

EDINBORO

STATE NORMAL SCHOOL

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**For Catalogue and full particulars address the principal,
JOHN F. BIGLER, A. M.**

The Edinboro Normal Review

MAY, 1910

THE ORATORY DEPARTMENT.

As a department of the State Normal school we ask of the public a thoughtful hearing. We wish to show you why we believe in and study this work, and how it is related to the regular Normal course and through that, to life.

The Normal graduate who goes to take charge of even a small country school, puts himself up before the public as a man to be depended upon. If the school teacher can not get up and speak well on any occasion, who can? If his body does not respond as it should to his thought and will—if his chest habitually sinks and his head hangs forward, thus expressing lack of purpose, what impression will he make, and what kind of pupils will he turn out? If his voice is weak, inadequate or restricted how can he reasonably expect to interpret his work or even command well? If he has not learned to see the beauty, significance and truth in our great English literature, and has not studied any of the laws by which he may set free his own God-given powers and express this same beauty, significance and truth, what success can he possibly hope for in teaching other people?

The oratory department exists to overcome this condition of affairs and awaken, strengthen and build up personality, so that our Normal students going out to teach shall not come to a standstill in a short time but may

go on from year to year, meeting the problems which come with each upward step.

The oratory department does not stand apart from the Normal school. It is vitally related to it. The student comes to the Normal school to prepare himself for a life of teaching; the oratory department stands ready to help him do this in the best way. It says:

Lay your educational foundation well for it is upon this that you are to stand. Come to us and let us show you that you must overcome self consciousness; must understand the fundamental laws of public speaking; must learn to pronounce, articulate and enunciate correctly; and must work to overcome your main fault, which if you do not master, will stand in your way if you wish to become a successful teacher.

Life in the normal school is strenuous. It is not possible for the regular teacher in the different classes to spend time upon this particular training for future usefulness, neither is it possible for the student to spend his time in ordinary class room in any way but in getting the particular lesson of that subject. It is just because of this fact that the demand for the Oratory Department has been made and met. And when the students studying this practical art are found to be the strongest speakers, readers, debaters, and it is recognized that the work has developed

freedom of body and voice, of thought and expression, directness and simplicity of speech, concentration of mind, and a high ideal in all work, we cannot fail to appreciate its usefulness, and the necessity of having the department in close connection with any progressive school that aims at preparing young men and women for the serious profession of teaching.

Our work includes: Physical Culture—Exercises which establish a close relation between thought, feeling and the physical expression of the same.

Voice Culture—Exercises to develop purity, clearness, force, flexibility, modulation, color, intensity, projection and range—in a word to set free the power of the speaking voice which is too often locked up from lack of knowledge as to its proper use.

The work in public speaking deals with fundamental rules of oratory, development of the oration, essay, etc., articulation, enunciation, and style of address. Through the study of dramatic art we find help in becoming more natural, free, spontaneous in speech and action; quick, alert, responsive. This course includes literary and interpretative study of Shakespeare's works; preparation of plays for school use, impersonation, gesture.

Reading—Attention is paid to articulation, enunciation, interest and its expression, smoothness of voice and the truthful interpretation of the author's thought.

Elocution—Freedom of body and mind, earnestness in expression, study of evolution of expression.

Recitals—All oratory students who hope to graduate are expected to make at least two public appearances in recital work. The oratory teachers prepare the senior class for the presentation of the regular senior rhetorical of the school, and all graduation

exercises. They also advise and help in the preparation of all plays and entertainments, thus looking after the social life.

In conclusion, we would say, the study of oratory is of great importance, for it is closely related to almost every study we may take up. It is the art of expressing eloquently what is in the mind and heart of man. It is the art that sets free power. Its aim is to show the student what he is capable of becoming, and to lead him on to stand for the highest in thought, speech and action. It has helped, and is helping develop our students where everything else has seemed to fail.

Our success is this—that students taking the work become conscious of a hitherto unrecognized power. A purpose or aim in life is established, and the student adjusts himself to his work and realizes that he is standing before the world as a living epistle "read of all men." Surely this is no small part in the "education" of men and women who are to "teach" the younger generation.

We claim for our work a serious consideration, as a vital and very important department of the State Normal school.

BESSIE BEALES.

ORATORY PLAYS.

Oratory class, '10, will present "The Lady from Philadelphia" and "Holly Tree Inn" was the announcement scattered broadcast throughout the town, and on Saturday, April 16, Normal Hall was well filled with expectant students, teachers, trustees and friends. The Normal orchestra, under Prof. Gowen's direction, supplied the music. The plays were good. That was the unanimous verdict. The curtain raiser, "The Lady from Philadelphia," was a right humorous little play, well acted. Miss Geer, as Mrs. Sinclair, the

ady of the house, took her part admirably, while Mr. Harbaugh, as her husband, Captain Sinclair, well carried out the character of the rather careless man of the house. Mr. Connell, as Colonel Harcourt, the punctual gentleman, courteous, affable and obliging, did some excellent work. Miss Torry, as Mrs. Harcourt, made a dignified "better half" and kept the Colonel well in order. Katy, the maid, was impersonated with spirit and ease by Miss Ethel Doing, and Miss Stoneburg took the part of Miss Ellison, the jealous visitor, in a most capable manner. Mr. Bathurst, as Lieutenant Hopeton, was ardent and lover like, and Miss Ghering, as Janet Osborne, "The Lady from Philadelphia," enjoyed herself from first to last in the "lark" of the play.

The enterprising class, '10, had procured new scenery for both plays, and the stage was well arranged. The setting for the first play was the dining room of Captain and Mrs. Sinclair's home. Time—the present.

After a brief intermission the lights again were turned off, the curtains drawn and the living room of "Holly Tree Inn" as it appeared seventy years ago was seen. Mr. Phillips, as Jabez Cobbs, the landlord, took his part with a fine sense of the nature and habits of the kind hearted, loyal old man. Mr. Jones, as Captain Walmers, did a splendid piece of work and sustained the part well. Tom, the stableman, was a living reality, in the hands of Mr. Cummings. Mrs. Cobbs was seen in all her pride and glory of matronly power and dominion, in the person of Miss Freeman. Miss Tuttle, as Betty the Chambermaid, provoked a laugh every time she was seen or heard. Miss Dwight took the part of Mrs. Terry, Norah's mother, with great dignity. Her acting was true, natural and beautiful. Miss Bartruff made a pretty little Norah, with all her spoiled ways and loving

delightful regrets when she had kept her devoted little sweetheart in a state of uncertainty and torture by her wilful treatment. Miss Beales, as "Harry," rejoiced, sorrowed, hoped and feared in turn as the adored Norah decided it should be.

The entire play was well sustained and passed beyond the mere acting of parts, to the actual impersonation of character, habit, manners and nature of each one portrayed. Altogether the evening was a huge success in every sense and the oratory class of '10 is certainly to be congratulated upon its excellent work. M. E.

ORATORY RECITAL.

The oratory class, '10, gave its second recital, April 11, in Normal Hall before a large and appreciative audience. The program was as follows:

- A Borrowed Dinner.....Cutting
Reba Dwight
- The Organist.....Lampman
Florence Ermina Torry
- Wild Grapes.....
Maude R. Freeman
- Vocal Solo—"Springtime".....Alfred Wooler
Elda Swift
- Rhyme of the Duchess May.....Mrs. Browning
Lulu Belle Galey
- Aunt Abby's Escort.....
Myrtle G. Stoneburg
- Piano Solo.....Selected
Mabel A. Ghering
- The Fight with the Aurochs.....
James W. Phillips

The title of the first reading aroused natural curiosity, which was stimulated as Miss Dwight proceeded in her sweet charming way, to unfold the story of domestic misfortune, happily overcome, however, by woman's wit and intuition.

Miss Torry read Lampman's poem, "The Organist," with simplicity and ease. She brought out very beautifully the rare relation-

ship between the master and his child pupil, and his great loss when she left him.

"Wild Grapes" came as a delightful breezy picture of sunny autumn days, youth and "love at first sight." Miss Freeman was capital in her impersonation of each character, and gave the spirit of the selection most heartily.

There is always a treat in store for us when Miss Elda Swift is to sing, and her name on the program meant that "Springtime" would be with us. We were not disappointed.

Miss Galey read Mrs. Browning's "Rhyme of the Duchess May" with strength and marked ability. It was a heavy number but she had evidently let it take firm hold of her imagination and was able to carry her audience with her through each scene in the tragedy. In striking contrast to Miss Galey's reading came "Aunt Abby's Escort," by Miss Stoneburg, who began her story with peal after peal

of hearty laughter. Of course the audience joined in, for nothing is more contagious. Miss Stoneburg, as "Aunt Abby," recounted her youthful experience with her awkward escort, to the extreme amusement of her listeners, who were most sincere in their expression of appreciation. The work was excellent.

The piano solo, "Trembling Dewdrops," by Blake, was enjoyed thoroughly by all present. Miss Ghering played with skill and feeling.

Mr. James Phillips held the interest of the audience to a remarkable degree, in his selection "The Fight with the Aurochs," from Quo Vadis. The Roman ampitheatre, with its vast assembly of men and women, was portrayed with intense realism. It was not easy to come back to the present and find that the recital was over, and we were in Normal Hall ready to say good night. The members of this division are to be congratulated upon good, strong work. M. E.

SENIOR DEPARTMENT

EIGHTEENTH CENTURY ROMANTICISM.

Romanticism is a word that faces in two directions. It is easier to tell what it is not than what it is. When used in literature it is not independent but implies its opposite, the classic. Therefore, to form a proper conception of the romantic we must also have some conception of the classic. If we were to look for the word classic in the dictionary we should find this definition: A work of

acknowledged excellence and authority. The classic comes from the cool and quiet of other times which a long experience has shown will never displease us. Its charm is its beauty of form and familiarity.

Contrariwise, the word romantic as popularly used, expresses a shade of disapprobation. The synonyms found in the dictionary for it are wild, sentimental, fanciful, extravagant and chimerical. The word first came into use in the middle of the seventeenth century, and in an age considered classical was marked at

population until at the present time they number about one thousand.

It was an intelligent community that first settled about the lake. They were of Scotch-Irish descent, faithful in religion and devoted to learning. Early there were established two schools, one in each end of the town. These schools were small and did not supply sufficient education to satisfy the people. They were ambitious for something better, so in 1856 an academy was built from funds subscribed, amounting to \$3,200. The success of the school was immediate and because of the large attendance new buildings were added, the money being raised by subscription. When the Normal School act was passed in 1857, Edinboro was a candidate, offering the academy property to the state. In 1861 the offer was accepted and the Edinboro State Normal School was established. In 1863 Prof. J. A. Cooper was made principal, and the school rapidly forged to the front. He was succeeded by Prof. Martin G. Benedict. The present principal is Prof. John F. Bigler, and the past few years have witnessed extensive and valuable additions to the splendid property. Many new and beautiful buildings have been added and many improvements have been made.

Edinboro has several times suffered severely from fire. That of 1902 destroyed five stores and two dwellings on Erie street, much of the property remaining to this day in the ruinous condition in which the fire left it. In 1905 there was another disastrous fire which destroyed five stores and a dwelling on the east side of Meadville street. Most of this was rebuilt. But by far the most destructive fire occurred December 30, 1909, when an entire block on the west side of Meadville street, including three modern buildings on the east side, was swept away. It was a severe blow

to Edinboro and one that she will not recover from for some time.

Edinboro has four churches, a fine public school building, weekly newspaper, and at the present time two banks, the First National and the Edinboro Savings Bank. Both banks are located in modern brick buildings of their own. The Edinboro cemetery, beautifully located on a knoll overlooking the lake, was opened in 1892, but the original cemetery, a gift from William Culbertson, has been in use for eighty years.

Edinboro occupies a position remote from railroads, and is not situated so as to become a manufacturing town. Its main business is in an educational line. Its fine location, good water, well shaded streets and beautiful lake make it an ideal school town. The Edinboro State Normal School has an unspotted past record. Many good teachers and great men and women have gone out from this school to take their places in the world, and hundreds more will follow. Every year the attendance has increased. The good name of this school reaches all parts of the United States and even into foreign lands. It has an excellent body of teachers all devoted to their work and the welfare of the students in their charge. Here we have all the opportunities of acquiring an education, opportunities which many of our parents did not have. They are ours if we but reach out and grasp them.

The busy world shoves angrily aside
The man who stands with arms akimbo set,
Until occasion tell him what to do.
And he who waits to have his task marked out
Shall die and leave his errand unfulfilled.

E. H.

A man must have a very strong faith in a reward after death to enable him to plod through forty years of married life without either a square meal or a divorce.—Selected.

CHARLES DICKENS.

Ten or twenty millions of people keep a corner in their heart for Charles Dickens, because he has seen so perfectly the poetry, the beauty, the hundred lessons which the life of the masses contains, and in all that he has done he has striven for their good, not that he has created some of the most beautiful and by far the most humorous characters in English fiction, not that he has drawn scenes of real life with a vividness no artist ever attained before, but that he has acquired such an absolute mastery over the human heart that we take his ideal men and women at once to our bosoms, and make every one of his books a gallery of our personal friends. Little Nell is not the most beautiful creation in our literature by any means, but is there any loved so well? *Oliver Twist* is not remarkably good as a novel, but ever since we read it we have been crying for more. Bob Cratchitt, Bob Sawyer and Mr. Benjamin Micawber, *Pickwick*—dear old monarch of them all—these are not for us the airy fiction of the brain, but flesh and blood friends, whom we love with all our hearts, and hope to meet some day in this very world. It is the greatness of Dickens that he can inspire us with feelings like these, and no other man has ever done it in an equal degree.

No wonder that tens of thousands echo the words of Rev. Mr. Murrey, after reading his sweet Xmas Carols: "Never more will the bells ring at Xmas eve but that to me a note of sadness will mingle with their chimes for he who taught the world the lesson of the festival, who, using it as a text, preaches as no pulpit ever preached a sermon of charitable love. The hand that touched the bells of England and made the whole world melodious with Xmas chimes is cold and motionless forever."

In his sketches of English life and character he displayed his talent for making word pictures, and for calling forth both tears and smiles. This beginning of his true work showed both the writer and his readers that English literature could claim as a charming writer young Charles Dickens.

Let us look for a moment at Dickens' early life. He was born at Landport, Portsmouth, England, in the year of the second war between England and America, 1812. His father, John Dickens, held a position in the navy pay department. At the close of the war with the United States Mr. Dickens removed to London and became connected with one of the daily journals as reporter of parliamentary debate.

As time rolled on and his son Charles became old enough, his father placed him in an attorney's office. But study of law was distasteful to the young genius, whose talent for writing was early evident. Literary occupations were his delight, and though he was a diligent student, it was human nature and human life that he preferred to study and depict with his glowing pen.

Yet he did not commence at once to write novels and to display his marvellous power in delineating character and creating personages in literature that will never die. He began as many a bright star in the literary firmament had begun by shining first with the occasional beams of a newspaper contributor.

Diligence gains its reward. Charles Dickens was not weary in effort, and he believed in climbing the ladder round by round. So he was faithful as a reporter till he found himself able to fill a different and advanced position.

In 1857 he purchased Gadhill house, which he had always admired, and it afterward became so closely connected with his name and

work. For thirteen years it was the scene of a generous hospitality and many happy days were spent here, where he passed quietly away June 9, 1870.

The departure of Charles Dickens awakened sad emotions in many hearts. Well does "The Independent" call it the general sorrow, and go on to say "Death jarred the nations when it struck this man."

This great story teller was the personal friend of the world, and when he died a shadow fell upon every home in which his works were familiar and his name tenderly cherished.

MIDDLE YEAR WIT

"But, madam," said the senior,

"To you I must confess,
I don't see how you take
The greater from the less."

The teacher smiled a foolish smile,
And said serenely sweet,

"That thing occurs whene'er we take
From a senior his conceit."

Mid to senior class mate—"Say, I thought
you took this subject last year?"

JUNIOR DEPARTMENT

On March 30th we again assembled in room K at 4:10 to act upon the resignation of Mr. Frederick A. Huth, who had served as our president for the winter term, but who on account of illness was unable to return, and to elect another president to make our class yells and decide important questions.

The meeting was called to order by the vice president, Miss Gamble, and the minutes of last meeting were read and nominations

"Senior—"I did, but the faculty encored me."

Teacher (in geology)—"What kind of a deposit is the delta at the mouth of the Mississippi?"

Student—"A time deposit."

Teacher to second student—"Where is limestone and marble now being deposited?"

Student—"In the cemetery."

Senior, picking up a Caesar—"Oh, Latin's a cinch. I wish I had continued it. I can translate at sight.

Celeri saucius malus Africe est.

Celery sauce is bad for an African.

Caius noctem per totam vigi lat.

The dog watches the night through a hole.

Veni sonis fine meat.

Venison is fine meat.

Forte dux in aro.

Forty ducks in a row.

Passius sum iam.

Pass us some jam.

Who Is He?

He wiggles and twists when he tries to recite
And ahs and ums and acts not bright;
He giggles and turns, and twists some more,
He belongs to the juniors we all adore.

were taken for the election of the president. Mr. Kaugh, Mr. Frame and Mr. Negus were nominated and the election resulted in favor of Mr. Negus. After a speech by our new president and several remarks for the good of the class by certain members a motion was carried for adjournment, and with what we felt to be a strong cabinet for the welfare of our junior class we departed, to meet again for our next meeting on April 2nd in the same room.

At the present time in the eyes of the upper classmen we are called green juniors, and made to feel that we are merely young children taking Model school work here in the Normal, but it appeals to us in a different light.

We now number ninety-eight and are proud of our number, but are striving to reach the one hundred mark. Since the beginning of the spring term many new names have been added to our class roll and many new faces appear at our class meeting and seem to take an interest in making this, our class of 1912, one that is above reproach, even from our high and mighty superiors.

May we all feel that we have a work to do and may we walk the straight and narrow way, be honest and feel within ourselves that we are doing our share in making Edinboro Normal a place where good and everlasting friendships are made and kept. Much will be expected of us as we press onward and we

must not fail to meet the expectations of our most honorable superiors. BUSTER.

SPRING.

Oh, spring so dear your're full of cheer;
We sing thy praise these happy days;
We think of flowers and shady bowers;
Of birds and bees and budding trees.
We love to rise and view blue skies.
At seven ten our way we wend
To classrooms sad it seems too bad:
The walk is brief so we feel grief.
We think of brooks and not dull books,
And long to play in woodland gray,
But we must work and never shirk,
Though we would dream by some clear stream,
On a bank so neat amid blossoms sweet,
For there's a day not far away,
Wherein's a test, let's do our best.

The warm winds blow, green grasses grow,
And all day long sounds birdie's song.
Each morning light brings fresh delight.
Bright colors blend, joys never end,
For winter has passed, spring's come at last;
But dear, oh, dear! what's this we hear?
The weather's so warm it's going to storm,
The air's so hazy, I feel so lazy.
Oh spring, oh spring! what though you bring
Sunshine and showers and long peaceful hours.
Some people will doubt and others will pout,
And my! Oh, my! they sigh and cry,
Teach them to sing, O spring, bright spring.

DOINGS AT THE NORMAL

CLIONIAN ENTERTAINMENT.

On Saturday evening, April 23, the Clionian Literary Society gave a most enjoyable entertainment in chapel hall to students and friends. The leading feature of the evening was the "Mock Trial" which was humorous from beginning to end. The trial was one of "malicious mischief" and each character presented his part well. After the trial Mr. Todd entertained the audience with "rapid sketches," illustrating in a comical manner the stages through which a student must pass from junior to senior in the three years' stay in the Normal school. Another pleasing number of the program was a "scene in a student's room." This gave an actual representation of what often occurs at the Normal. In connection with the other numbers vocal and instrumental music added to the success of the evening. The society was assisted by the Normal orchestra and by Miss Lucy Drake, of Erie, a reader, who entertained with several humorous selections.

MUSICAL FRAPPE.

On April 2nd in Normal Hall something novel in the way of entertainment was given by the members of the Y. M. C. A. and the Y. W. C. A. This was a "musical frappe." The scene was a social function in New York, where about forty guests, distinguished people, such as Chauncey Olcott, Edna May and Fritz Scheff, were being entertained for the evening. The directors, Miss Thomas and Miss Griffin, did themselves credit with the way in which the program was carried through.

A GARDEN PARTY.

A bit of green card board and a bit of printing seem to mean so little, yet it meant a great deal to the Y. M. C. A. and the Y. W. C. A. not long ago.

For a few days before May 30 bits of the aforesaid card board, scattered about the different parts of the town, were attracting the attention of every passer by who paused to read—

"Garden Party
"As You Like It"
given by Y. M. and Y. W. C. A.
on
Decoration Day
On Normal Campus
7:00 P. M.

To find the place 'twill not be hard to do,
For Japanese lanterns bright will greet you;
Strolling on the campus you'll not care to go
For there'll be music so sweet and low.
We'll have scenes from 'As You Like It'
And we're sure you'll give it credit.
The characters will give you honor due,
And your ten cents you'll never rue.
'All Rules Will Be Supsended'
For this most rare occasion,
So come, rain or shine,
For we have the gym, keep in mind,
If the moon in the sky you don't find."

Well, the moon in the sky was not found, but with trees and shrubbery from the neighboring wood the bare walls of the gymnasium were soon transformed into a green bower which very much resembled the "Forest of Arden" and while the audience were admiring the beauties of the forest, "Orlando" was

seen to rush out and pin a tiny love note on the trunk of one of the trees where it was soon afterwards found by "Rosalind."

The scenes selected were from acts III and V from "As You Like It," under the direction of Miss Griffin and Miss Hotchkiss. The parts were well taken by the following:

Jaques, the melancholy.....	Mr. Mallory
Corin, the old shepherd.....	Mr. Meabon
Duke Senior.....	Mr. Waterman
Sir Oliver.....	Mr. Blair
Touchstone.....	Mr. Vandervort
Audrey.....	Miss Leach

Orlando.....	Mr. Dearborn
Celia.....	Miss Elliott
Rosalind.....	Miss Dwight

The play ended, the company soon found places at small tables scattered about the room, and there in the light of the Japanese lanterns did ample justice to the delicious ice cream and cake.

Financially the Garden Party was a great success and the Y. M. and the Y. W. C. A.'s feel fully repaid for their work.

MISCELLANEOUS

Edinboro, Pa., June 1, 1910.

Dear friends and classmates:

I have been requested by the editor of the Review to give you a few ideas of the west.

As you are undoubtedly aware, I have been principal of the schools of Summit, S. D., the past year. It is a thriving little town of about five or six hundred inhabitants. The principal occupation is that of raising cereals. It is a very pleasant sight in the fall to look over those immense fields of wheat. Just as far as the eye can reach you can see the waving of the golden grain.

We people of the east have but a poor idea of the way farming is done on a large scale. We think we have a large reaper if it cuts a six foot swath but during the time I was in the west I did not see a reaper of that size. The smallest reapers are worked with four horses while the larger ones use eight. The larger reapers that use eight horses are called push binders in view of the fact that the reaper is ahead of the horses.

After the reaper comes the thrasher. These machines are of immense size with a greater capacity than three of our ordinary separators.

Many of the farmers have no way of taking care of the grain when it is threshed so it is left in large piles in the fields until they can haul it to the elevators in the towns.

As soon as the crop is taken care of they begin their fall plowing. Some plow with a sulky plow, some with a gang plow, others use the steam or gasoline plow. The last two plows turn from nine to twelve furrows at once, plowing as much as forty to fifty acres per day. The wheat is all spring wheat and is drilled as soon as possible after the snow goes off. The drills are all eighteen and twenty-two hose, using four horses; quite different from our nine and eleven hose.

I hope this gives you an idea how the bread stuff for the United States is grown and harvested.

The western people are very hospitable, frank and friendly. They do not enjoy see-

ing people put on airs. You can never tell by the looks of a man in the west as to the state of his finance. He is always very common and plain in his dress no matter what he is worth. This comes from the fact that the average western man started in poor and has worked out his own fortune. He does things on a large scale. He handles dollars, not cents. His motto is, It is more fun to chase a dollar than it is to sit on it. This makes the country prosperous and productive.

I had in my school about 200 children, all of whom are boosters for their state. They are taught to be boosters by their parents, for every westerner is a booster for his state and his country. I found the work of teaching in such a community very agreeable.

I think the west is the country for the young man and young woman, not only in teaching but in every line. There are more opportunities, more elbow room and more fresh air. I thoroughly agree with what Horace recently once said: "Go west young man and grow up with the country." It is the young man's country.

Very sincerely,

R. R. WALKER.

THE HORSE'S PRAYER.

To Thee, my Master, I offer my prayer: feed me, water and care for me, and when the day's work is done, provide me with a shelter, a clean, dry bed, and a stall wide enough for me to lie down in comfort.

Always be kind to me. Talk to me. Your voice often means as much to me as the reins. Pet me sometimes, that I may serve you the more gladly and learn to love you. Do not jerk the reins and do not whip me when going up hill. Never strike, beat, or kick me when I do not understand what you want, but give me a chance to understand you. Watch

me, and if I fail to do your bidding, see if something is not wrong with my harness or feet.

Do not check me so that I cannot have the free use of my head. If you insist that I wear blinders, so that I cannot see behind me as it was intended I should, I pray you be careful that the blinders stand well out from my eyes.

Do not overload me or hitch me where water will drip on me. Keep me well shod. Examine my teeth when I do not eat; I may have an ulcerated tooth, and that you know, is very painful. Do not tie my head in an unnatural position, or take away my best defense against flies and mosquitoes by cutting off my tail.

I cannot tell you when I am thirsty, so give me cool, clean water often. Save me by all means in your power, from that fatal disease—the glanders. I cannot tell you in words when I am sick; so watch me, that by signs you may know my condition. Give me all possible shelter from the hot sun, and put a blanket on me, not when I am working, but when I am standing in the cold. Never put a frosty bit in my mouth; first warm it by holding it a moment in your hands.

I try to carry you and your burdens without a murmur, and wait patiently for you long hours of the day or night. Without the power to choose my shoes or path, I sometimes fall on the hard pavements, which I have often prayed might not be of wood, but of such a nature as to give me a safe and sure footing. Remember that I must be ready at any moment to lose my life in your service.

And finally, oh My Master, when my useful strength is gone, do not turn me out to starve or freeze, or sell me to some cruel owner, to be slowly tortured or starved to death; but do thou, O My Master, take my

life in the kindest way, and your God will reward you here and hereafter. You will not consider me irreverent if I ask this in the name of Him who was born in a stable. Amen.

SOME POINTERS.

Men and women who have full lives of their own have neither time nor inclination for research into the lives of others.

There are circumstances when, in order to be kind, we must seemingly be cruel.

In doing good to others, in thinking good of others, you are doing good to yourself.

The right kind of love never tries to enslave, own or dominate the one who is loved.

There are illnesses which physicians cannot cure. In such cases it is the exercise of your own strength and will power which will bring healing.

Throughout the ages, the old Mosaic law has never ceased to be enforced: "An eye for an eye, and a tooth for a tooth."

The Christmas gift left over from the past year's harvest—are you going to pass it on?

Time spent in resenting an injury is time that is lost. Think, rather, where you yourself may have been to blame.

If we expect and work for the best, we are fairly sure to end by getting it.

A kindly word, a pleasant smile, are never wasted. They always come back when they are most needed.

A woman will always find a way for condoning and excusing a man's delinquencies—if it is what she wants to do. —Selected.

They met just a moment,
It was by the old mill stream.

They met for just a moment,
And they'll never meet again,
For she was but a Jersey cow,
And he a railroad train.

---Ex.

Latin Professor (to student with suspicious looking bunch in his cheek)---Quid est hoc?
Student---Hoc est quid.

As charity covereth a multitude of sins before God, so does politeness before man.

ALUMNI

1889---Samuel B. Bayle is a prosperous attorney-at-law in Erie.

1898---George L. Hayes is principal of the Girard borough schools.

1891---P. N. Osborne is pastor of the Eastminister Presbyterian church in Erie.

1908---Jeannette Lapsley has been teaching in Sibleyville the past winter.

1901---Elizabeth Roberts attended Bucknell University for one year and afterwards took her degree from Allegheny College. She is a member of the Normal faculty this spring.

1909---Lynn Walp taught school near his home last winter.

1899---Mrs. Georgia Walker is teacher of bookkeeping in the Normal.

1906---I. Reid St John is an instructor in the Normal this present session.

1909---Miss Madge Kerr has been one of the teachers in the Girard High school the past year.

1908---George Rose was recently elected to act as principal of the school at Harborcreek or next year.

1906---The many friends of May E. Thornton will learn with regret of her death recently from typhoid fever.

Dr. Benn, a former graduate, and also teacher in the Normal, gave an excellent talk in chapel recently.

1909---Lloyd P. White, who taught the past winter near Ohiopyle, was a welcome visitor at the Normal a short time ago.

1909---Aletha Kearney has recently closed a successful term of school at Blystone, Crawford county, and is now teaching a large class of pupils in music.

1902---W. L. Austin writes from Economy, Pa., that he is teaching trigonometry, physics, bookkeeping, Cicero, Caesar and first year Latin, and directing the work of two assistants. He thinks of attending the summer term of Grove City College this year.

1909---M. Walp and Mr. White of last year's class, visited the Normal after their schools closed recently. Each favored us with a few words in chapel. Mr. White told of his visit to the site of Fort Necessity, near where he was teaching, in Fayette county. He also reported that George Morrison, '10, who was obliged, by sickness, to quit the Normal last fall, was teaching near Uniontown, in the same county.

1908---Wayne Waterman is a post graduate student this spring.

1896---Charles P. Snyder, '96, is a physician with a big practice at Polk, Pa. He is married.

1908---Carle Platt was a recent visitor at the Normal. Miss Sundell of the same class accompanied her.

1905---Walter Kinney died recently at the home of his mother, in Spartansburg, leaving a wife and one child.

Bessie (Brightman) Fetteroff, middle year student in 1906, died a short time since on her way home from Kansas.

1908---Tetro Oakes has returned home after a successful term as teacher of the primary room in the school at Lottsville.

1908---Wesley G. Hayes, who was principal of the school at Espyville the past winter, is enrolled as a post graduate student this spring.

1889---Chas. J. Boak died at the Allegheny General hospital in Pittsburg Monday morning, March 14, at 4 o'clock. The deceased had been sick about ten days with pneumonia. Prof. Boak was an instructor at Edinboro Normal school from 1889 to 1896; following this he was for six years superintendent of the city schools at Beaver Falls, Pa. He was a brilliant man and a successful educator. The deceased had been connected with the Ellwood Coal Oil and Gas Co. for the past 20 months and at the time of his death he was vice president and treasurer of that incorporation. Chas. F. Armour, former publisher of the Girard Cosmopolite, was an associate with Mr. Boak. The death of this estimable gentleman is a great loss to the company. Mr. Boak was born in Lawrence county, Pa., on the 19th of October, 1855. The funeral was held Wednesday afternoon at Butler, Pa., and the burial was in that city.