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The Edinboro Normal Review

SEPTEMBER-OCTOBER, 1910

SCHOOL HYGIENE.

The science of school hygiene has been making very rapid progress in the last few years. It is enlisting so many of the great men of the country that it is now almost a crime to be ignorant of hygienic laws, and especially for the teacher to be ignorant of child and school hygiene. Although the agitation is very recent and many contributions have been made in the last decade, it is by no means a new science. It is practically certain that attention was given to hygiene in Egypt as early as 1500 B. C. Pythagoras introduced the question into Greece long before the Christian era. It has even been claimed that the high development reached in antiquity has never been attained in this age. That is probably not the case, but it is certainly true that the foundations were laid soon after the dawn of civilization. Our own work is but the modernization of theirs in keeping with the complexity of the problems which higher civilization presents.

Early christian ascetics, however, disregarded all hygienic measures. They mortified the flesh and placed chief emphasis on the affairs of the world to come. Cleanliness was feared as a demon, or as a symptom of soul contamination. Those who were particular in dress or habits of life were looked upon with suspicion. Personal sanitary precautions are even yet ridiculed as haughty pride and vanity. It is also embarrassingly recent when bathing was publicly denounced by ministers and scholars, while many still go upon the principle of "a bath once a year whether I need it or not," without any public denunciation of rules.

Superstition has also played an important

role in determining hygienic measures. Charms and incantations have been widely practiced. Smoking in school rooms was once commonly practiced to keep off plague. Sulphur incense is still burned in many homes with equally honest motives. Drugs have been prescribed because they would be disagreeable to the disease devils, and the era of nasty medicines is not yet past. Indeed, every form of atrocity, from the wearing of asafoetida beads to the administration of human and animal dung, has been committed in the name of hygiene.

Oculists of the 17th century recommended that the smallest children should wear glasses so as to save the strength of their eyes for mature life on the general theory that the more the eye is used in looking the less power of vision would remain. On the other hand, John Locke advocated the most rigorous hardening of the body in every respect. His general rules are few and easily observable: "Plenty of open air, exercise and sleep; plain diet, no wine or strong drink, and very little or no physic; not too warm and strait clothing, especially the head and feet kept cold, and the feet often used to cold water and exposed to wet." He would not have gone far wrong to have recommended the same cold water treatment for every other part of the body. He would have children wear shoes which leaked in order to accustom the child to exposure. His dietary rule was to eat coarse food at irregular intervals and avoid all such delicacies as melons and grapes. By that means the unavoidable irregularities would find the constitution immune to danger. Rousseau's doctrine of natural education and the endurance of natural

penalties is along the same line, though he would save the child from careless self destruction. It was only a few years ago that a prominent city superintendent said in the N. E. A. discussion of seating conditions in school rooms that "an adjustable boy might be as desirable as an adjustable seat."

Opinion is still divided and many problems are unsolved. Even the matter of ventilation is still perennially discussed. For instance, it has been advocated that, since warm air rises, the exhausts of living rooms and school rooms should be put near the ceiling. Then it was pointed out that carbon dioxide is heavier than air and the claim made that ventilation exhausts should be low. A third writer just as forcibly argues that the carbon dioxide first rises on account of its heated condition when it is given off from the lungs, and then falls on account of its greater specific gravity when cool. He would place exhausts at the middle to catch it as it goes up and as it comes down. The fact is, that carbon dioxide is really not injurious to the human system anyway in quantities found even in the worst ventilated rooms. It is to be avoided and eliminated from rooms mainly because it is found in bad company which is less easily detected. The organic poisons given off with the carbon dioxide are the real menace.

Pflugger made a study a few years ago to determine the effect on the body of breathing air in a close air tight cabinet just large enough to contain one person. The subject remained in the cabinet for four hours with no ill effects while the temperature was kept at 60 degrees. After thorough airing of the cabinet and recuperation of the subject so that no effects of the first test remained he again entered the cabinet under the same conditions, except that the temperature was 72 degrees. He soon manifested very dangerous symptoms of suffocation. This was repeated

many times with the same results. Arrangements were then made for the subject to thrust his head through a rubber opening and breathe the fresh air on the outside while his body was inside, but no relief was found. That is it did him no good, apparently, to breathe the pure, fresh air into his lungs while his body was immersed in the warm contaminated air of the cabinet. On other occasions another subject thrust his head into the cabinet through the rubber opening and breathed the foul air four hours with no ill effects. Again the experiment was performed, and when the subject was on the point of collapse he touched an electric button which started a fan inside the cabinet. He found almost instant relief. Churning the atmosphere by means of the fan operated either to change its character or cool the body, or both. At any rate, the effects of the impurities in the air were greatly reduced when the air was set in motion. The amount of carbon dioxide was evidently still unimportant.

The experiment must not be taken as a warrant for poorly ventilated rooms provided the air in them is kept cool enough or sufficiently agitated. It shows, rather, one of the means of alleviating some of the danger connected with poorly ventilated rooms, while at the same time indicating that only a small part of the danger is to be ascribed to breathing the foul air. It is an effect which every pore of the body aids in producing. The fact still remains that many of the school rooms now in use are in as poor condition as the worst of prison cells, and that the legal regulation in the state of Pennsylvania for 30 cu. ft. of outside air per minute per pupil is often violated in order to save fuel at the heating plant.

Dr. Wm. H. Burnham, the best American authority on school hygiene, speaks of a "pathway strewn with fragments of exploded

theories." He adds, however, that while caution is the only safe word now, it is wrong to suppose that because many errors have been committed all is wrong. It is the problem of the present though it may be the science of the future. While we wait on science to perfect its formulas our children will be laboring in school with dull headaches or with other symptoms pointing to low efficiency. The teacher must find the cause, or at least the remedy. So far, abundance of fresh air has proved the most effective expedient. Even country children, with all their boasted opportunities for pure, fresh air are most in need of this relief and this training. It has been said that the reason the air is so pure and fresh in the country is because the farmers have all the bad air shut up in their bedrooms.

It behooves the schools to do even more than detect, protect and relieve. They must teach and train in the principles of hygienic living. The modern point of view of personal hygiene is positive and functional. Keep the organs in vigorous function and exposure is not so dangerous. Protective measures are necessary chiefly for the weak and emaciated. To escape disease when exposed is more of a mark of physical honor than to remain outside the zone of infection. The latter is practically impossible as we live in a sea of germ life, and are probably exposed many times each day. Only the strong body, or one in healthy function, can escape infection. Personal hygiene is thus a moral question demanding sanitary precautions and habits of healthful activity together with proper nutrition and rest. School hygiene is no less a moral issue but the responsibility rests more with the teacher and school officials than with the child. In the group will be the less vigorous who must be protected or they will be eliminated from society as physically un-

fit. There are still parents who will send children to school under the "personal liberty" banner even when those children are known to be affected and capable of spreading infection. Others will do the same thing ignorantly. Then there are the perfectly healthy children who are nevertheless innocently carrying and spreading contagion, particularly diphtheria, to their associates. School authorities must discover and guard against these sources of danger. Safeguards can only be considered efficient when the dangers are looked after by reputable medical officers. However, the teacher alone can do very much towards preserving the health and vigor of the pupils as well as towards detecting and excluding children who are known to be or are suspected of being capable of spreading infection. No questions of sentiment should influence the teacher to be slack in this duty. Necessity demands action. It is better to err on the side of strictness than on the side of carelessness.

It is my purpose to publish a short article in the near future on the necessity of expert physical, medical and psychic examinations of both teachers and pupils. In that I shall give some of the criteria for intelligent judgment on questions of personal and school hygiene.

L. W. SACKETT.

The following leaflet comes to the attention of the editor just as the REVIEW goes to press. It was not intended for publication in this paper but is of such rare value that it deserves a place on the study table of every teacher in the commonwealth. It should be treasured by every friend of the school as a personal heirloom, and should be used every day for the betterment of themselves and those with whom they come in contact. We give the entire document without modification or abridgement:

Last Will and Testament of Charles Lounsbury

He Leaves No Silver Nor Gold for Relatives and Lawyers to Consume, but a Rich Legacy of Love and Treasure for Fathers and Mothers, Children, Boys, Young Men and Aged Folk.

Charles Lounsbury died in Cook County Asylum at Dunning, Ill., and left to the world the following remarkable document:

"I, Charles Lounsbury, being of sound mind and disposing memory, do hereby make and publish this, my last will and testament, in order as justly as may be to distribute my interest in the world among succeeding men.

"That part of my interest which is known in law and recognized in the sheep bound volumes as my property, being inconsiderable and of no account, I make no disposal of in this my will.

"My right to live, being but a life estate, is not at my disposal, but these things excepted all else in the world I now proceed to devise and bequeath—

"Item: I give to good fathers and mothers, in trust for their children, all good little words of praise and encouragement, and all quaint pet names and endearments, and charge said parents to use them justly and generously, as the needs of their children require.

"Item: I leave to children inclusively, but only for the term of their childhood, all and every, the flowers of the field, and the blossoms of the woods with the right to play among them freely according to the customs of children, warning them at the same time against thorns and thistles. And I devise to children the banks of the brooks, and the golden sands beneath the waters thereof, and the odors of the willows that dip therein, and the white clouds that float over the giant trees. And I leave the children the long, long days to be merry in, in a thousand ways, and the night and the moon and the train of the Milky Way to wonder at, but subject nevertheless to the rights hereinafter given to lovers.

"Item: I devise to boys jointly all the use-

ful idle fields and commons where ball may be played, all pleasant waters where one may swim, all snow clad hills where one may coast, and ponds where one may fish, or where, when grim winter comes, one may skate; to have and to hold the same for the period of their boyhood. And all meadows with the clover blossoms and butterflies thereof, the woods and their appurtenances, the squirrels and birds, and echoes and strange noises, and all distant places which may be visited together with the adventures there found. And I give to said boys each his own place at the fireside at night, with all pictures that may be seen in the burning wood, to enjoy without let or hindrance, and without any encumbrance of care.

"Item: To lovers I devise their imaginary world, with whatever they may need, as the stars of the sky, the red roses by the wall, the bloom of the hawthorne, the sweet strains of music, and aught else by which they may desire to figure to each other the lastingness and beauty of their love.

"Item: To young men jointly I devise and bequeath all boisterous, inspiring sports of rivalry, and I give to them the disdain of weakness and undaunted confidence in their own strength, though they are rude; I give them the power to make lasting friendships, and of possessing companions, and to them exclusively I give all merry songs and brave choruses, to sing with lusty voices.

"Item: And to those who are no longer children or youths or lovers, I leave memory, and I bequeath to them the volumes of the poems of Burns and Shakespeare and other poets, if there be others, to the end that they

may live over the old days again, freely and fully, without tithe or diminution.

"Item: To our loved ones with snowy crowns I bequeath happiness of old age, the love and gratitude of their children until they fall asleep."

SANITARY REGULATIONS.

The following resolutions were adopted by the faculty and approved by the board of trustees in its last meeting:

"We the teachers in full faculty meeting, believing that the best interests of the Northwestern State Normal school will be conserved by more efficient sanitary service, beg leave to submit the following recommendations for the consideration of the board of trustees of said institution:

First, that a number of assistants, amounting, approximately, to fifty hours per week, be furnished the present janitors to enable them to air the rooms thoroughly, clean the blackboards, erasers, chalk trays and the floors of every class room in the normal and model schools after each day's work, and to dust the tables and desks with a damp cloth or by means of one treated with liquid veneer or other dust proof preparation. This dusting is to be done in the morning before each day's work.

Second, that a feather duster shall not be used in the school rooms.

Third, that janitors be instructed to close windows left open by the last teacher of the various rooms after the rooms have been swept and aired."

It is hoped that this action will make possible a more adequate and systematic compliance with approved rules for school hygiene. It is but one more step in the plan of all concerned to make the "Northwestern" one of the best normal schools in the state.

THE FALL WELCOME.

According to the traditions of the Normal, on Saturday evening of the opening week of the fall term students and teachers alike laid aside the cares of study and class room and assembled at the gymnasium for the first social event of the school year.

On arriving at the gymnasium the guests were cordially received by Mr. and Mrs. Bigler and Miss Mowery, who stood at the door leading to the main floor, where a good opportunity was given for the exchange of greetings and forming new acquaintances among the students who are at the Normal for the first time. After all the students and friends had assembled Prof. Thompson in an address of welcome endeavored to make all feel at home and welcome to the different departments of the school as well. This was followed by a vocal solo by Miss Thomas and a reading by Miss Griffin, while the program was interspersed with much appreciated selections by the Normal orchestra under the able direction of Prof. E. A. Gowen.

During the evening many familiar faces of graduates and old students appeared among those present. These were made doubly welcome, for the Normal is always glad to have her children return for even a short visit.

When the closing hour came all left in a happy mood, feeling that the evening had been well spent and hoping that the coming year will give many more occasions for establishing a bond of good fellowship between students and faculty as well as towns people.

E. M. R.

LITERARY SOCIETIES.

POTTER.

In a very neat and attractive room up stairs in Commercial Hall the faithful Potters hold their meetings every Monday evening at 6 o'clock. This society, the oldest in the Northwestern State Normal, was organized in

1862. Its membership has always been very large from the fact that it has always stood in the front ranks in literary programs and contests. It has won the cup three times in the past few years. New students on entering the Normal strive not only to follow in the footsteps of their elders, but also to make each year better. In this respect the Potters hope to be leaders.

The programs which consist of essays, debates, recitations, contests, readings, impromptus and musical selections, are designed to develop the argumentative and selective powers and to store the mind with beautiful memory gems. Although each succeeding year takes away a number of "old Potters" who are called to various fields of work all over this great nation, still it also brings in a number of industrious and energetic students, many of whom are enrolled as Potters to the advantage of both the students and the society.

To those who have just started out to fight their own battles in life the society sends greetings and best wishes. The members now at the Normal would be pleased to hear from the former members either through the "Review" or by letter directed to the secretary of the society.

To all students in the school and members of the faculty the society extends a most hearty invitation to visit its meetings and hear the interesting programs which its members are giving. The room itself with its new furnishings and its electric lights, has a very inviting appearance, and it is hoped that a friend visiting the meetings will not be satisfied with one call but will feel encouraged to become a regular visitor. The following officers have been elected for the fall term:

President—John Preston.

Vice-President—Fay Henton.

Secretary—Fannie Fellows.

Treasurer—Roy Blair.

Critic—Wallace Mallory.

Attorney—Rexford Thompson.

Tellers—Marjorie Smith, Harry Weaver.

Teacher—Prof. W. J. Snyder.

Editor—Emelie Doubet.

AGONIAN.

With a view to the mutual improvement of literary attainments and to securing better facilities for a versatile education, the Agonian Literary Society was organized April 18, 1904.

At first the society had a hard struggle to gain popularity, but under the able supervision of Professor Jewett and a committee composed of Messrs. F. Perrin, I. E. Rossell and R. E. Adams, it soon gained the reputation of being one of the foremost literary societies of the school.

When first organized the meetings were held in the assembly room but as the society grew and its standard was raised, it removed to the gymnasium and there occupies a pleasant well equipped room on the second floor. A picture of Henry W. Longfellow hangs upon the walls to greet each one who enters the door. This picture was purchased by the members of the society in 1910, and is a decided addition to the furnishings. The floor is well carpeted, and pretty curtains are hung at the windows, so that the atmosphere of this attractive room is conducive to the ties of sympathy and friendship.

The program committee has divided the society into three divisions, so that each member is obliged to take part every third week. In an evening's work perhaps a study may be made of some noted poet or essayist. Suitable recitations, essays and music will be prepared and rendered with much skill. Throughout the entire program both tact and talent are displayed. Roll call is usually answered by quotations from the best writers, or for the sake of variety, by short historical

or scientific speeches. In this manner the program is made instructive as well as entertaining, and not only will the members who are giving the selections be helped, but the audience will receive much information and will profit by an evening spent at the Agonian meeting.

Every year a contest is held and a prize offered to the best speakers of the several societies of the school. In 1908 the Agonian society reached its highest ambition by winning this coveted prize. The winners in that contest were Miss Katherine Griffin, Miss Davis and Mr. Ilyo Daye. Since then the society has held a place of high esteem among the literary societies and is still in a prosperous condition. Any member of the school is invited to come to the Association room any Monday evening and listen to the program. To any student of the school who is not already a member of a society a most cordial invitation is given to join the Agonian Literary Society.

PHILO-EVERETT.

On Monday evening, September 12, 1910, the members of the Philo-Everett Society, true to the old call, met in their accustomed place. Many once familiar faces were missing, but when the old roll was read by the secretary, Miss White, twenty-one responded. Each came prepared to do his best and an interesting program was rendered despite the fact that this was the first meeting in the new school year.

The ranks are filling up rapidly, and thirty-seven now answer the roll call, showing that the members of the Philo-Everett are active and willing to share their advantages with their fellow students. The weekly programs consist mainly of musical selections, essays, readings, orations, contests, recitations, impromptus and debates.

To the present student body a cordial in-

itation is given to come and visit the society. Come and be entertained with one of the interesting as well as instructive programs. To the members who have gone out from this society greeting and best wishes are extended. The present members feel under many obligations for the help given and the good example set in the society work by the older members. It is spurred to greater efforts in remembering that one half the voices heard in the graduating exercises of the class of 1910 were those of faithful, loyal Philos.

All are striving to reach a common goal of success on an ever higher plane. This is the function of the society. If it succeeds only in setting high ideals it shall have done much towards the progress of its members.

CLIONIAN.

The Clionian Literary Society was organized in 1904 by a few energetic students who saw the need of better facilities for literary training and the promotion of fellowship and moral standards. The motto of the society is "Adorn the mind," and to that purpose it has always elung. For the past four years Professor Eakin, one of the most energetic of men, has been our kind adviser and helper. To him we owe a great debt. Although he has gone to another field of work, his position is amply filled by Dr. Leroy W. Sackett, the head of the department of psychology and education.

At present the Clionians hold their regular meetings at 6 o'clock in music hall. The programs, which are both interesting and instructive, are rendered entirely by the members. The committee has arranged the roll of members into groups, so that each member takes part every two or three weeks. The programs consist of quotations, orations, essays, readings, impromptu speeches, contests, and debates on some particular literary question or important issue of the day. Al-

though the society room is not very attractive, the good work of the society counterbalances this deficiency of the present location. The society expects soon to secure more suitable quarters, however, and by the beginning of the winter term to have one of the most beautiful rooms on the campus.

A cordial invitation is extended to the students of the school, not connected with any literary society to visit the Clonian meetings, and if they are impressed with the work the society will be glad to consider their names as candidates for membership. A general invitation is also extended to members of the faculty and their friends and to the members of all other literary societies. When this reaches the older Clonians who have gone out from the school as alumni will they kindly remember that the society is anxious to hear from them now as it was to benefit them while they were attending its meetings.

SCHOOL OF MUSIC.

The fall term of the music department opened with its usual number of teachers and an earnest body of music students. Several are taking the full course in piano, the music supervisor's class is an enthusiastic group of workers, while others are devoting their best energies to voice culture and instrumental music.

The first musicale of the season will take place early in October.

The Ladies' Glee Club is doing excellent work, as is also the Normal Orchestra. Both organizations are preparing some beautiful music under the personal leadership of Mr. Edwin A. Gowen, the director of music, ably assisted by Miss Olivia J. Thomas.

The junior class in music is doing very satisfactory work and making the most of their one term course.

The recent engagement of Miss Alma Clapper, of Erie, as instructor of violin and mandolin, will afford a good opportunity to students desiring to study these instruments.

An arrangement has been made for a regular drill in singing every Wednesday morning in chapel. This will be anticipated with pleasure by all. It will insure greater interest and more general participation in this delightful feature of the morning exercises.

SEMI-CENTENNIAL CELEBRATION.

Mr. Editor:

At a meeting of the alumni association at the time of the last commencement of the Normal school, arrangements were made for the celebration of the fiftieth anniversary of the founding of the Edinboro Normal school during the current year. The celebration is to be distributed through the year in a general way but a special effort is to be made during the next commencement week. It was suggested by the association that the school cooperate with the town in a general home coming week for all the alumni, undergraduates and former residents of the town. The plan seems to have many interesting possibilities, and with the cooperation of the school could be made a very profitable memorial event. I would suggest that a special effort be made through the Review to enlist as many of the friends of the school as possible in this celebration. The present addresses of many of the alumni are not now known in the office. Let us have a complete roll call during the year and as many as possible interested in the home coming week next spring. Arrangements have been made to accommodate all who desire to be present.

Anything you can do through the Review will be greatly appreciated by the alumni and the trustees of the Normal School.

Very sincerely,

JOHN F. BIGLER, Principal.

THE EDINBORO NORMAL REVIEW

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Alumni and former students of the school will confer a favor by sending items of general interest for publication.

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ACKNOWLEDGMENTS.

It is with regret that I say good bye to the readers of our Normal Review, and lay down my pen as editor. It was a real pleasure to assist in collecting the news notes of the school and of the alumni, and send out our little magazine to greet those who have gone from our school and to assist them in keeping in touch with their friends and classmates who are now scattered nearly all over our broad land.

I wish to assure the readers of the Review that the friendships formed at the old Normal were for all time, and shall not be forgotten, and especially to those who have been in my classes, I send a most hearty "God speed."

I take this opportunity to introduce to the readers of the Review the new editor, Dr. L. W. Sackett, who will take charge of the school paper for the coming year. Dr. Sackett is

well qualified for the work and will no doubt make it all that we could wish it to be.

I hope that the alumni and all friends and patrons of the school will send to the editor news items concerning former graduates and ex-students so that the Review when it comes to each one of us may be in reality a bunch of "letters from home."

Again thanking you for all courtesies and bespeaking the same for my successor, I am,

Most respectfully,

I. C. EAKIN, Norristown, Pa.

INTRODUCTORY.

The current number of the Edinboro Normal Review is issued under a new management. The editor is forced to make his bow without further ceremony and proceed to introduce the new members of the editorial staff. The withdrawal of Mr. Eakin from the faculty of the normal school and consequently from his position on the staff of the paper, is told in another column. Prof. I. B. Peavy is still senior advisor in the business department, though his name does not appear on the staff. Prof. Herman Sackett, who showed such remarkable ability as a contributing editor for the alumni, has been advanced to the position formerly held by Mr. Peavy. In the same way Miss Emma Mowery has given over the more active part of her duties to Miss Elizabeth M. Roberts, of the language department. Miss Roberts is well fitted for the work of associate editor and will, no doubt, make her influence felt in many aspects of the paper. We, at once, assign her the responsibility of censoring the more masculine attributes which will emanate from the editor's den. The staff of regular contributors from the alumni and the various literary societies is already getting into active co-operation and will, no doubt, produce some interesting material for each number of the Review.

Every friend of the school should consider himself not only a reader but a contributor to the school paper.

The present editors would like to express the hope that the paper shall lose none of its good points but shall gain at least some to enable it to meet more ably the growing demand for a wider view of cultural problems. As the official organ of the Northwestern State Normal School the Review must be a periodical of high rank. The policy of the school is progressive. The worthy trustees are fostering the spirit of higher excellence; the principal is a man of high aspirations; the teachers are, and have ever been, willing workers for the common weal. Under these auspices we have no hesitation in issuing this, the first number of the Review for the current year, and in promising to our numerous patrons an excellence of service which will be exceeded only by our own still higher ambitions.

THE EDITOR.

NEW TEACHERS AT THE NORMAL.

When the teachers took their places on the platform for the first chapel exercises of the year, two new faces appeared among the more familiar ones. Two men had been elected to fill important positions on the Normal faculty at the July meeting of the board of trustees, one to become head of the training department or model school and the other to take charge of the work in the science department.

Dr. Leroy W. Sackett, who is at the head of the department of psychology, brings to the school every qualification for making that department the best in the school. He has strong academic training with careful preparation along lines of psychology and methods. He was graduated from the high schools of Cloverdale, Putnam county, Indiana, in 1897. After teaching in the local schools for two years, he graduated with the teachers'

class at the Central Normal College of Indiana in 1899. After his graduation followed seven years of teaching in the high schools of his native state and of Colorado. In the spring of 1906 he returned to the Normal College and took up more advanced study, leading to the degree of A. B. From this school Dr. Sackett went directly to Indiana University, where he received the A. B. degree in the department of education in 1908, and the A. M. degree in 1909, having completed the work by December, 1908. Before leaving Indiana he was elected to a fellowship in Clark University at Worcester, Mass., where he at once began to work for the degree of Doctor of Philosophy. He won the doctor's degree in June, 1910, taking "The Canada Porcupine; a Study of the Learning Process," as the subject of his thesis.

Mr. Wallace J. Snyder, the new science teacher, also comes to the Normal with all the qualifications of a good teacher. After taking the regular normal course at East Stroudsburg, Mr. Snyder taught six years in the grammar schools and high schools of this state. In the fall of 1904 he entered Bucknell University, taking the full four years course in chemistry. During the course he took an extra year in physics and was assistant in the physical laboratory throughout his senior year. In 1908 he was graduated with the degree of S. B. and accepted the science position in the Clearfield, Pa., high school. In 1909 he assumed the principalship at Clearfield in addition to his science work and finished a very successful year there. After his reelection for this school year, he accepted the position at the Normal which he is filling in a capable manner. Mr. Snyder hopes to enlarge his department so that experimental field work may be done in farming.

The teachers who have been members of the Northwestern State Normal faculty for a longer

time feel that the teaching force of the school has been strengthened not only along academic and professional lines, but also in a social way as well, for these genial men have already won the respect and friendship of their co-workers, while the student body is strong in its appreciation of the instruction it is receiving from them.

ASSOCIATE EDITOR.

NOTES AND COMMENTS.

Alumni! Write the Review where you are and what you have been doing the past year.

Miss Alma Clapper, the new instructor of violin, recently favored the attendants at chapel with some charming music.

The burned district of the town is being rapidly rebuilt. Three attractive new store buildings were erected this summer.

The former students and alumni will be pleased to learn that Edinboro will soon have a complete system of water works, and good protection from fire.

On the first Monday evening of the term the students enjoyed an old fashioned corn roast on Sherwood field, near Reeder Hall. This pleasant affair was given by our genial steward, Mr. Dundon, whose kindness was appreciated by all who attended the rustic festival.

Miss Laura Francis, who has been registrar for the school for some time, resigned her position here about the middle of September to take a better one at Portland, N. Y. She writes to her friends at the Normal that she is enjoying her work very much. Mr. Thompson, of Erie, is now filling the place made vacant by Miss Francis' resignation.

A number of changes have taken place on the campus in different ways since last commencement time. The old iron fence is no more and a new cement walk takes the place of the flag stones on Meadville street.

"Examination Hall" has received a coat of white paint on the outside and has been calcimined and painted within, until it presents quite an attractive appearance.

Prof. I. C. Eakin, a teacher in the Normal for several years, resigned his position here early in the term to accept a more lucrative one in the manual training department of the Norristown, Pa., high school. Mr. Eakin has taught in the Latin and manual training departments here with success, and proved himself a good school man, helping the Normal in many ways outside of his teaching work. Students and teachers alike were sorry to see him leave Edinboro and glad to have him better his position, and wish him great success in his new work.

Mr. John Rummell, of Buffalo, N. Y., will appear on the lecture course on November 5, in an impersonation of Shakespeare's "The Merchant of Venice." Mr. Rummell comes very highly recommended and the entertainment committee feel that they are very fortunate in having secured his services.

The first number of the Review for the current year is marked "September-October" for the reason that the change of editorial staff caused a delay which could not be avoided. Subscribers will nevertheless be given the benefit of ten numbers during the year. It is planned to make the January number twice the usual size in honor of the semi centennial of the school. By considering the present number the publication for two months space will be left to make the memorial number much more appreciable.

PERSONAL.

Janette Mathewson, 1908, is teaching near Pittsburg.

L. A. Marsh, 1898, is principal of the schools of Edgewood.

Ethel Amidon, 1910, is teaching in Fossil, Wyoming.

Ruby Steel, 1907, is now attending Grove City college.

Harold Ghering, 1907, is now attending medical college in Pittsburg.

G. M. B. Bradshaw, 1885, is now a physician in Sugar Grove, Penna.

Nellie I. Goodrich, 1906, was elected as teacher of room two in the Albion schools this year.

Orton R. Smiley, 1897, is teacher of science and mathematics in the Bloomfield high school of New York City.

Mr. C. F. Adamson, 1910, is well pleased with his position as principal of the East Home high school, Emlenton, Pa.

J. B. Turner, 1898, has been in Pittsburg for the past six years. He is with the Fidelity Title and Trust Company.

G. L. Hayes, 1898, is principal of the schools of Girard, Penna. Miss Nina Keith, 1902, is one of his assistant teachers.

James A. Goodrich, 1906, who was principal of the public schools of Costello the past year, has a good position in the schools of Olean, N. Y.

Don H. Perry, 1908, who taught in Scotland, South Dakota, last year spent his vacation in work on a three thousand acre wheat farm.

Grace McMahan, 1906, and sister Sara, 1905, who taught for the past three years in Cambridge Springs, have secured good positions in the schools of Jamestown, N. Y.

Miss Mabel Oakes, 1908, who was a teacher in Olean, N. Y., the past year, has been promoted to the head of the department of music and art with a decided increase in salary.

Clinton Mathewson, 1909, was re-elected as principal of the schools of Prosperity for the present year.

J. L. Spitler, 1899, is principal of a ward school in Braddock.

Clair Rossell, 1908, is principal of the schools of Chandler's Valley.

May Smiley, 1898, and her sister Inez, 1899, are teachers in the schools of South Sharon.

Wayne Waterman, a member of the 1908 class, is now principal of the Cambridge township high school.

Miss Blanche Amidon, class of 1900, and Miss Mabel Ghering, class of 1910, are both teachers in the East Mill Creek High School.

Mildred Amidon, 1905, and Mr. Ralph Herrick, of Erie, were married last May. They are at home to their friends at 1809 Myrtle street, Erie.

B. F. Cummings, 1908, and Miss Berniece McLallen, a graduate from the music department of the Normal, were married during the past summer. Mr. Cummings is principal of the East Mill Creek high school this year.

Raymond W. Prather, 1899, who with his wife has had supervision over the Elmwood Home for boys, near West Springfield, has resigned the position and bought a farm near North East.

Letitia R. Odell, 1891, who has been a teacher in the Erie High School for several years, recently resigned her position there to accept a better one in the high school in Pueblo, Colorado.

Miss Nellie M. Kelley, a member of the 1907 class, and Mr. S. D. Snyder, of Saegertown, were married recently. They will reside in Saegertown, where they will be pleased to see friends from the Normal.

Robert McWilliams, 1906, last year completed a course of study in the National Normal University at Lebanon, O., receiving the degree of A. B., and Ph. B. Last year he was principal of the township high school at Hartford, O., with six assistants, and has returned to the position for this year.

The superintendent of schools in Selby is Mr. Burrell Moore, a former member of the Normal Orchestra, and a Normal graduate of the class of 1909.

Among the teachers of North East borough schools are Eleanora Helff, 1908, teacher of music and drawing, and Zola Chaffee, 1909, who has charge of room five.

Mary Van Pelt, 1907, after spending the summer with friends in Edinboro, New York and Cleveland, returned in September to Arizona, where she has a position in the schools of Yuma.

Harley Twichell, 1905, who has been representing a wholesale paper house of Omaha, has taken up 1120 acres of government land in northeastern Wyoming, and with his wife has gone to live on his new farm.

Miss Lydia M. Rubner, of the class of 1906, was married September 14 to Andreas J. Anderson, of Kinzua, Warren county, Pa. The ceremony was performed in Meadville at the State street M. E. parsonage by Rev. Buzza.

Miss Florence Hendershot, a graduate of the Normal, and also a graduate from the music department, is teaching in Selby, South Dakota. She teaches three years of Latin and three of literature in the high school, and vocal music in addition.

BOOK REVIEWS.

Painter, F. V. N. Great Pedagogical Essays. Plato to Spencer. Amer. Book Co., 1905. 426 pp.

The volume is intended to place in convenient form the greatest pedagogical documents in the history of education from the early Greeks to those as modern as Spencer and Horace Mann. As a source book and a supplement to the authors own "History of Education" this work meets a long felt need. It is strange that such a work has not been produced earlier. The task of going to the original documents at the bureau of edu-

cation is too tedious and expensive for most students. In this volume Painter has selected the part of Plato's "Laws" (24 pages) which treats of education of the young. Aristotle, Xenophon, Cicero and Seneca have each left valuable writings which are given either as a whole or in extensive selections.

A twenty-one page selection is taken from Quintilian's "The Institutes of Oratory," than which no saner exposition exists of the cultural aspects of educational problems. It is to be regretted that more of Comenius' "The Great Didactic" is not given, but the twenty pages on "The universal requirements of teaching and learning, that is to say, a method of teaching and learning with such certainty that the desired result must of necessity follow," are very aptly chosen. Locke's philosophy of the hardened body and the emancipated mind can be given no more concisely than in his own "Thoughts Concerning Education." Mr. Painter has chosen this as the selection from Locke. Even in those few pages the reader gets about all which Locke ever said that has influenced the training of children. Froebel's chapter on "The Education of Man" is given entire. It cannot be reviewed or discussed briefly. Each sentence is a law unto itself. All are based upon the recognition of an eternal law which reigns within, causing a struggle with the shortcomings of nature and bringing about the desired result which "is accomplished so much more readily and surely because man himself tends to abandon his shortcomings, for man prefers right to wrong." Instead of having a treatise by the author on "Physical, Intellectual, Moral and Religious Education," the reader is given Horace Mann's discussion on the subject. Herbert Spencer is allowed, in the end, to answer the all important question, "What knowledge is of most worth?" In general it

may be said that Mr. Painter's plan of the book is unique and simple. The biographical sketches which precede and introduce the "essays" from each man are brief, but are sufficient to keep the historical movements well in mind. The work is one which can be recommended to every student of school methods or teacher of school.

Dinsmore, John Wirt. Teaching a District School. Amer. Book Co. 1910. 284 p.

Probably no book of recent years has done so much for beginning teachers as Mr. Dinsmore's "Teaching a District School." This is particularly true of the country teacher and more especially the beginning teacher who has had limited training in normal work. The work by no means is a substitute for normal training but is an invaluable hand book for any teacher who handles the complex problems of a country school. The city teacher with her efficient supervision, her ideal school buildings, her books and furniture carefully selected by experts, her truant officer and the moral traditions of a great system often has little appreciation of the difficulties of contending "single handed with all the stupidity and friskiness of a country district." Mr. Dinsmore has been in the country schools and has met the problems hundreds of times. He is even better equipped. He has taken higher training and has brought it to bear indirectly upon the problems of the rural district. The work of the teacher from the first plans of getting ready to go to the school, to the final exhibition of results at the close of the year, are discussed in a simple and practical manner. The author assures us in the introduction that he "has kept in mind the sore straights in which he was often placed in the outset of his own career, how he groped for even the common principles of instruction and government, and how slowly these principles dawned upon him."

The chapter on "Things to be Kept in Mind" is an inspiration to any young teacher. The experienced teacher will also find many suggestions in it. The retired teacher, or the one who has gone into other lines will probably be made to reflect that if he had had Mr. Dinsmore's book, school work would not have been so distasteful to him, or that his success might have been even greater than it was. The pedagogical principles of the book are sound. "The school is primarily, secondarily, and finally for the children." The class is like a line of march, it must keep step. Though the author's recommendations do not sacrifice the individuality of the pupil.

The suggestive program of study and recitation which he gives divides the teacher's time equally among the grades, provides sufficient study for every pupil, combines classes where possible, includes all the required work of the common school course and allows shorter hours with more play to the lower classes. In general, it may be said that the book is simple, well organized, practical, concrete, both inspirational and routine and pedagogically sound. Its short life has already proved its efficiency.

SOME BOOKS RECENTLY ADDED TO THE LIBRARY.

FICTION.

- An33p Andrews A perfect tribute.
 B11h Bachelor. Hand-made gentleman.
 B35b Beach. The barrier.
 B82r Brown. Rose McLeod.
 C21 Carleton. Willy Reily, and his dear Coleen Bawn.
 C85g Crawford. Stradella.
 D28 Daviess. Miss Selina Lue and the soap-box babies.
 D91s Duncan. Suitable child.
 D93 Durley. My soldier lady.
 F83t Fox. Trail of the lonesome pirc.

- G63 Goodwin. Veronica Playfair.
 G65f Gordon. The foreigner.
 H141 Hall. Land of long ago.
 J477 Jerome. Passing of the third floor back.
 J651 Johnston. Lewis Rand.
 K67m Klein. Music master.
 L62 Lillibrige. The dominant dollar.
 L72s Little. Little sister snow.
 M58 Michelson. In the bishop's carriage.
 M76 Montgomery. Anne of Green Gables.
 M76a Montgomery. Anne of Avonlea.
 M91 Muir. Stickeen.
 P16 Paine. College years.
 P22n Parker. Northern lights.
 P99j Pyle. Story of Jack Ballister's fortunes.
 R25f Reed. Flower of the dusk.
 R25m Reed. Master's violin.
 Sch9 Schwartz. Beatrice Leigh at college.
 Sm5m Smith. Forty minutes late and other stories.
 W215e Warde. Betty Wales, B. A.
 W64su Wiggin. Susanna and Sue.

PHILOSOPHY.

- 109-Eu2 Euchen. Problem of human life.
 131-c62 Clouston. Hygiene of mind.
 150-H78 Horne. Psychological principles of education.
 150-Os4 O'Shea. Social development and education.

SOCIOLOGY.

- 301-L49 LeBon. The crowd.
 331.83-Ad2. Addams. Spirit of youth and the city streets.
 336.73-D51 Dewey. Financial history of the U. S.
 370-D51 Dewey. School and society.
 370-D52 Dexter. History of education in the U. S.
 370-H14 Hall. Youth, its education, regimen and hygiene.

- 370-J62 Johnson. Education by plays and games.
 370-Os4 O'Shea Education as adjustment.
 370-W47. Welton. Logical bases of education.
 371-H872 Huey. Psychology and pedagogy of reading.
 372-B84 Brayant. Stories to tell children.
 372-Os4 O'Shea. Linguistic development and education.
 372-T98 Tyler. Growth and education.
 398-H97 Hutchinson. Golden porch—Greek fairy tales.

PHILOLOGY.

- R423-C Century dictionary and cyclopedia. vols., 11, 12.

SCIENCE.

- 507-C83 Coulter and Paterson. Practical nature study and elementary agriculture.
 537-Sa2t St. John. Real electric toy-making for boys.
 599-H31 Hawkes. Black bruin.
 599-T37s. Seton. Biography of a silver fox.

USEFUL ARTS.

- 612.3-F63 Fletcher. A. B. Z. of our own nutrition.
 613 B16 Bainbridge. Life's day.
 613-C94 Curtis. Nature and health.
 613-G95 Gulick. Efficient life.
 613-R64 Rohe & Robin. Text book of hygiene.
 614.88-D74 Doty. Prompt aid to the injured.
 616.01-F85 Frankland. Our secret friends and foes.
 654-H24 Harrison. Making wireless outfits.
 689-T86 Turner. Basket maker.

FINE ARTS.

- 745-B81 Brown. Letters and lettering.
 750-R74 Ross. Theory of pure design.

796-F22 Faries. Practical training for athletics.

LITERATURE.

808-C84 Craik. English prose selections, 5 vols.

808-H313 Hawthorne, ed. Masterpieces and the history of literature, 10 vols.

808-On4 O'Neill. Recitations for assembly and class room.

808-1S4. Stevenson. Poems of American history.

808.4-M11 Book of Christmas.

808.5-L51 Lee. Principles of public speaking.

808.5-M82 Morgan. Selected readings.

812-K38 Kennedy. Servant in the house.

820-R33 Reynolds. Treatment of nature in English poetry.

820-T16. Tappan. Short history of England's literature.

821-T25d Tennyson. Poetic and dramatic works.

821-B31 Bates. English religious drama.
HISTORY.

910-H735 Holmes. Burton Holmes travelogues, vols 11, 12, 13.

917.48-Y4 Yetter. Educational system of Pennsylvania.

9178-M62 Mills. Wild life on the rockies.

917-98-Ed9 Edwards. In to the Yukon.

B-P18p Palmer. Life of Alice Freeman Palmer.

B-P23f Farnham. Life of Francis Parkman.

JUVENILE

jA18 Altsheler. Young trailers.

jB19r Baldwin. Fairy reader.

jB34 Bayliss. Old man coyote.

jB79 Broks. Master of the strong hearts.

jG65 Mother Goose's rhymes.

jG72 Gould. Felicia.

jG72 Gould. Felicia's friends.

jG89 Grinnell. Jack, the young ranchman.

jK63 Kirk. Dorothy Dean.

jK63f Kirk. Dorothy and her friends.

jOt4f Otis. Found by the circus.

jO15 Olmstead. Land of never was.

jO15r Olmstead. Land of really true.

jP99s Pyle. Otto of the silver hand.

jR54 Roberts. Flying Plover.

jSp9 Spyri. Heidi.

jSt3 Steedman. Margot and the golden fish.

jSt3a Steedman. Apple pie and other stories.

jSt3b Steedman. Birthday present.

jSt3f Steedman. Fairchild family.

jSt3h Steedman. Holiday house.

jSt9 Stuart. Story of Babette.

jSw5e Swinton. Easy steps for little feet.

jT16 Tappan. Golden goose and other fairy tales.

jW58w White. When Molly was six.

j398-L27 Lanier. The boy's Mabinogian.

j537-Ad1 Adams. Harper's electricity book for boys.

jq590a-H31 Hawkes. Shaggycoat, the biography of a beaver.

j621-Ad.1 Adams. Harper's machinery book for boys.

j790-Ad.1 Adams. Harper's indoor book for boys.

j790-B38 Beard. Boy pioneers.

j790-B64 Bond. Scientific American Boy.

j790-B64s Bond. Scientific American boy at school.

j973.3-C33 Revolutionary stories from St. Nicholas.

One thorn of experience is worth a whole wilderness of warning—Lowell.

Who does right is born sufficiently noble.—German.

It belongs to great men to have great defects.—French.