

We want leaders and originators more than we want imitators and followers. We have enough and to spare of those people who are willing to lean upon others. We want our young people to depend upon themselves. We want them to be educated in such a manner that their qualities of leadership, their

originality and individuality will be emphasized and strengthened rather than obliterated.

Self assertion, the spirit of independence, the courage, the manhood which respects its own powers and is determined to rely upon them, the belief in one's self, in fact all the qualities which characterize a leader can be cultivated by every human being. But if the qualities are not drawn out in youth they may forever lie dormant in the soul.

Scores of college graduates as well as graduates of our secondary schools, who have won their diplomas legitimately and honorably, fail hopelessly when they attempt to grapple with the practical side of life. They have no qualities of leadership, no independence of thought, and no self reliance. They are stuffed with facts and theories but their powers of combination and assimilation, the qualities which grasp and hold and manipulate all lie dormant within them.

Whatever students may learn in school let them remember that it is the executive talent, the ability to do things, and the power of achievement that counts. It is not the great scholar who is brimful of facts and theories, but the practical man who knows what he ought to do and who will do it, who deals with conditions and not theories, and who can bring about results, that is in demand everywhere.

Education is not the stuffing of the memory until it becomes like an unwieldy encyclopedia that cannot be handled with ease. A really educated man is not loaded down with text book information that he is not able to put into practice. He can utilize every particle of his knowledge. His education gives him executive power and makes him master of himself with ability to manipulate all the powers God has planted in his soul. The man who is rightly educated will never be a leaner, imitator or follower. He may not

necessarily be a great leader, but he will not seek his opinions from others; he will trust his own judgment, will pilot his own bark, no matter how rough or troubled the waters, will be himself, and will live his own life wherever his lot may be cast.

P. M. WOODWARD.

HOW WE TEACH JUNIOR LATIN.

To the educated the study of Latin in our high schools, normals and colleges needs no defense. No stronger evidence of its indispensable value and practical utility could be expected or desired than the plain, cold fact that it has had the loyal approval of educators for centuries back, almost to the degree of absolute unity. As the pendulum of public sentiment swings impulsively from the apparently ornamental to the so called practical, this old classic language has held its place in our curriculums with ease and has never feared competition.

A few words as to how we teach Latin in the Edinboro Normal may be suggestive and helpful. Our faculty is composed of experienced teachers who are not inclined to run after every fad or fancy which crosses the educational zenith like a meteor and then plunges into oblivion; yet we are, or should be, wide-awake and progressive. Inasmuch as interest is the fore runner of effort, the very first problem to be met by the teachers of Latin is to arouse interest in this difficult branch of study. To the classes in mathematics, history, etc., the students bring a well defined conviction that they will greatly need the information gleaned from these branches, and the teacher has but to assist them in securing the same. The benefits to be derived from the study of Latin are not so apparent to the beginner and they usually register in the junior class with the remark, "I suppose I'll have to take Latin." We immediately pro-

ceed to show them the many points of value which this branch possesses. In the first place it is a grindstone of most excellent grit. It is "hard as a rock;" if it were not so it would not fashion sharp, keened edged intellects. The human mind when properly shaped will "hold its edge" and we can well afford to pay for the grindstone if it be thrown away when it has done its work.

Since the Latin language is pronounced as it is spelled the student must learn the spelling and the quantity of each vowel of a Latin word before he can pronounce it properly. This gives a most excellent drill in a keen and accurate grasp of details and this is one of the most important habits one can form. To be able to comprehend a situation in all its major and minor aspects is a most essential element in the success of any business or social enterprise. We are very particular about the pronunciation of words. We use the Roman method, since all other so called methods were both faddish and foolish and have practically disappeared. The idea of taking this beautiful old classic tongue and butchering its words by slurring the sounds according to the vague, inexact and even un-

knowable rules of English, can have no reasonable defense.

Another point where we are very exacting, is in the enunciation of syllables. The importance of this clear, distinct pronunciation is held up before the students and so thorough a drill in this feature of the work is maintained that the students will pronounce their English words with more care, more exactness and more distinctness; and by this drill they are much better qualified to teach the phonics of primary reading.

We insist upon the students memorizing the Latin words. The translations from English to Latin are put upon the black board without the use of the text book, the English sentences being read by the teacher. The teacher can then judge of the pupil's knowledge of the lesson, as a prominent educator has said, by the amount of chalk he can use. Some argue that the words are valueless and that we should aim only at the grammatical structure of the language. This absurd suggestion should be classified with a number of other plans to be educated without study, and should receive the contempt of students as well as teachers. It is workers and not shirkers whom we wish as the products of our class rooms.

I. C. E.

SENIOR DEPARTMENT

BEAUTY.

There is a perception visiting the mind of every person which I believe is the greatest of perceptions. This is the perception of beauty. In considering its cause, its nature and its effect we might write volumes, for the subject has never been exhausted.

Various theories are held as to the cause for the perception of beauty. The subjective

theory holds that the cause comes from the nature of the soul itself. Plotinus says of this: "Never could eye that had not been made sunlike have seen the sun, neither can soul that has not become beautiful see beauty." It is true that each mind perceives a different beauty. Plato, Ruskin and others believed this to be the correct theory.

The objective theory held by Burke, Voltaire, Aristotle and Brown says that beauty

lies in the qualities of outside objects, which producing pleasing emotions within the soul, causes the perception.

A third, the combination of these two says that there is in the mind an idea of the beautiful which is awakened by pleasing external objects presented. Many hold to this, such as Reynolds, Consin, and Jouffrey, and since we believe it cannot be wholly an abstract thing we must hold to the last as the most reasonable.

Then smallness, delicacy, gradual variation and beauty in color are required properties as to the objective part. Taking these we must watch for little accidents of light and color and harmony in effects.

It seems sometimes when in prosperity and happiness that we go on our way with beauty around us holding no special charm and music or poetry containing no inner voice. They seem to us to be but the saying or jingling of something well arranged; then again we may be in the opposite condition—gloomy, business and delight alike both dull and with no variation—still no voice of nature or poetry speaking to us; but yet again on some other day, perhaps with body weakened from pain or we may be in good health and very happy, suddenly we are visited by flashes of something so beautiful, so unusual, that we fairly tremble with delight. It is the blessing of God coming to the soul in a perception of beauty. It awakens emotions of some strange yearning or sweet pain. While in such a mood the soul may be filled to the fullest with only the echo of an almost forgotten melody which it loved. There are some, who not having a decided appreciation of beauty, say this feeling of pleasure is an unreal, a fantastic, an imaginary experience but if, to my life, this fine perception of the sweet things of life were never to come again I should feel that something invaluable was lost.

To the man who wishes to live an appreciative, contented life, it might be said "live some of your moments alone." Society cannot be wholly depended upon to render us happiness. It should not be shunned however, but there are times when if we were to withdraw to be alone we might not only bring strength to ourselves but having new visions of loveliness come back to society—able to make it better. "And seeing the multitude He went up into a mountain." There He received His visions of beauty. "And when He was come down from the mountain great multitudes followed Him." On the plains of service He used his visions.

Sometimes it seems that this perception might be a spirit, which going with us seems at times to tug at our shoulders, to call us to the beauty somewhere. It is a blessing that it is spasmodic and cannot be produced at will for there are those whose strong aesthetic taste would cause them to throw aside the very practical things, there would be an excess of sentiment—and so they would spend their lives in dreaming. As it is there are sudden experiences of it which keep us from pessimism.

The effect these perceptions have on one who has had great sorrow is very strange. Benson says: "I think there is no greater agony than to be confronted with tranquil beauty when the heart and spirit are out of tune with it." In a far off way, the gentle beauty of nature may confront a sad heart but not in direct sympathy. Old age is sooner to notice this than those in youth, for its disappointment comes to a youthful person from one thing, it will soon be forgotten and something new taken up in its place. Since it is true then that with the soul out of tune, beauty does not bring comfort, one thing remains—to cultivate a nature so, by never letting the taste become blunted, that we may be ready for the message when it comes. The

MIDDLE YEAR DEPARTMENT

JUNE AND DECEMBER.

My visit to the old homestead in December contrasted greatly with the visit I paid there last June. When I arrived I found everything to be enveloped in a blanket of white. The roadway was filled with great snow drifts which at once caused me to think of the hot dusty highway I had traveled on my previous visit. When I reached the farm house I found the windows and doors not standing invitingly open as they once had done, but tightly closed while the inmates were all grouped about the huge fireplace endeavoring to keep warm instead of seeking a shady spot beneath the trees. The little brook back of the barn invited skating this time and not boating.

In fact everything was so different that I could scarcely realize that this place and the one where I spent my vacation last summer were the same.

D. S.

PRESENCE OF MIND.

One of the most important traits which make up our character is self control in time of danger. Many lives are saved daily by forethought on the part of others. Many times war has been averted by the diplomacy on the part of those, who early in life have acquired self control and thereby, in time of awful moment to our country have peaceably settled by arbitration that which might have resulted in dire disaster and blood shed.

I think that in our schools subjects should be taught which would necessitate the student putting forth his whole energy and thought to mastering his impulses, so as to command presence of mind if placed in any perilous position. It is said that "practice makes

perfect" and therefore we should begin when we are young to develop this trait. Many are unable to meet the storms of life and are buffeted around as a ship is tossed about by the tempestuous waves, because he or she never learned the mastery of self.

A good illustration of how the presence of mind of one person averted great danger is shown in the following incident:

One evening at an opera in New York City a noted prima donna was in the midst of the mad scene in "Lucia" when a terrific explosion shook the building to its foundations, the lights went out and there was a long grinding and crash of broken glass not far off.

In the momentary silence that followed before the inevitable panic, the voice of the manager rang out in the darkness: "Ladies and gentlemen! There's no danger! Keep your seats! The lights will be on directly."

Then the whole mass of humanity began to writhe and swell, as a frightened crowd does in the dark. "Keep your seats!" yelled the manager desperately, "it's only a fuse gone! Only a plug burnt out!"

But the terrified throng did not believe and the people pressed upon each other with the weight of hundreds of bodies thronging from behind. There were groans now. The manager knew well enough that if nothing could be done within the next two minutes there would be an awful catastrophe; but he was helpless. Another groan was heard and another quickly after it. The manager yelled, stormed, stamped, entreated and promised, but with no effect.

Suddenly another sound was heard, a note that made one think of gold and silver bells and that filled the house instantly like light,

and reached every ear, even through the terror that was driving the crowd mad in the dark.

A moment more and note upon note filled the vast darkness and stopped those four thousand men and women spell bound and silent. Then still in the dark some of the musicians struck in and supported the singer and others followed, till the whole body of harmony was complete; and just as she was at the climax of the song the lights came on all at once.

The people were half hysterical from the past danger and when they saw and realized they did not wait for the end of the song but sent up a great shout of applause. Thus by this woman's presence of mind four thousand people were saved from a horrible death. Some people in time of danger seem to lose their mind and not being in a condition to realize the consequences perform many a rash deed. If, as in the case of a fire, deliberation and thought were brought into play by all, the calamity which generally happens would be greatly lessened. But a fire seems to impart fear into the hearts of men, women and children and self control is no longer possible. "The more haste the less speed," is a familiar saying and if this could only be realized more fully in such critical time much anguish and sorrow would be averted.

Therefore in the future let each of us endeavor to gain self control and make our lives as near up to the standard as possible, so that the future generation will inherit this all important trait and profit by our perseverance.

CLASSIFIED ADVERTISING COLUMN, 1C A WORD.

For Sale—A fine German trotter. Inquire of a senior.

Wanted—By a junior:

"I want to be a senior,

Oh, that would be my pride;

A rectangle upon my head,
But nothing much inside.
A haughty look for all I'd wear
On this terrestrial ball,
My very mein would signify—
Behold! I know it all."

For Rent—Any number of good "Virgil" ponies, on any warm sunny afternoon.

For Sale—By a senior, a few ounces of German Bluff.

For Rent—A few vacant pews in the psychology room.

A MOTTO FOR ALL.

"Lest we forget," is a motto,
That should hang on every wall;
For without it, people in every land,
Just "forget," yes one and all.

Without this gentle reminder
Some men forget their bills,
The baker forgets his pies sometimes,
And the shepherd boy his hills.

We students here at Normal school,
Forget many things each day.
Our teachers scold, then our teachers fume,
But it does no good, they say.

True, sometimes we remember things,
We ought to try to forget,
As with a friend whose dear to us,
In unfriendly talk we're met.

With me I'm sure you'll all agree,
That we need some little motto,
This is a very good one you'll find,
So get it by tomorrow.

Hang it up on top your desk,
Where you may see it ever,
Then look at it much and heed it much,
That others may be happier.

Victories that are easy are cheap. Those only are worth having which come as the result of hard fighting.—Beecher.

JUNIOR DEPARTMENT

MAKING BOTH ENDS MEET.

The baby rolls upon the floor,
Kicks up his tiny feet,
And pokes his toes into his mouth,
Thus making both ends meet.

The butcher slays the pensive pig,
Cuts off his ears and feet,
And grinds them in a sausage big,
Thus making both ends meet.

The student pays his bills, tra la,
Just after junior week,
And writes "for stamps, \$10.00, Pa."
Thus making both ends meet.

JUNIOR DEPARTMENT.

At the close of this term we find our number has increased to about eighty. The question might be asked, what does this small army do. We will settle this question by following them through a day's work. We will first visit Prof Eakin's room. The class has already begun and a junior is reading the first small chapter in Caesar almost as readily as English, bringing the comment from the Prof, "Read a little louder; there are probably some in the back seats that can't hear that." The question on construction being answered satisfactorily, the recitation ends.

We go from the recitation hall to Prof. Shaffer's methods class. The juniors are coming in a steady stream and Prof. Shaffer with his good natured "move over a little" or "you take the next seat," and they are all seated. The roll is called, everybody being present except two or three who are ill. Next comes the comment from the Prof.: "Now some of you who have been absent must

present your permits and do so immediately." The recitation begins, each reciting as called upon, with much comment on certain points. The time passes rapidly, the bell rings, and all file out, some still discussing mechanical organization on the way to the next class room.

We will walk across the campus to Miss Powell's drawing class, where the junior is instructed how to represent objects by means of lines and shades. All are seated and an enormous amount of rubber and hot air is used by the hard working junior. Next the roll is called. "Now if you are here answer and if you are not here don't answer," comes the comment from Miss Powell. The bell rings all too soon and all file out, and this is how this army of juniors spend their fleeting moments.

CLASSICAL.

A diminutive specimen of the human race propounded the following query to his maternal ancestor:

"Mamma, if a carnivorous individual should devour me, whither would that ethereal portion of my human organization rejoicing in the euphonious appellation soul depart?"

Mamma replied to her lineal descendant: "It would soar to the celestial regions."

The youth cogitated for several consecutive moments and then ejaculated: "If the animal should be seized with an unaccountable tendency to propel himself to a destination far remote, I should experience the delicious sensation of obtaining a glorious journey without being obliged to employ my powers of locomotion."

WHAT CONSTITUTES A STATE?

What constitutes a state?

Not high raised battlements or labored mound,
Thick wall or moated gate;
Not cities proud, with spires and turrets crowned;
Not bays and broad arm ports,
Where laughing at the storm, rich navies ride;

Not starred and spangled courts,
Where low browed baseness wafts perfume to pride.
No; men, high minded men
With powers as far above dull brutes endued,
In forest, brake or den,
As beasts excel cold rocks and bramble rude.

Men, who their duties know,
But know their rights, and knowing, dare maintain,
Prevent the long aimed blow,
And crush the tyrant while they rend the chain.

These constitutes a state;
And sovereign law, that state's collected will.

O'er thrones and globes elate
Sits empress, crowning good, repressing ill.
—Anonymous.

THE UNITED STATES FLAG.

The flag brought to America by the colonists was the great union flag of Great Britain, with the three crosses representing England, Scotland, and Ireland. With the growth of the spirit of independence, our forefathers added to their banner a rattlesnake, cut in thirteen pieces, representing the thirteen colonies, adding the motto, "Join or die." Still later the rattlesnake was placed in position as if about to strike, with the motto, "Don't tread on me."

On the 4th of June, 1777, Continental congress resolved, "that the flag of the United States be thirteen stripes, alternate red and white, and that the union be thirteen white

stars on a blue field, representing a new constellation." When properly made its proportions are perfect, the first and last stripes being red with alternate stripes of white. The blue field for the stars is the square of the width of seven stripes. The descendants of Mrs. Elizabeth Ross, of Philadelphia, claim that she made the first pattern flag after the style adopted by congress. On the 13th of January, 1794, two stripes and two stars were added to the flag it and remained so until April 4th, 1818, when congress again altered it by returning to the original thirteen stripes with a star for each state. A new star is added to the flag on the Fourth of July following the admission of a state into the American union.
—Select.

SIGNS OF DETERIORATION.

When you are satisfied with mediocrity.
When commonness doesn't trouble you.
When you do not feel troubled by a poor day's work, or when a slighted job does not haunt you as it once did.

When you are satisfied to do a thing "just for now," expecting to do it better later.

When you can work untroubled in the midst of confused, systemless surroundings which you might remedy.

When you can listen without a protest to indecent stories.

When your ambition begins to cool, and you no longer demand the same standard of excellence that you once did.

When you do not make a confidante of your mother, as you once did, or are ill at ease with her.

When you begin to think your father is an old fogey.

When you begin to associate with people you would not think of taking to your home, and whom you would not want the members of your family to know that you know.

—Success.

DOINGS AT THE NORMAL

BODY AND MIND.

On Saturday evening, March 5th, the students and patrons of our lecture course were treated to a most excellent lecture by the Rev. Dr. J. R. H. Latchaw, of Wilton, Iowa. Dr. Latchaw had visited chapel on the preceding Tuesday and had given a most eloquent talk to the students, in which he won completely their confidence and good will. They came to the lecture firmly convinced that they would hear something very fine, indeed, and they were not disappointed. The subject was a deep one—a very difficult one to adapt to an audience of Normal students. It, however, was handled with the grace and ease of one who knows his ground, and was expressed in such splendid simplicity and masterful English that the attention of the audience never wavered from start to finish. Filled with the most exalted, healthful and optimistic sentiment, delivered with the eloquence of a born orator, it was certainly one of the best lectures we have been privileged to hear. If Dr. Latchaw ever comes back to Edinboro, he is sure of a most enthusiastic welcome. I. C. E.

ST. PATRICK DAY PARTIE.

The rising bell sent out its ever welcome (?) summons, upon the morning of March 17th, and the household of Haven Hall responded in the ordinary manner. All seemed as usual, the girls ascending the stairs after breakfast. But suddenly, some one caught a glimpse of something green. Instantly there was an exclamation of, "what's that?" and several girls went to investigate, when to the surprise of all, a brilliant poster was dis-

covered in the corridor, bearing beneath the picture of a genuine Irishman, the following announcement:

"Faith and it's welcome
Ye'll be at a partie on St. Patrick's
Day, this evening at Reeder Hall."

There was a general expression of keen delight and the unanimous decision to be there "sure Mike." And when the shades of evening had fallen one might have seen groups of girls, dressed in their prettiest gowns, decked out with many tributes of devotion to St. Patrick, wending their way from Haven Hall to Reeder Hall.

When they arrived, they received a most hearty Irish welcome. The hall was transformed into a veritable bower. Green predominated, of course, in the decorations. The guests were ushered in by Master Clarence Shay and Master Harold Hood, who bore the prevailing color upon their manly young shoulders. The orchestra, under the direction of J. H. Rusterholtz, provided sweet music. Mr. John Vandervort gave an excellent dissertation upon the large Blarney Stone that held a conspicuous place in the hall, and the guests were invited to kiss the stone that their tongues might be loosened in the coming spring term.

But chief of all the attractions was the living impersonation, by Professor Sackett, of the Patron Saint. White haired and dignified in a flowing green robe and bearing a golden crown upon his head, he received his loyal subjects in a kingly manner.

On behalf of the boys of Reeder Hall Mr. Randall gave a splendid address of welcome. Mr. Richey read an original spring poem of

unusual merit and M. McCobb gave a typical Irish song. At the earnest request of all present Professor Bigler gave a most enjoyable talk.

The guests were then invited to go up stairs to the first balcony, where a unique surprise awaited them. The corridor had been converted into a regular roof garden. When all were seated at the dainty little tables the boys served ice cream, cake and lemonade. Meanwhile the strains of well known Irish airs floated up from the orchestra, and made one feel that school burdens and examinations were indeed a thing of the past, and that life was all one sweet dream.

Upon descending to the lower hall again several favorite old-fashioned games were enjoyed by all, until, with many sighs and regrets, "good night" had to be said. As the girls filed out, giving the Chautauqua salute, it was the opinion of every one that Prof. and Mrs. Woodward, Prof. Sackett, Prof. Eakin, the teachers and the boys of Reeder Hall certainly knew how to entertain in a truly charming manner. The celebration of St. Patrick's birthday will long be remembered by the residents of Haven Hall. B. B.

MR. KOEHLER'S VISIT.

The Normal students were very fortunate to have with them at the close of the weeks' revival services, Mr. Frank O. Koehler, state student secretary of the Young Men's Christian Associations. He came on Friday, March 4th, and was with us till the following Monday. Although especially welcome among the young men, his visit was appreciated by all who heard him speak at the Methodist church Sabbath morning and at student's prayer meeting in chapel hall in the evening. The boys showed their appreciation at the regular two o'clock association meeting, there being the largest attendance of the year.

Mr. Koehler's work takes him to every college, seminary, preparatory school and

Normal school in Pennsylvania where an association is organized, which, we are glad to say, includes nearly all such institutions in our state.

He is a power among young men. Finishing his college course but two years ago and having held ever since his present position, he thoroughly understands the tough problems we are facing, and by his own energetic, manly, straightforward ways gives us a fine example of the grit we should have to successfully cope with them. His talks ring with the real true spirit of God, he shows to us the great love of the Heavenly Father for us, and imparts that fire and strength so needed for encouragement.

After meeting the Y. M. C. A. cabinet and giving many helpful suggestions about carrying on our work he departed for Meadville to continue the good work at Allegheny College. He will ever be a welcome visitor at Edinboro. C. F. A.

ORATORY RECITAL.

The first graduating recital of the oratory class of 1910, given in Normal Hall Saturday night, March 12, was of unusual excellence. The students were living exponents of the aim of the department to develop the individual. The work was sincere, strong, definite, and finished in every detail. The program was as follows:

Jim and His Soul	Dawson
Mabel Armstrong Ghering	
The First Day with Helen's Babies	Habberton
Maye Anita Geer	
Piano Solo	Maude R. Freeman
The Eldest Miss Larkins	Dickens
Floyd W. Bathurst	
The Blind Poet's Wife	Coller
Maye Anita Geer	
Vocal Solo	Prof. Woodward
The Day of Judgment	Phelps
Mabel Armstrong Ghering	
The Soul of the Violin	Merrill
Floyd W. Bathurst	
Miss Ghering presented "Jim and His Soul"	

in such a manner as to arouse keen and sympathetic interest in the other side of life, the side that has so little beauty and inspiration, and so much that hardens and holds the soul of man. In "The Day of Judgment" she admirably impersonated the small boy as we all know him, with his joys and fears.

"The First Day with Helen's Babies" proved a most entertaining one for us, Miss Geer so cleverly described it. We were charmed by her insight into child life, as well as her mimicry of the same. In "The Blind Poet's Wife" we saw the deeper side of Miss Geer's nature, as she responded to the sentiment of the selection.

Mr. Bathurst gave us a delightful picture of the youthful and sentimental David Copperfield. His passion for "The Eldest Miss Larkins" was pitiable in its intensity and extravagance. It was especially appreciated by the young men of the school, who have probably experienced similar emotions. In "The Soul of the Violin" Mr. Bathurst assumed the very nature of the old musician. Normal Hall, with its lights, its beautifully

decorated platform, its fine audience faded from our sight for the time being, and we saw instead, the destitute starving old man, whose only possession was his beloved violin.

The music was excellent. Miss Freeman's piano solo, "A Shower of Roses," was played with her usual fine taste and feeling. Professor Woodward's vocal solo, "When the Heart is Young," was rendered in his own most happy manner and added materially to the success of the evening. Miss Thomas accompanied Professor Woodward. The members of the oratory class with their teacher, Miss Beales, are certainly to be congratulated upon the truly successful work done.

FARMERS' INSTITUTE.

On March 1 and 2, a most interesting and instructive farmers' institute was held in the Normal gymnasium. All the speakers whose names appeared on the program with but one exception were present and all gave very enthusiastic talks. Our farmers are wide awake and progressive and these institutes are important factors in the general progress of country life.

EDITORIAL NOTES

The prospects for the coming term are very good. Those wishing rooms in the halls should make arrangements at once.

We wish more communications from the alumni. Your classmates wish to know where you are and what you are doing. Drop us a line.

The Normal band will give its annual concert in Normal Hall May 28. Many of our number who graduated last year will be with us.

We wish to call attention once more to the year book which the senior class is putting

out. This is a great undertaking, but from the progress which has already been made and from the business-like manner with which it is being done, we are well assured that those in charge are fully equal to the occasion. This is a very commendable enterprise and should receive the hearty cooperation of the students and alumni.

We are much pleased with our exchanges and wish we had time to call attention to the many points of excellence we find in them.

The next number of the Review will contain some interesting articles from the oratory department.

ALUMNI

Norris Fleming, '02, is an electrical engineer in the employ of the Sprague Electrical Co., Bloomfield, N. J.

1905—E. H. Nichols is pastor of the new United Brethren church at Youngsville, Pa., which was dedicated January 16th.

1895—Morton R. Sheldon is a Baptist minister in Akron, Ohio.

1901—Fred C. Bennett, who is interested in a mining company with an office in Spokane, Washington, was a visitor at the Normal recently. He gave a talk in chapel on the resources of his native state.

Gaylord Siverling, a former student, is now a postal clerk on the Erie railroad, running between Salamanca and Marion.

1907—F. Belle Holder is teaching the Fillinger school, near Girard.

1907—Vera McLatchey is teacher of the second grade of the Cambridge Springs school.

1907—Mary K. Van Pelt is teaching school in Quartzsite, Arizona, at a good salary.

1908—Louise Hotchkiss was recently elected to fill a vacancy in a school at Emlenton, and gave up her art work in the Normal to take the position.

1899—Jessie Bole is teaching the third grade in Cambridge Springs school.

1904—Florence Goshorn teaches the sixth grade in the schools of Cambridge Springs.

1908—Charles Gundaker was recently elected to fill a vacancy in the grammar grade of the Townville schools.

1900—Robert J. Firman, a rising young lawyer in Erie, has been named as deputy United States marshal in that city, and was sworn into office February 22nd.

1895—W. R. Beedy, of Rockdale township,

Crawford county, is named for state delegate by the Cambridge Springs News.

1905—Sara McMahon is teacher of the seventh grade in the Cambridge Springs schools.

1903—Mr. Leon J. Oakes has a nicely equipped studio over J. H. Doing's store.

1907—James King, principal of the Townville High school, is very ill with typhoid fever.

1905—Martin C. Cornell and Miss Laura C. Nicholson were married at St. Paul's Episcopal church in Erie on Saturday evening, February 26. The Review extends the best wishes of Normal friends. Mr. Cornell is a student in the law department of Georgetown University, Washington, D. C.

1903—Guy C. Morrison has resigned his position as assistant principal in North Girard schools to accept a better position with the Harriman system railroad offices in Chicago.

1902—Tressa M. Bradish is teacher in room 2 of the Albion schools.

1904—Mary E. Coughlin is teaching room 5 in the Albion schools.

1901—Clara M. Goodban is teaching room 3 in the Albion schools.

1901—Blanche E. DeWolfe is teacher in the grammar room in the schools of Albion.

1908—Ella Thaw is principal of the West Girard school.

1909—Mary Drury is teaching the primary room in the West Girard school.

1909—Nina Reichel is a student in Allegheny College this year.

1900—C. B. Tanner with his brother and father have a farm near Hinsdale, Montana, and are building a house on the farm pre-

paratory to making Hinsdale their future home.

1908—Suise Reichel is attending Allegheny College.

So many gods, so many creeds,
So many paths that wind and wind;
When just the art of being kind
Is all this sad world needs.

—Ella Wheeler Wilcox.

To live content with small means—to seek excellence rather than luxury, and refinement than fashion—to be worthy, not respectable, and wealthy, not rich—to study hard, think quietly, talk gently, act frankly—to listen to stars and birds, to babes and sages, with open heart—to bear all cheerfully, do all bravely, await occasions, hurry never. In a word, to let the spiritual, unbidden and unconscious grow up through the common. This is to be my symphony.—Channing.

Gymnastics open the chest, exercise the limbs, and give a man all the pleasure of boxing, without the blows. I could wish that learned men would lay out the time they employ in controversies and disputes about nothing, in this method of fighting with their own shadows. It might conduce very much to evaporate the spleen which makes them uneasy to the public as well as to themselves.—Addison.

Let the mad poets say whatever they please
Of the sweets of fairies, peris, goddesses,
There is not such a treat among them all,
Haunters of cavern, lake, and waterfall,
As a real woman, lineal indeed
From Pyrrha's pebbles or old Adam's seed.
—Keats.

The love you give away is the only love
you keep.—Hubbard.

DARE.

"Doubt indulged becomes doubt realized."

To determine to do anything is half the battle.

"To think a thing is impossible is to make it so." Courage is victory, timidity is defeat.

Don't waste time dreaming of obstacles you may never encounter, or in crossing bridges you have not reached. Don't fool with a nettle! Grasp with firmness if you would rob it of its sting. To half will and hang forever in the balance is to lose your grip on life.

Abraham Lincoln's boyhood was one long struggle with poverty, with little education, and no influential friends. When at last he had begun the practice of law, it required no little daring to cast his fortune with the weaker side in politics, and thus imperil what small reputation he had gained.

Lincoln never shrank from espousing an unpopular cause when he believed it to be right. At the time when it almost cost a young lawyer his bread and butter to defend the fugitive slave, and when other lawyers had refused, Lincoln would always plead the cause of the unfortunate whenever an opportunity presented. "Go to Lincoln," people would say, when these hounded fugitives were seeking protection; "he's not afraid of any cause, if it's right."

The spider weaves his web in her palaces;
the owl sings his watch song in her towers.
Teutonic power now lords it over the servile remnant, the miserable memento of old and once omnipotent Rome.—Corwin.

We should give as we would receive, cheerfully, quickly and without hesitation; for there is no grace in a benefit that sticks to the fingers.—Seneca.

The soul would have no rainbow had the eyes no tears.—Cheney.